



Bringing forward main obstacles and issues on the European Approach for QA of JPs

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Limassol, 29th May 2019

B. Standards for QA of Joint Programmes

1. Eligibility

- status; joint design/delivery; cooperation agreement

2. Learning Outcomes

- level; disciplinary field; achievement; (regulated professions)

3. Study Programme

- curriculum; credits; workload

4. Admission and Recognition

5. Learning, Teaching and Assessment

B. Standards for QA of Joint Programmes

6. Student Support

7. Resources

- staff; facilities

8. Transparency and Documentation

9. Quality Assurance

No additional national criteria

C. Procedure for external QA of joint programmes

- The cooperating institutions should jointly select a suitable EQAR-registered quality assurance agency.
- The agency should communicate appropriately with the competent national authorities of the countries in which the cooperating higher education institutions are based.

C. Procedure for external QA of joint programmes

1. Self-Evaluation Report
2. Review Panel
3. Site Visit
4. Review Report
5. Formal Outcomes and Decision
6. Appeals
7. Reporting
8. Follow-Up
9. Periodicity

First experiences with European Approach

1. NVAO accreditation (30 June 2016) of new Bachelor's programme International Teacher Education for Primary Schools (ITEPS) provided by Stenden University of Applied Sciences, in cooperation with University College of South East Norway and University College Zealand
2. AQ Austria accreditation (March/Sept 2017) of Joint MA European Political Science
3. ZevA accreditation (18 July 2017) of "Maritime Operations" (M.Sc.) offered by Hochschule Emden-Leer and Western Norway University of Applied Sciences

First experiences with European Approach

4. AQAS accreditation of Erasmus Mundus Master of Science in Public Sector Innovation and eGovernance (PIONEER) offered by University of Münster, KU Leuven, Tallinn University of Technology (14 May 2018)
 5. NVAO accreditation of International Joint Master of Research in Work and Organizational Psychology, (31 January 2019) offered by Maastricht University, Leuphana Universität Lüneburg and Universitat de València
 6. NVAO accreditation of EMLE (May 2019)
- 4 ImpEA project pilots currently running
 - Several other procedures/decisions forthcoming
 - <https://www.eqar.eu/kb/joint-programmes/european-approach-cases/>

Current implementation status

- Slight majority of countries do not have any legal obstacles for the use of the European Approach (Bologna Process Implementation Report, 2018)
 - However, most of these countries do not require programme accreditation at all (ImpEA background report, 2018)
- EQAR data (<https://www.eqar.eu/kb/joint-programmes/national-implementation/>):
 - In 13 countries European Approach available to all higher education institutions
 - In 14 countries European Approach available to some higher education institutions or only under specific conditions
 - In 22 countries European Approach not available to higher education institutions

Current implementation status

- In most countries that have programme accreditation European Approach cannot be applied or only under specific conditions
- Only few countries have changed legislation to enable EA since 2015

Why?

Some ImpEA survey results

- 83% of HEIs/JP would consider applying for EA but only 24% knows how to do this
- Source of information: >50% EC/Erasmus+ agency; 20% EQAR and national QAAs
- Reputation, costs, previous EA experience most important for selecting an agency

Challenges

- adequate information and sources
- legislative frameworks and additional national criteria
- terminology and eligibility to use the EA
- administrative burden related to joint programmes
- international panel composition
- translation of report/decision in English
- agencies forget to inform each other
- acceptance of EA based decisions in EHEA & beyond
- 6y validity of EA decision but different legal validity



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