

INQAAHE 13th Biennial Forum 2022, 6-9 June 2022, Mexico City

Sustainable Quality Assurance: optimizing synergies between artificial and human intelligence

**Workshop:**

**Quality Assurance of Cross-border Higher Education: Current challenges and future perspectives**

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Presentation: UNESCO-OECD Guidelines for Quality Provision in Cross-border Higher Education: Analysis and recommendations to move forward

Discussion: Current state of development in QA of CBHE

Group work: Recommendations for future principles of QA of CBHE and a future framework for CBHE

Reports from groups, final discussion

**UNESCO-OECD Guidelines for Quality Provision in Cross-border Higher Education: Analysis and recommendations to move forward**

Achim Hopbach  
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Hopbach, A., 2022, UNESCO-OECD Guidelines for Quality Provision in Cross-border Higher Education. Analysis and recommendations to move forward. Paper commissioned for the World Higher Education Conference 18-20 May 2022

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**WHEC**  
2022

Barcelona, Spain  
18-20 May

UNESCO  
World Higher  
Education  
Conference



## Aim of the *Guidelines*

### Challenges

- Neglect of CBHE by national quality assurance systems
- Limited knowledge within national bodies for the recognition of qualifications
- Students and stakeholders are vulnerable to 'low-quality provision and disreputable providers.' (OECD and UNESCO, 2005, p. 8)

2005

### ***Aim of the Guidelines***

“to support and encourage international cooperation and enhance the understanding of the importance of quality provision in cross-border higher education.

The purposes of the Guidelines are to protect students and other stakeholders from low-quality provision and disreputable providers as well as to encourage the development of quality crossborder higher education that meets human, social, economic and cultural needs.”

(OECD and UNESCO, 2005, p. 7)

2005

## The *Guidelines* in a nutshell

The Guidelines call for:

1. Clear **information** for learners
2. Programmes to be of equivalent **quality** to those delivered domestically
3. Fair and transparent procedures for **recognition** of credentials
4. International **cooperation** between relevant agencies (e.g. QA bodies)

The Guidelines address:

1. Governments
2. Higher education providers including higher education academic staff
3. Student bodies
4. Quality assurance and accreditation bodies
5. Academic recognition bodies
6. Professional bodies

2005







Transnational  
Education

**International Provider and Programme Mobility  
(IPPM)**

Cross-border  
Education

International  
Education

## Changing framework conditions

- Diversification of HE and CBHE in terms of type of providers and of provision.
- Establishment of national quality assurance systems and regional recognition arrangements.
- The region as a powerful level for collaboration and for (soft)policy-making.

2022

### Implementation of the *Guidelines*: In general

- The principles of the *Guidelines* are widely accepted and implemented; the level of awareness of the *Guidelines* with stakeholders is low.
- A coherent framework **for QA of CBHE** has not developed and is not likely to emerge in the future.

2022

## Implementation of the *Guidelines*: Regulatory Approaches

CBHE providers have to obtain state approval of the CBHE-qualifications by the receiving country; qualifications have the same recognition status.

The *regular* national requirements of the receiving country apply.

CBHE providers have to obtain a licence to operate and award qualifications that are governed by the jurisdiction of the sending country.

The qualifications are not regulated by the receiving country. Some forms of oversight might apply.

CBHE providers are not limited to operate and award qualifications, which are governed by the jurisdiction of the sending country.

No regulation takes place in the receiving country.

## Is the aim to create a framework for CBHE still relevant?

Challenges persist:

- Lack of accessible information about CBHE
- CBHE not included in many national quality assurance systems

Challenges emerged or gained relevance:

- Diversity of providers and of provision
- No agreement about specific features to be addressed in QA of CBHE

