



TNE_QA Promoting quality and recognition of
transnational education in Armenia and Georgia

WP2: Formulation of External and Internal QA standards and Procedures for TNE Education

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Batumi, 23-24 June 2015



WP2 in Brief

- Starts Month 12, ends Month 23
- Prepares the Pilots that will take place during WP3
- Main deliverables
 - Synopsis of standards and procedures: Feb. 2015
 - QA Standards & Procedures for Agencies, workshop and handbook
 - QA Standards & Procedures for HEIs, workshop and handbook



Deliverables for HEIs and Agencies

- For the HEIs a list of **criteria and procedures (handbook)** enabling them to evaluate their situation, see where to improve and go for accreditation of their TNE programmes
- For the Accreditation Agencies,
 - a **paper showing how they implement** the TNE criteria and procedures and *how they incorporate them in their national frameworks, in addition to the national accreditation schemes*
 - A commitment to be consistent with the UNESCO guidelines, when accrediting TNE providers



As a wrap-up

- Need to define clearly the boundaries of the project:
 - Countries already have national frameworks
 - Project aims at providing an *add-on* for the TNE education
 - Not to replace the National Framework
 - But be consistent with the National Framework
 - And inspired by international recommendations (UNESCO)



As a wrap up

- TNE_QA is a first step:
 - To support the quality enhancement of TNE in Georgia and Armenia
 - To ensure, in a later stage, that the TNE institutions go for the national accreditation schemes



Benefits of the TNE_QA project

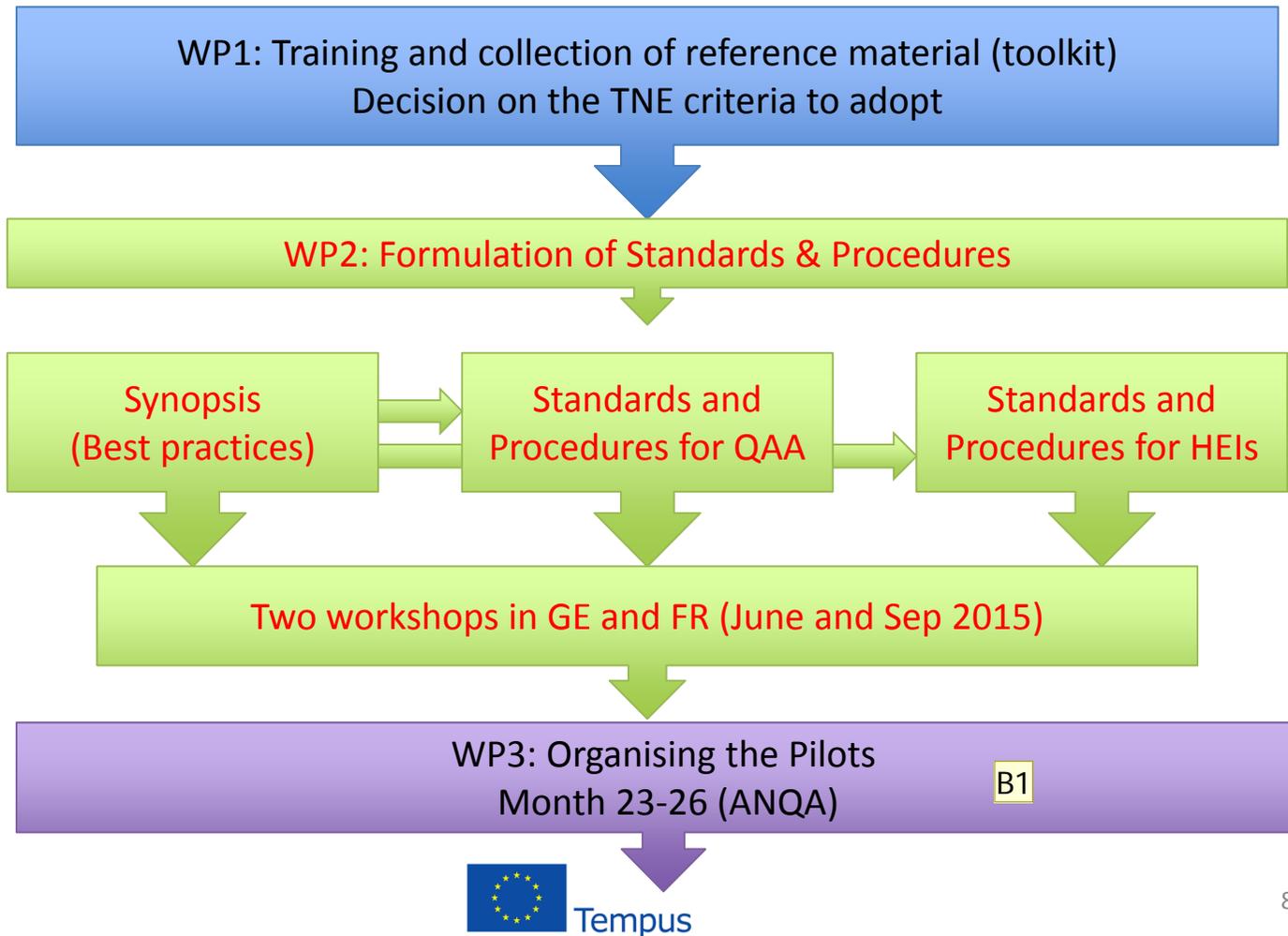
- Institution is nationally (internationally) accredited for its existing national/international programmes
- Need to secure quality of TNE programmes that have been launched -> this is the goal of the TNE_QA programme
 - Applies only to the TNE programmes
 - Not a re-check of the existing national programme



