



Internationalisation of QA vs. QA of internationalisation: *a typology of QA activity in an internationalised context*

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recognising international expertise

About Ecctis

A worldwide provider of solutions aimed at supporting the international recognition of qualifications and skills

Since 1997 we manage on behalf of the UK Government the national qualifications recognition function, UK ENIC (formerly UK NARIC)



Mission:

To support the internationalization of education by improving **international understanding** of and **trust** in international qualifications of demonstrated quality and standards



recognising international expertise

Key benchmarking services



Qualification Benchmarking



TVET Quality Benchmark



EMI Quality Benchmark



TNE Quality Benchmark

The progressive potential of internationalisation

Potential for widening access to quality education, meeting skills and training needs at global level, devise shared solutions to today's challenges, foster a sense of global citizenship, develop inter-cultural awareness and competencies etc...

As education internationalisation so should the underpinning practices designed to reassure about its quality and standards

It is important to this aim to identify the specific challenges and opportunities associated with securing quality education in a context of internationalisation

QA of internationalised HE practices and activities vs internationalisation of QA practices and activities

QA of internationalisation

Quality Assurance of 'internationalisation at home'

- internationalisation of the *student body* (as a result of student mobility)
- internationalisation of the *curriculum* (to meet the learning needs of our global communities and the global knowledge economy)
- internationalisation of the *student experience* (to internationalise the experience of every student, e.g. COIL)

Quality Assurance of 'internationalisation abroad'

- out-bound or in-bound transnational education (as a result of programme and institutional mobility)

QA of internationalisation at home

Codes of conduct, guidelines, legislation to safeguard the experience of international students

- help transition to a different culture (T&L), language support language/academic/pastoral support, enrolling qualified students (recognition), globalised career advice, managing agents...
- legal requirements vs. voluntary codes of conduct

Guidance and advice on best pedagogical practice

- internationalising the curriculum, teaching international classrooms, internationalise the experience of all students (COIL), introducing an intercultural dimension across the institution
- also informing external quality assurance schemes (e.g. ECA, APQN)

QA of internationalisation abroad

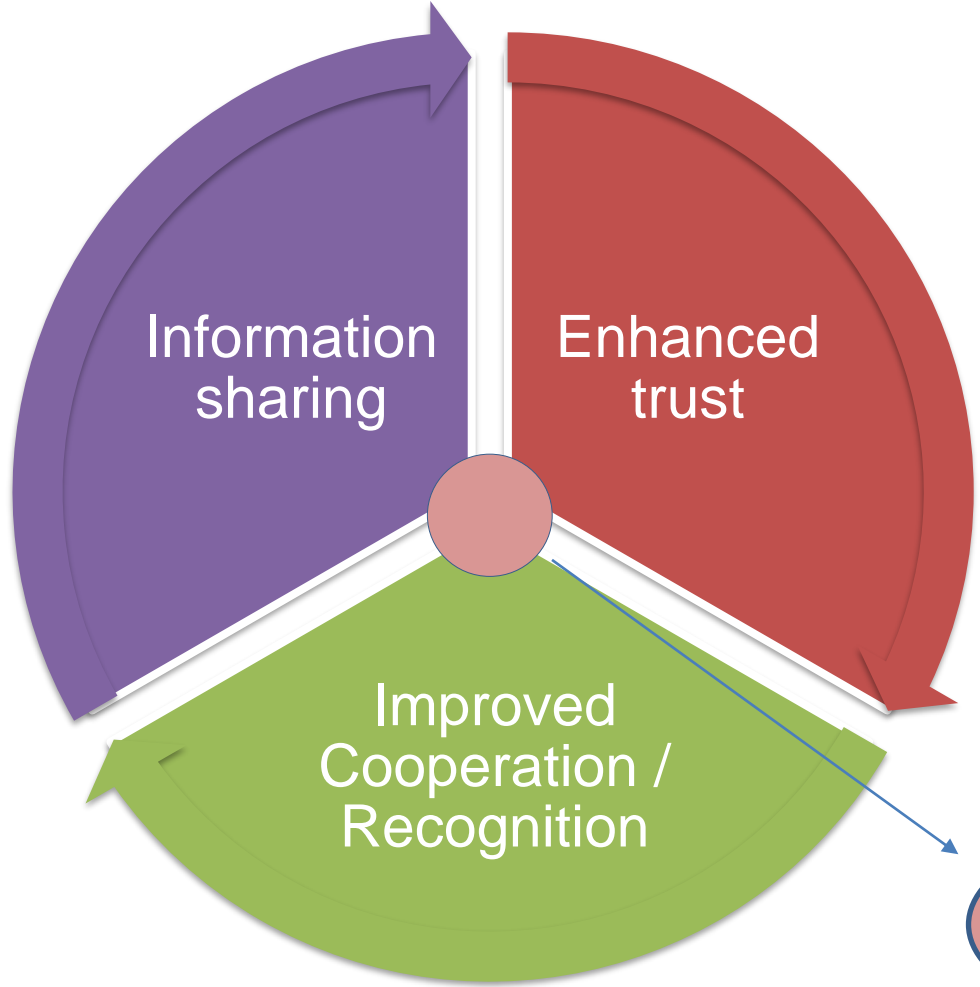
Quality Assurance of in-bound TNE

- extent to which national QA requirements should apply, or rely on sending countries' QA
- understanding the home country standing of TNE providers, and the external QA of sending locations' authorities
- importance of cooperation with sending locations' authorities

