



# ***Higher education quality assurance in globalization: challenges, responses and effectiveness***


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# Welcome to Xi'an

<https://www.google.com.hk/search?q=pictures+of+Xi.an>

- Capital city of more than 13 dynasty.
  - A natural history museum
  
  - Starting point of silk road
  - Hometown of Terra Cotta Warriors.
  - Tang Dynasty Palace Performance
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- ***1. Introduction***
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# Quality assurance

- The efforts on enhancing quality.
- Accreditation, auditing, evaluation , assessment and so on.
- Australian England Hongkong Quality assurance
- US accreditation, assessment

# Functions

- Quality assessment is a more improvement-oriented, developmental step through which the strengths and weaknesses of a higher education institution or program are evaluated.
- Quality audit, which focuses on the system for internal quality control is more development –oriented and thus more appropriate when institutions and their programs are relatively even or close in quality, and are mature.
- Accreditation, which in fact imposes a cut-off point as to what is acceptable and what is not, is more appropriate for quality control.









# 1.1 Background

The changing context of higher education

- Since 1980s, globalization of higher education is developing at a rapid speed.

The international mobility of students and faculty is becoming more and more active.

‘globalization at home’ , ‘internationalization abroad’

international students need to make a rational choice among so many universities.

# 1.1 Background

- quality assurance conducted by the national evaluation agencies can not meet the demanding needs of the university internationalization and the students' education choice worldwide.
- the increasing mobility of students and faculty to the Anglo-Saxon countries, such as US, UK, Australia and some European countries.
- The top world-class university are attracting more and more talented students globally and providing international programs all over the world by their high reputation.

# 1.2 Questions confronting stakeholders

## Students

- Which is the best one?
- Which is the most suitable one?

## Employers

- How to evaluate the degrees from different countries?

## Researchers



- Which agency can offer the most credible ranking information?
- What quality framework are they adopting?

Who has the authority to rate the universities?



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## ***2. Challenges***

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- Quality assurance works for the current education.
  - It should be responsive to the changing background of education
  - Or they will be out of date
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## ***2.1 Regulation of cross-border education***

- Internationalization for profit has become a reality.
- the low quality international education appeared for profit.  
the number of 'diploma mills', 'canned degrees' and 'accreditation mills' is increasing
- cognition of study-abroad experiences has become an urgent task for the quality assurance agency.

Students with a degree or a diploma from one country want to get it validated in another country where they may live and work



## ***2.2 Set Framework of quality***

The quality assurance agency will be accepted only if it can conduct reliable assessment.

The effectiveness of quality assurance is closely related to the quality framework the agency adopts.



## ***2.2 Set Framework of quality***

- The differing choice of quality indicators are reasonable to the local contexts, but the differences in quality perception and indicators will result in confusion in evaluation.
- In the global context, we need to compare the quality of higher education in different countries.
- A universal quality framework for globalizing higher education is greatly needed.
- UNESCO through the Global Forum, OECD, several NGOs
- different approaches to developing national, regional and international frameworks are being discussed .

## ***2.3 Professional evaluators with global perspective***

- globalization has put evaluators in the international higher education system, how can they cooperate without a global perspective?
- The massive increase in external and internal quality assurance activity in recent decades have created a new profession that requires a structured academic discipline and programs to educate quality assurance professionals, stimulate research, and produce new initiatives.
- However, there is very little education and training for the QA profession and its professionals.