2022

## Is the aim to create a framework for CBHE still relevant?

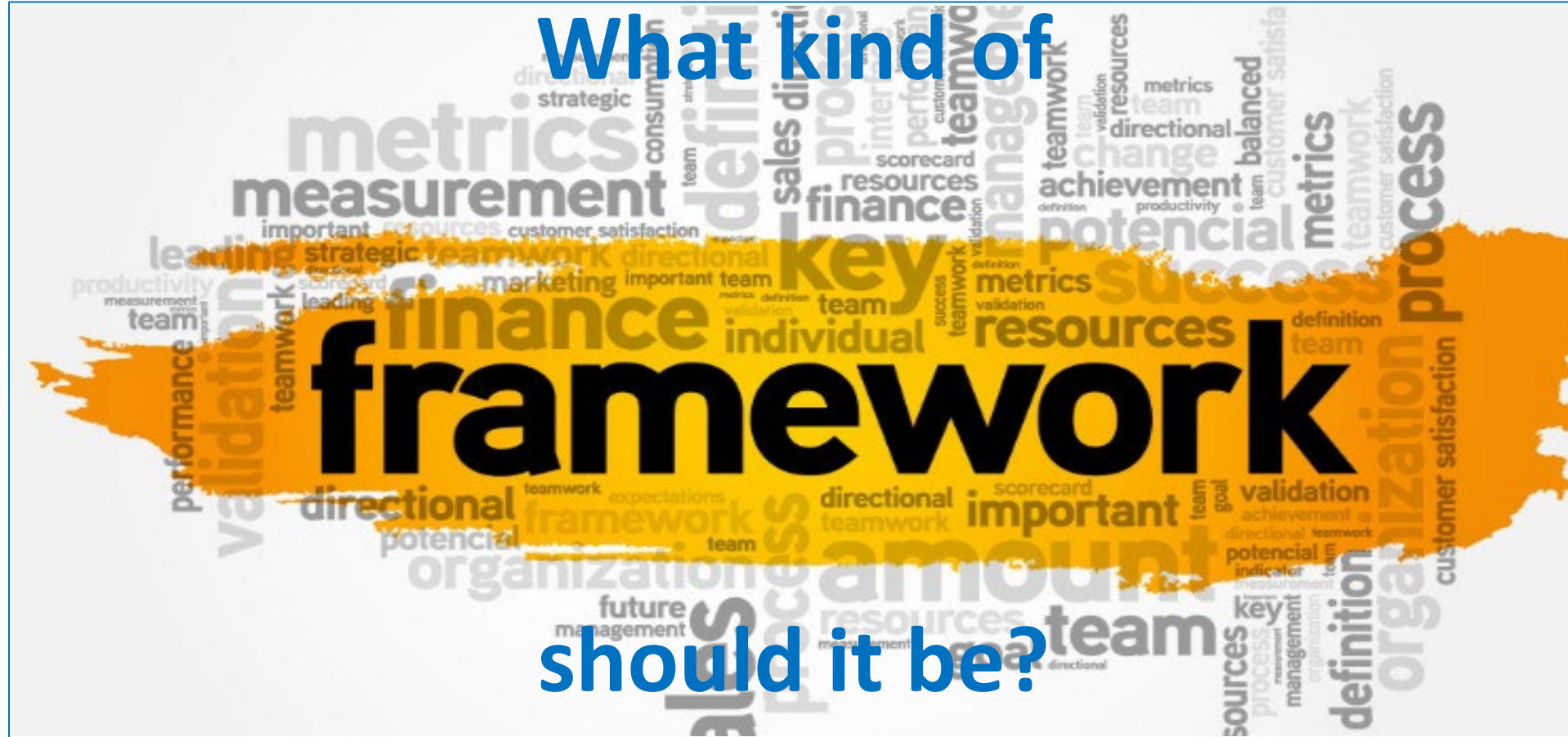
Challenges persist:

- Lack of accessible information about CBHE
- CBHE not included in many national quality assurance systems
- **The divide between advanced countries in CBHE and newcomers**

Challenges emerged or gained relevance:

- Diversity of providers and of provision
- No agreement about specific features to be addressed in QA of CBHE

2022



What kind of

should it be?