Quality Assurance of out-bound TNE

- ensuring comparability of quality and standards to home campus
- geographical distance / higher costs
- lack of comparable data to home delivered provision
- importance of cooperation with host locations' authorities

The virtuous circle of cross-border cooperation



The golden rule of TNE: *comparability*

Learning outcomes vs. learning experience

uncompromisable expectation vs student expectation

Whilst **learning outcomes** must be safeguarded across modes / locations of delivery...

...with regard to the **learning experience**, should anything over and above what is required to support students in achieving the expected learning outcomes be regarded as a matter of student expectation?

Internationalisation of QA

Internationalisation of Quality Assurance practices

- Introduction of an international dimension into a national QA system or into the operations of a QA body

Internationalisation of Quality Assurance services

- Offering QA services in countries other than the one in which a QA body is based

Internationalisation of QA practices

Including international experts in peer-review panels

- introduce an international perspective into national HE systems
- ESG 2.4. and harmonisation of HE/QA systems
- costs and adequate understanding of local systems?

Alignment with international standards

- a priority in the context of coordinated internationalisation efforts, such as the EHEA underpinned by the ESGs (but also PAQAF, AQAF, INQAAHE ISGs)
- but are international standards flexible enough to accommodate diversity and innovation?

Internationalisation of QA services

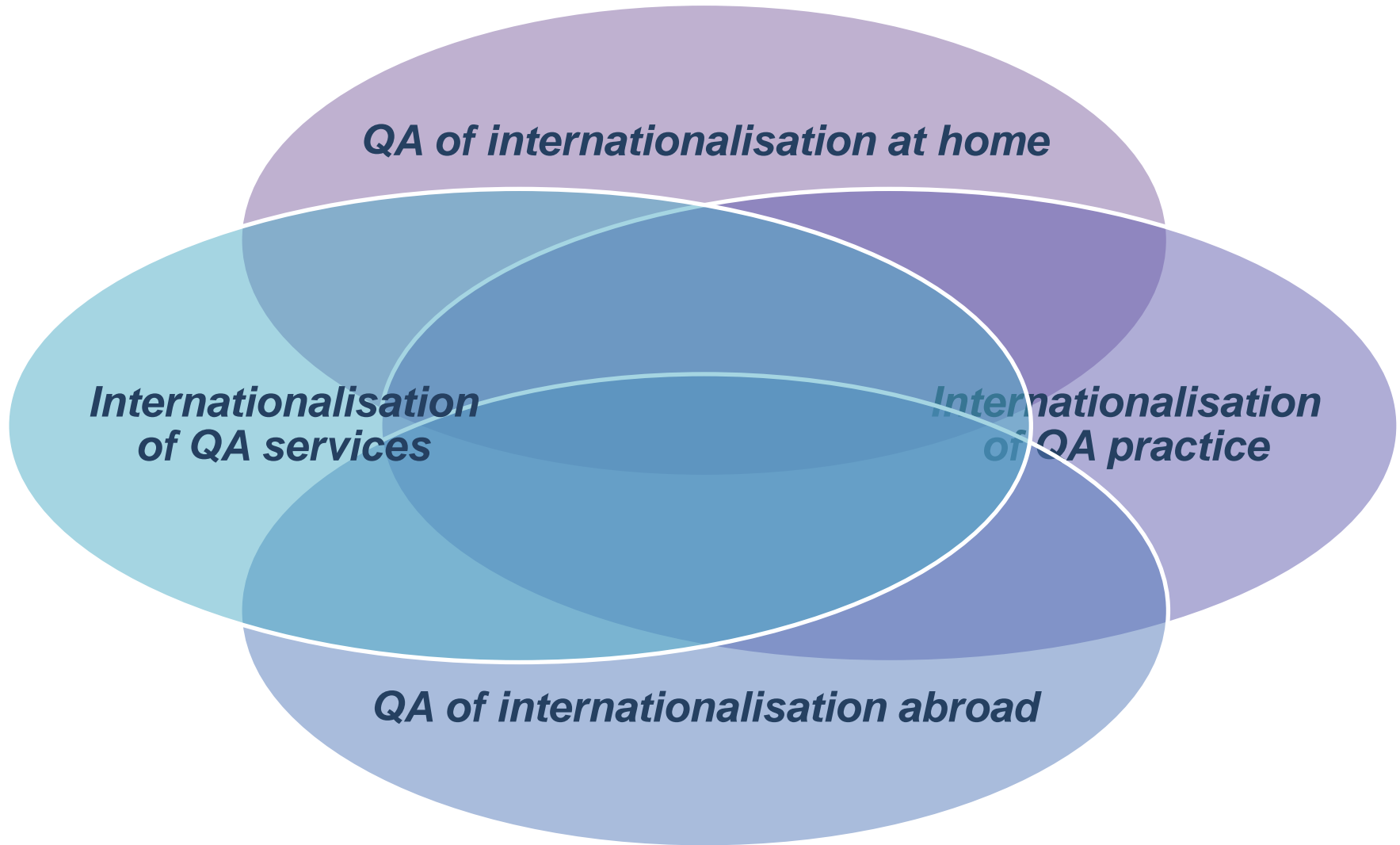
Status of international QA services

- make clear the status they confer to providers vis-à-vis the location in which the QA body or the provider are based (e.g. confer degree-awarding power, count towards national requirements or just an external independent recognition?)