Need for consistence

- TNA_QA criteria and accreditation need to be consistent with what is already defined by national accreditation.
- One system does not replace the other one, it looks at another type of programmes or other characteristics that are not covered by the national scheme.

WP2 in the project



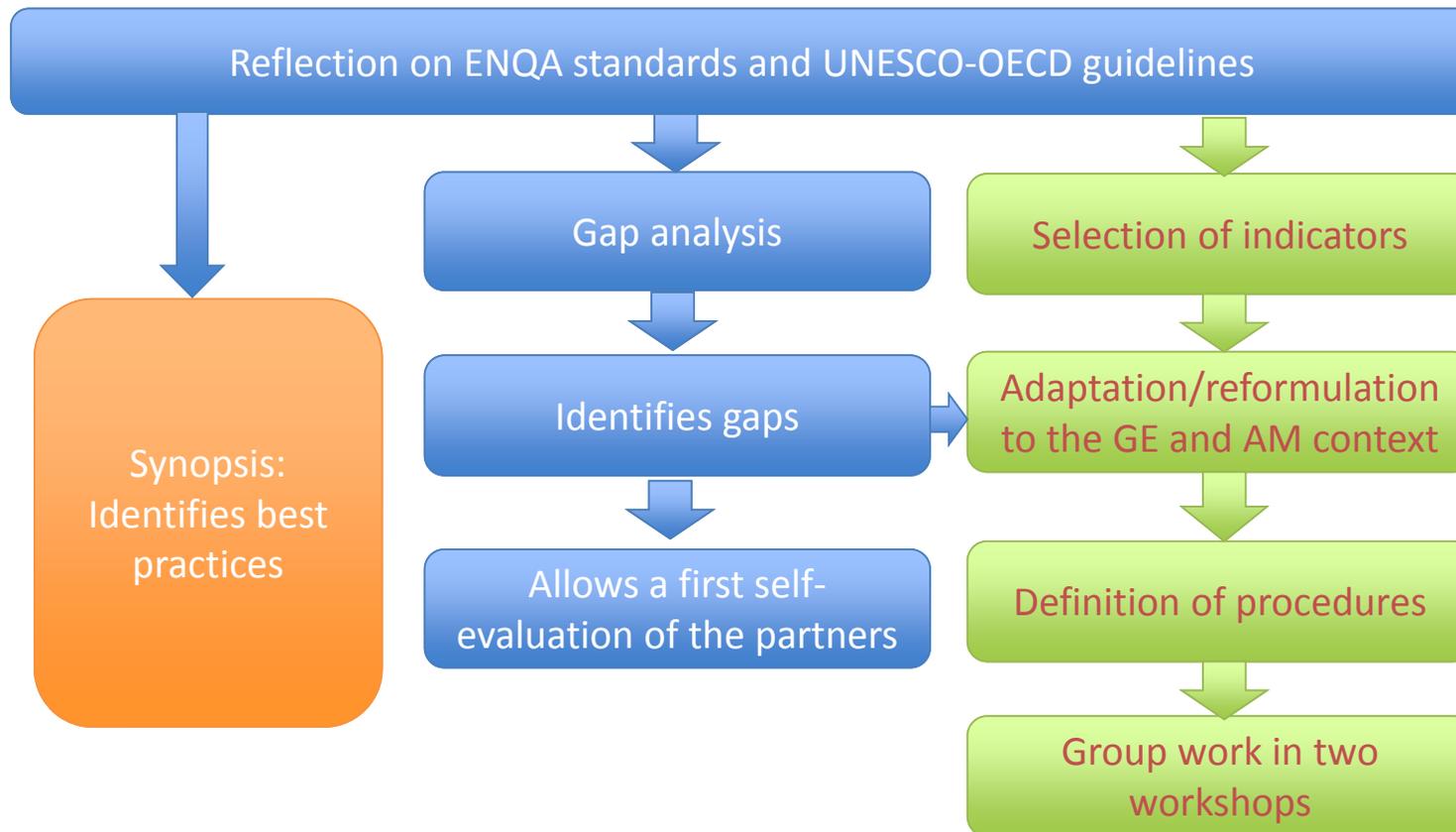
Slide 8

B1

Probably skip the accreditations at this point and talk only about pilots?

Boriana, 22.10.2014

WP2 at a Glance





Synopsis: partner contribution and validation

<i>Institution</i>	<i>Validation</i>
National Centre for Professional Education QA Foundation	Validated Provided comments and additional information on own best practice Validated updated version
American University of Armenia	Validated Didn't have further comments on the draft
French University in Armenia	Validated Provided additional information on own best practice
Russian-Armenian (Slavonic) University	No reaction to draft – considered as validation
Aix-Marseille University	No best practice sent No reaction to draft – considered as validation
IIEP	Validated updated version Provided additional information on own best practice
Université Jean Moulin 3	No reaction to draft – considered as validation
National Centre for Educational Quality Enhancement	Validated Provided additional information on own best practice
Akaki Tsereteli State University	Validated updated version
Batumi State Maritime Academy	No reaction to draft – considered as validation
Caucasus University	No reaction to draft – considered as validation
Universität Siegen	Validated updated version
Bath Spa University	Validated Didn't have further comments on the draft
The Quality Assurance Agency for HE	Validated Provided additional information on own best practice

WP2 Progress

Synopsis of standards and procedures based on UNESCO
guidelines

Define criteria / domains
(from UNESCO guidelines)