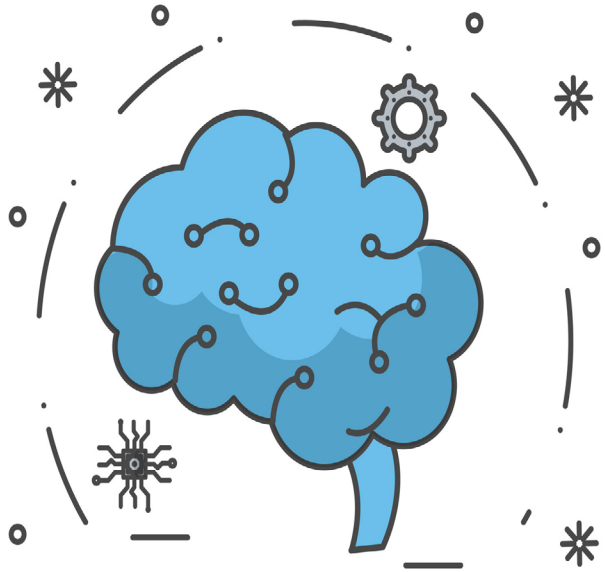


Purpose and remit have to be focused; the definition of CBHE has to be focused.

Calling for action notably for exercising responsibility and for international collaboration is not enough.

To have an impact a framework has to go further. It has to give guidance for quality assurance and/or regulation of qualifications like MERCOSUR, ESG, ASG-QA and AQAF do.

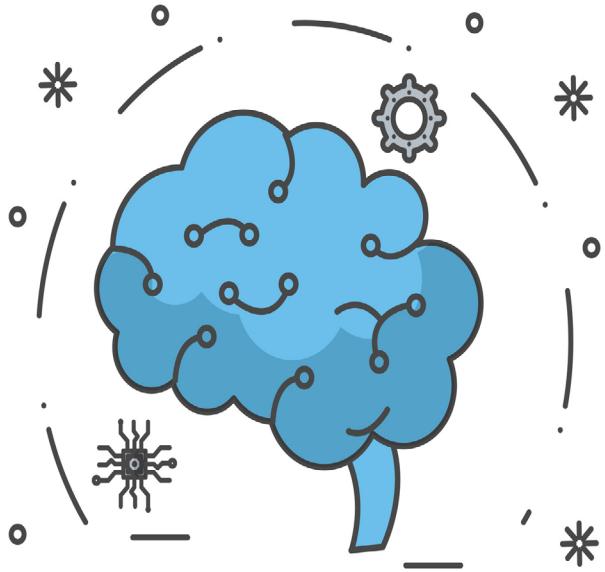




## Recommendations

A global framework for QA of CBHE should include

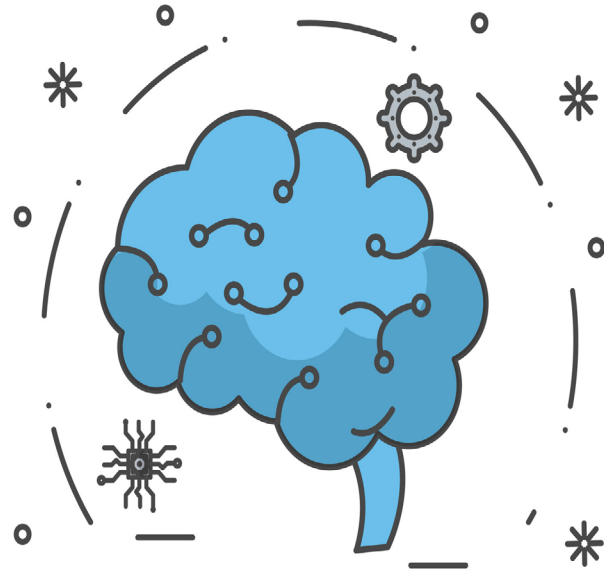
- Standards for CBHE programmes that address the specifics of this type of provision notably how the degree awarding provider exercises its responsibility for the quality of the provision.
- Standards for national quality assurance arrangements in the sending countries to assure full and appropriate coverage of CBHE provision.



A global framework for QA of CBHE should include

- Standards for explicit determination of the recognition of the qualifications.
- Guidelines for implementing the standards. These guidelines should take into account the differences of the legal and cultural frameworks.

## Recommendations



A global framework should build upon existing regional frameworks.

A global framework has to be innovative and address online education, alternative providers, micro-credentials, etc.

It is urgent to overcome the divide between well-established CBHE-QA systems and emerging -if at all- systems.

## Recommendations



Will UNESCO and OECD revise the *Guidelines*?

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([eventscase.com](https://www.eventscase.com))

## Discussion

Current state of development in QA of CBHE

Group work (40 min.)  
Recommendations for future principles  
for QA of CBHE and a future QA framework for CBHE

Thank you!