Language and cultural difference

- ensure that the QA body has a sound understanding of the education system in which the reviewed provider operate, and of the provider's practice when operating in a different language (e.g. international experts + translation services)

A typology of QA in the context of internationalisation

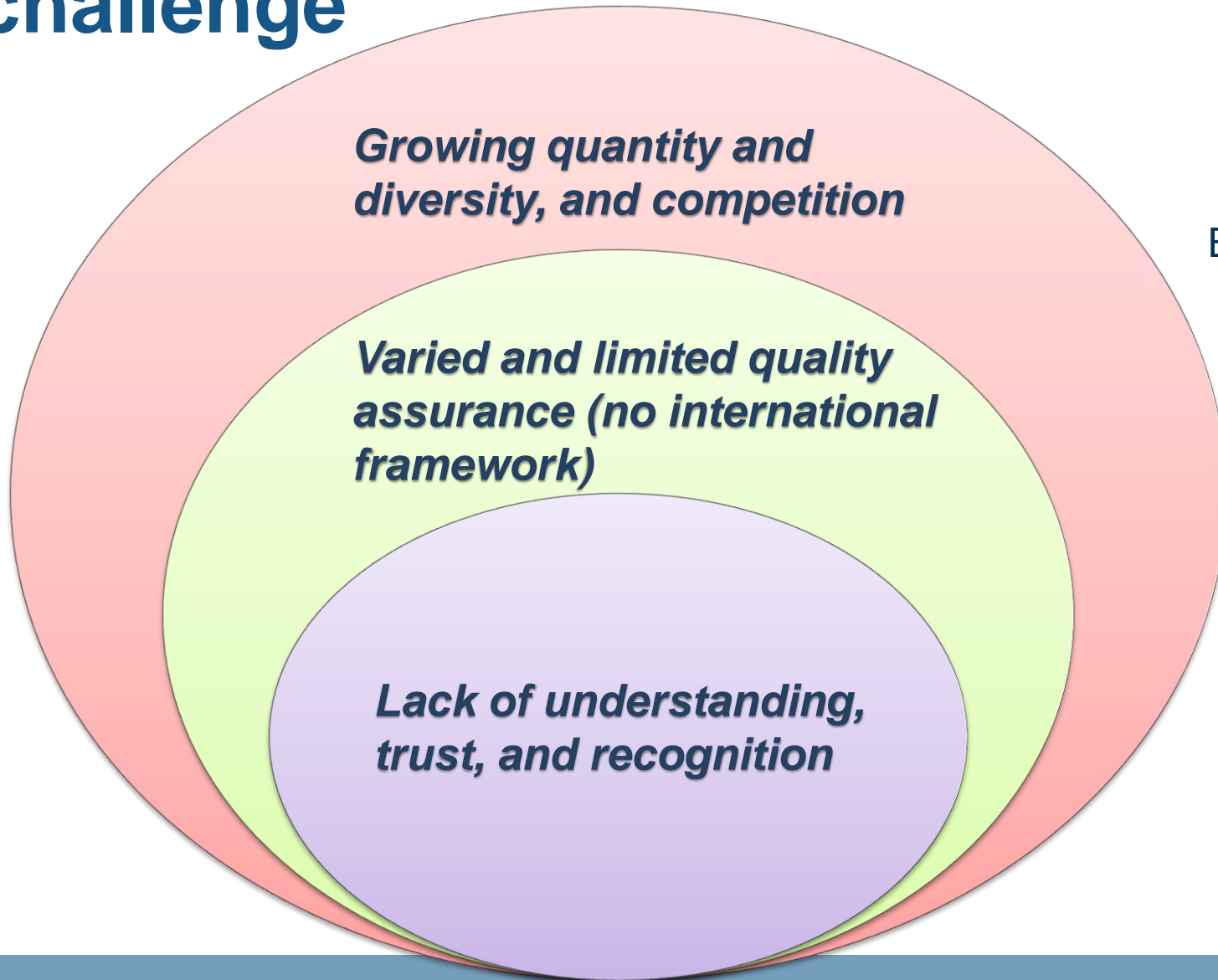


TNE Quality Benchmark (TNE QB)

- An **international peer-review** of TNE
- **regardless of location** of origin or delivery
- against **international standards**
- aimed at supporting the **portability** of TNE qualifications
- providing a platform for **cross-border cooperation**



A global solution to a global QA challenge



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