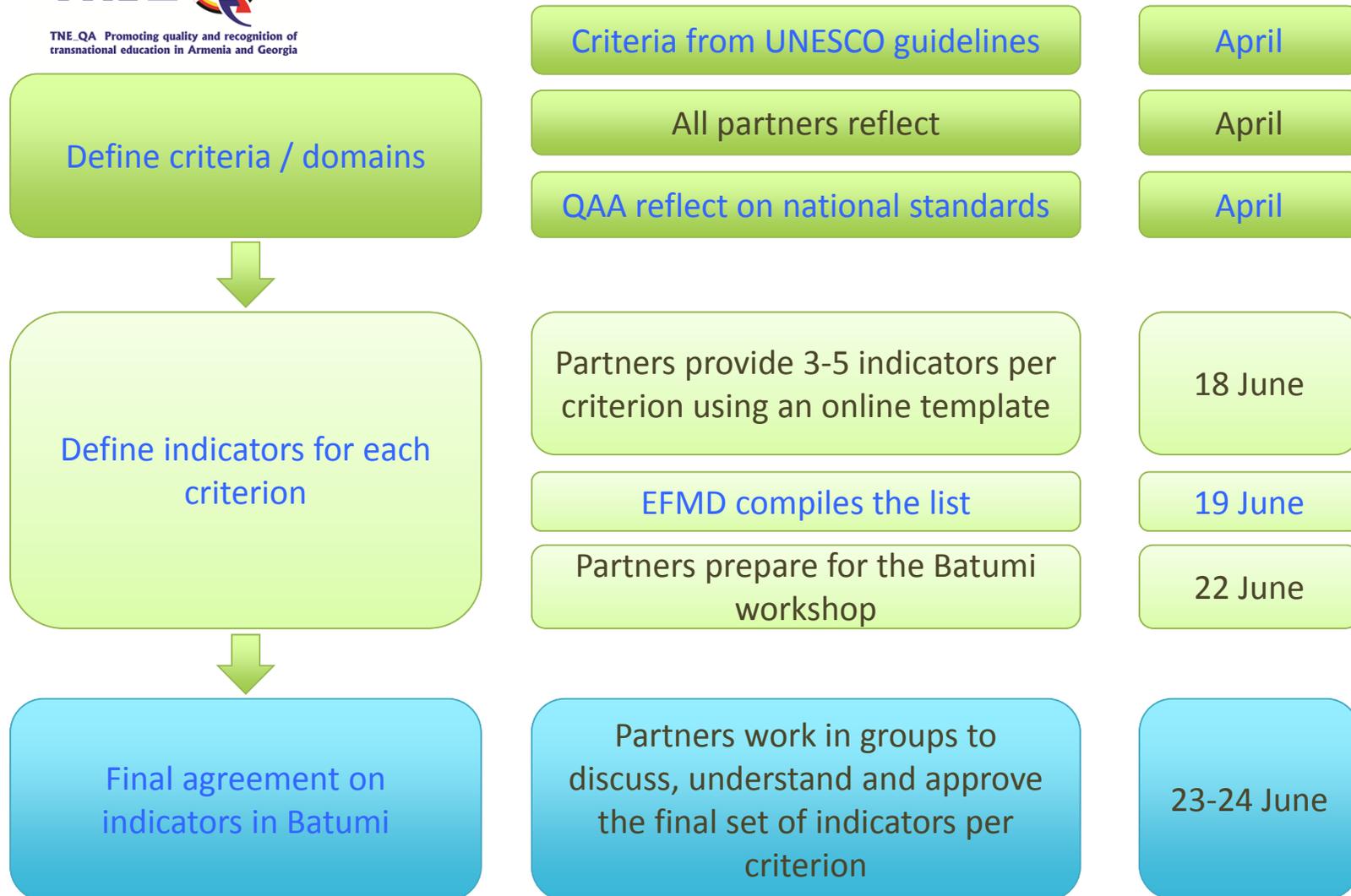
Define indicators for each criterion

Final agreement on indicators in
Batumi

Define thresholds and procedures

Final agreement on thresholds and
procedures in Paris

WP2 Progress





What's next?





What is a QA system?