- **3. *Responses***



## 3.1 quality assurance agencies

- The International Network for Quality Assurance Agencies in Higher Education (INQAAHE); 250 countries, established in 1991

It provides a forum for the discussion of global issues, such as cross border education.


set the ground for the development of a quality assurance profession.

a collector, creator and distributor of information on Quality assurance in Higher education

(<http://www.inqaahe.org/>)




# ***Global Alliance for Transnational Education***

- GATS is a worldwide agreement covering all the 145 member countries of WTO.
  - Founded in 1995
  - an alliance of businesses, educators, quality-assurance agencies, governments, and intergovernmental organizations that nurtures and sustains communication among education and training leaders worldwide.
  - The purpose of GATS is to reduce or eliminate barriers to educational exchange.
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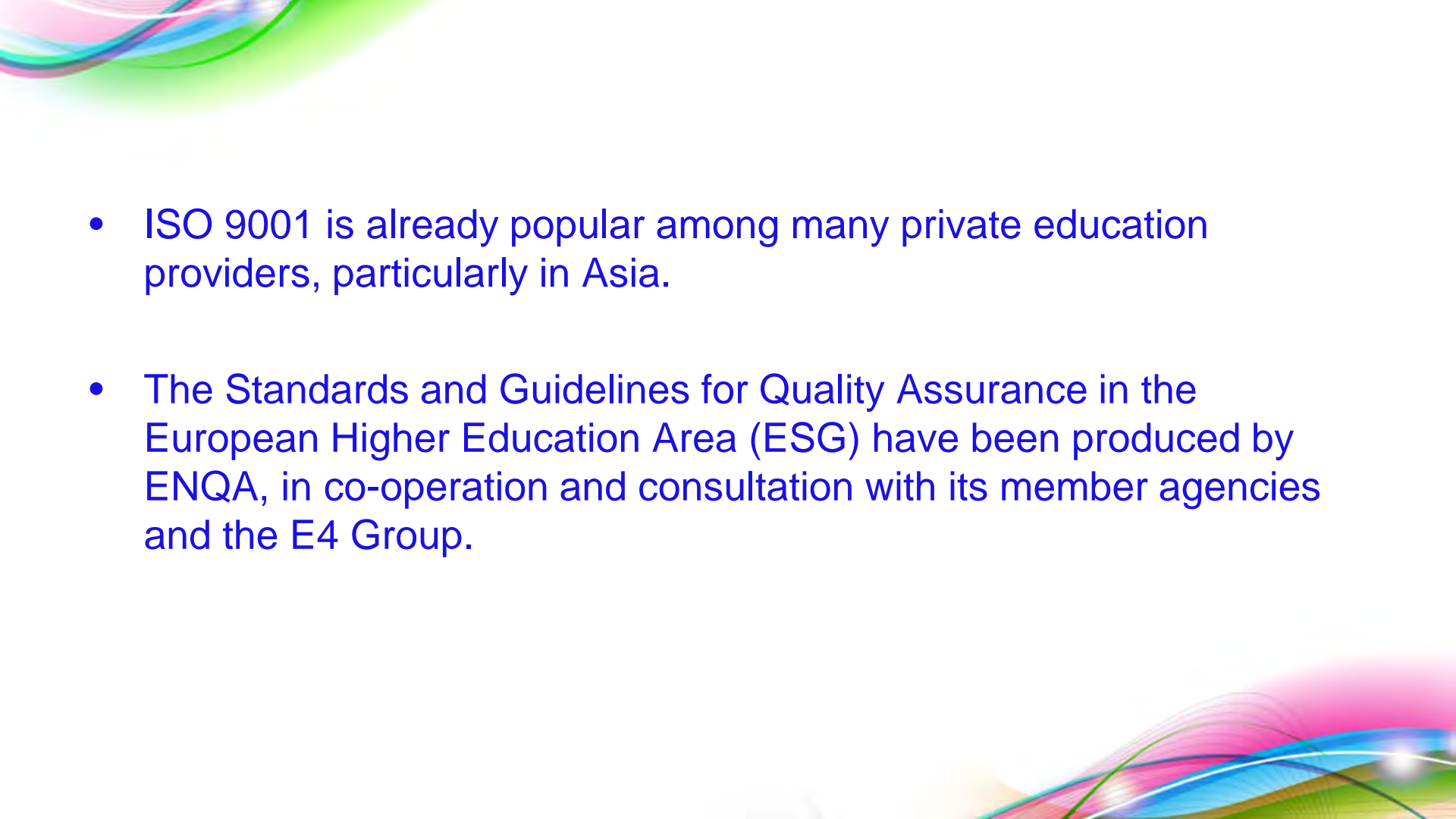
# European Network for Quality Assurance