- Helps the institutions to assess the quality level, consolidate and improve
- Consists of an overall framework, criteria, indicators and procedures
- Needs to be realistic, applicable and adapted to the local situation, while consistent with international standards and best practices
- Two-sided system
 - HEIs will apply it
 - Quality agencies will provide guidance and supervision



QA framework

- General agreement on the system
 - Whom does it apply to?
 - Which type of Higher education
 - Which scope (institution or programme or both)
 - More importantly:
 - Which are the boundaries of the system?
 - Which are its relationships and links to other existing systems (national/international legislation or accreditation)



General Framework

- As agreed in WP1, the overall framework is the UNESCO/OECD framework
 - Internationally recognised
 - Applies to TNE
 - Sufficiently flexible to accommodate national or regional specificity
 - Is to be considered as a *an addition* to the national legislations and NOT a replacement

From criteria to indicators

Criteria: domains and guidance on what should be attained

Indicators: show what is done by the institutions for each of the criteria.
 Should be measurable
 Can be qualitative or quantitative

Thresholds
 For each indicators, thresholds will be defined to assess the situation of the institution
 Can be numerical or not
 Can impose a minimum level or not

Examples

Criteria: cf. 7 National and International Networking

Examples of indicators:

*The institution participates in international projects and
cooperation*

There is a regular flow of incoming/outgoing students

The institution built functioning partnerships

Thresholds/ Levels

*(will be defined in Paris) but establishes
basis for assessment and benchmark*

Defining indicators

- Can be quantitative or qualitative
- Must be unambiguous
 - Everybody understands it in the same way
- Must be transferable
 - Can be applied in any institution
- Must be measurable
- Sufficiently flexible to accommodate the situation in the institution, while at the same time sufficiently restricted to be usable



Indicators check list

- Is this indicator specific and connected to Transnational Education?
- Can this indicator be used both in the Georgian and Armenian context?
- Is the indicator a proof that the institution complies with the criteria?
- Is the wording unambiguous? (Does everybody in the group interpret it in the same way?)
- Would it apply to your institution? Would you know how to answer to it?
- Can it be measured in a precise way?
 - Either by yes / no?
 - Either by a percentage?
 - Either qualitative?
-
- Would you be able to provide unquestionable evidences to prove that your institution complies with it? And which kind of?
- Is the indicator already included in the QA mechanisms of the national Quality Agencies?
- If not, is it consistent with the national Quality Agencies' recommendations?



Questions

- Quantitative or qualitative?
- Scope of the indicator
- Time scope?
 - Present situation or evolution?
- Compulsory or optional?
- How many indicators?



Thresholds

- Defined during the Paris workshop
- Used for
 - Benchmarking
 - Improvement plans
 - Decide on the accreditation
- Questions
 - Format (yes/no, scales...)

Evidences

- Any fact, figure that will show the completion of the indicators
 - Either numbers (in case of quantitative)
 - Or facts, descriptions... (in case of qualitative indicators)
 - Can relate to the immediate situation or to the evolution



Procedures

(Paris workshop and WP3)

- Procedures and guidelines for self-assessment
- Each institution will make a self-assessment
- Audit visit (who, when, how long, role and objective)
- Fact checking (how to check the indicators, evidences)
- Outcome of the visit (recommendation, awards, type and responsibilities)



Group work

- Representatives from HEIs and Agencies
- For each UNESCO/OECD criteria:
 - Define and agree on a list of 5-10 indicators
 - Unambiguous
 - Applicable and transferable to the institutions
 - Consistent with the National Agencies requirements, if any
 - Measurable
 - Quantitative or qualitative



Work Programme

Day 1

- 16:30 – 17:30 Group work (indicators for criteria 1-4)

Day 2

- 10:00-11:00 Wrap up, discussion and selection
- 11:30-13:00 Group work (indicators for criteria 5-9)
- 14:00-15:30 Wrap up, discussion and selection

July

EFMD reformulates and reformats, if needed

September

Approval of the final list of criteria by the steering group

September

Paris workshop (UNESCO)





Group Composition

- HEIs and Agencies
- Georgian/Armenian and Western partners
- Monitored by Anca, Michaela, Boriana and Christophe