- ENQA was established in 2000 as the European Network for Quality Assurance in Higher Education to promote European co-operation in the field of quality assurance.
  - **ENQA** represents quality assurance organizations suggested by the European Higher Education Area (EHEA) member states.
  - require all member agencies to undergo an external review at least once every five years.
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## ***3.2 The exploration on international quality indicators***

- **UNESCO conventions on the ‘Recognition of Qualifications’ were established more than twenty-five years ago and have been ratified by over 100 Members.**
- **In 2001, the same two organizations established a ‘Code of Good Practice for Transnational Education’ which is now a recognized part of the Lisbon Convention.**
- **Australian Quality framework**

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- ISO 9001 is already popular among many private education providers, particularly in Asia.
  - The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) have been produced by ENQA, in co-operation and consultation with its member agencies and the E4 Group.

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- The international Association of University Presidents and INQAAHE's 1999 proposal - to create a quality label similar to the quality register in order to identify credible external quality assurance agencies met with opposition.
  - Quality assurance agencies strive to develop a framework that is responsive to change but consistent in its approach.
  - The framework needs to be sensitive to the local context as well as on a par with international developments in its core elements.

## ***3.3 The training of global quality Assurance professionals***


- ***American Evaluation Association's effort on evaluation professionalism .***
- ***AEA is an international Association focuses on enhancing evaluation effectiveness and evaluator developing. It was founded in 1980s.***

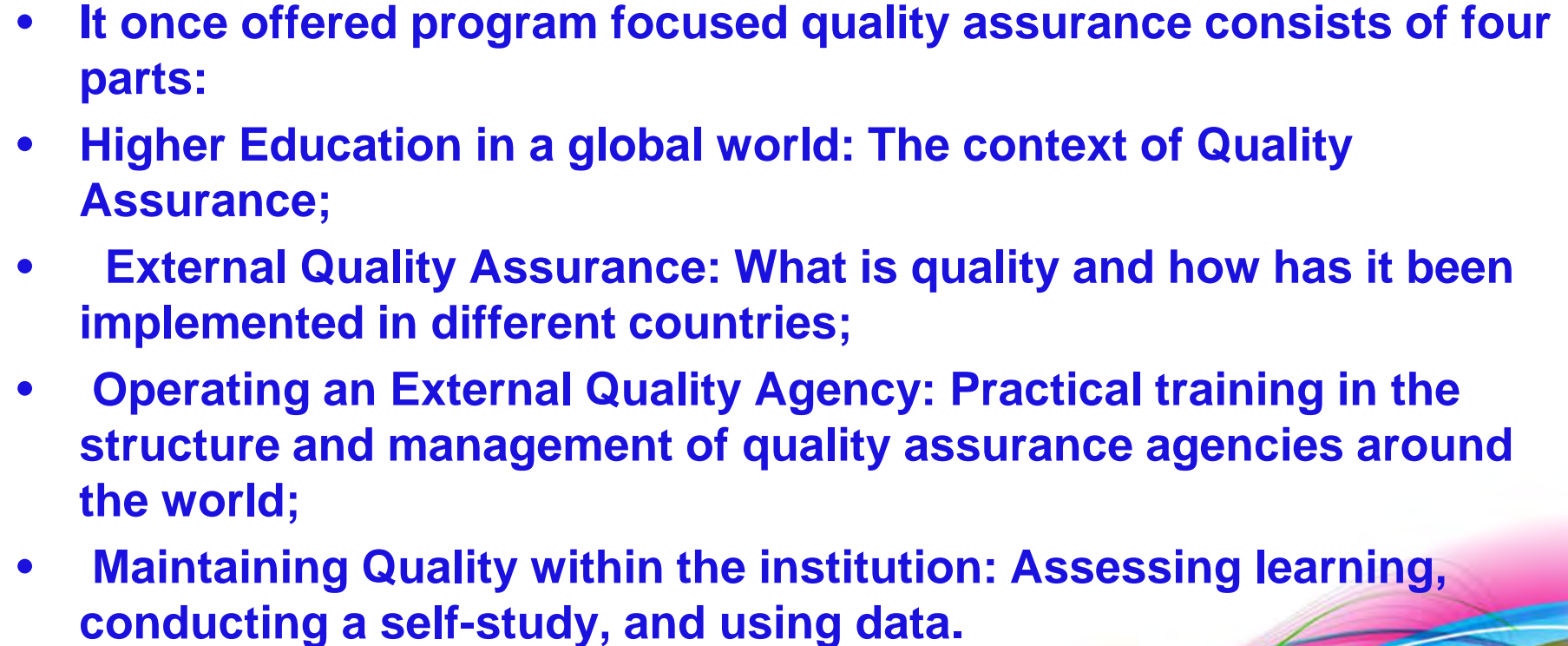
**AEA <http://www.eval.org>**

- ***Its mission is to improve evaluation practices and methods, increase evaluation use, promote evaluation as a profession, and support the contribution of evaluation to the generation of theory and knowledge about effective human action.***
- ***AEA values excellence in evaluation practice, utilization of evaluation findings, and inclusion and diversity in the evaluation community.***
- ***AEA fulfills its mission by annual conference on different evaluation topics to improve evaluation effectiveness.***
- ***It also offers workshop for good practice of evaluation.***
- ***AEA Guiding Principles For Evaluators is also very useful for evaluators all over the world. <http://www.eval.org>***



## ***INQAAHE's program for the development of quality professionals***

- ***INQAAHE has now begun to create a comprehensive program for the training and professional development of QA professionals.***
  - ***INQAAHE, through the considerable expertise of its members, has created materials***
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- **It once offered program focused quality assurance consists of four parts:**
  - **Higher Education in a global world: The context of Quality Assurance;**
  - **External Quality Assurance: What is quality and how has it been implemented in different countries;**
  - **Operating an External Quality Agency: Practical training in the structure and management of quality assurance agencies around the world;**
  - **Maintaining Quality within the institution: Assessing learning, conducting a self-study, and using data.**



- ***4. effectiveness***

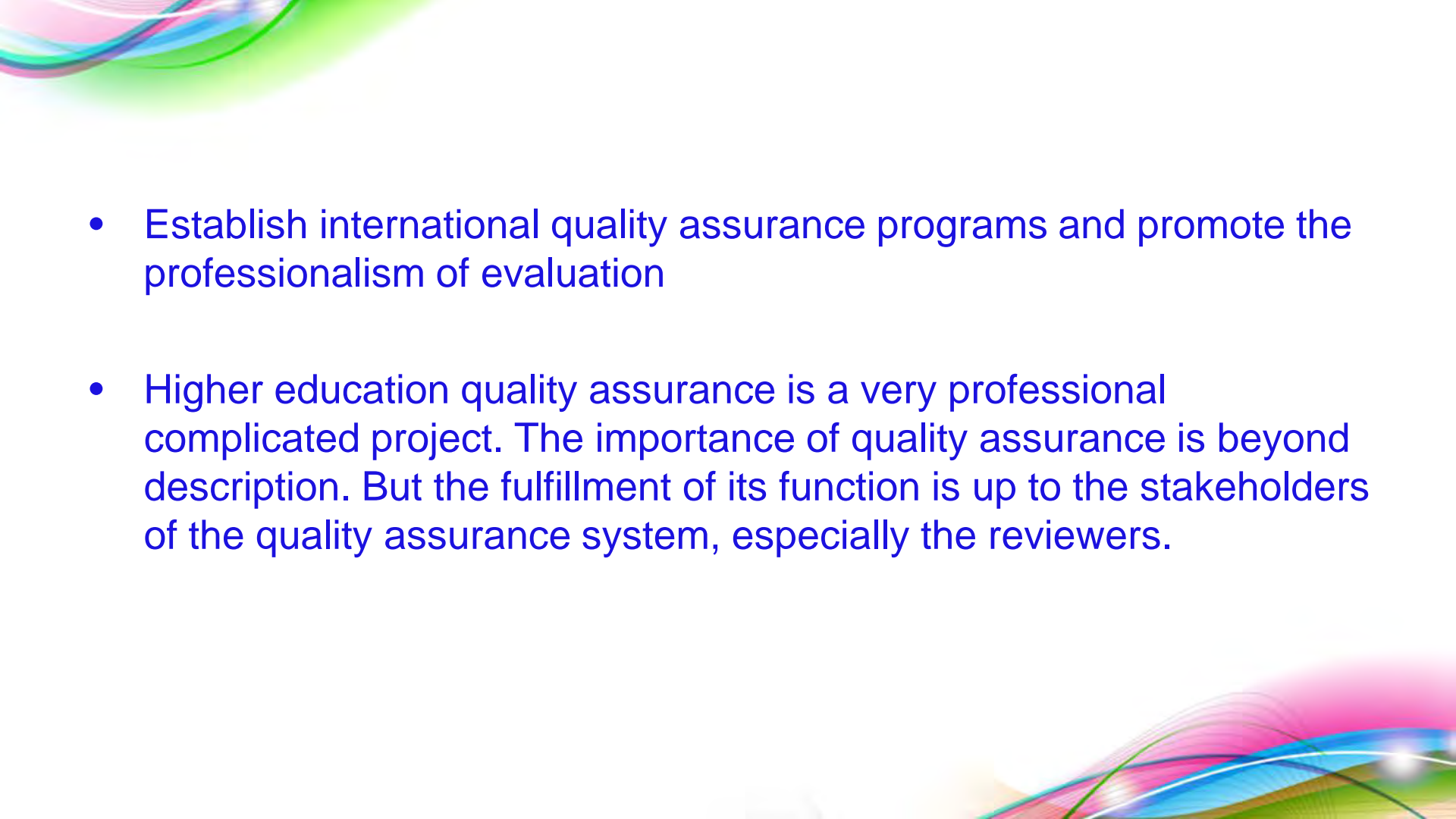


## ***4.1. Reflections on the effectiveness for enhancement***

- one of the vital issues in quality assurance is the efficacy and cost-effectiveness of the quality system.***
- The trust in quality assurance mechanism can be gained through transparency and enhanced through many different designs.***
- The existence of a quality assurance mechanism does not automatically mean that national higher education provision is of good quality.***

# Suggestions for improvement

- *Guarantee the credibility of the quality assurance process via meta-evaluation*
- *Quality assurance agencies can be accepted only if it is proved to be reliable. How can it to be effective?*
- *The Quality Assurance agency itself also needs to be evaluated regularly. Therefore, it is necessary to found an international agency that can offer meta-evaluation.*

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- Establish international quality assurance programs and promote the professionalism of evaluation
  - Higher education quality assurance is a very professional complicated project. The importance of quality assurance is beyond description. But the fulfillment of its function is up to the stakeholders of the quality assurance system, especially the reviewers.

# Conclusion


.In the age of higher education globalization, quality assurance has become a complicated issue.

some regions have responded actively .

INQAAH, GATES, ENQA have set quality frameworks and conducted effective quality assurance, AEA has established ethical guidelines for evaluators

# Conclusion

- However, the effectiveness of quality assurance is still under discussion all over the world.
- Only by conducting ongoing meta-evaluation and stimulating the professionalization of quality assurance can quality assurance be effective and fulfil the continuous improvement of globalizing higher education.

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- Thanks for your attention.
  - Critical feedback ?
  - Welcome to Xi'an
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