Spanish Universities and Internationalisation QA Trends

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Some data
Main provider of HE

UNIVERSITIES

Public Universities
50 in total

Private Universities
32 in total

Most of them count with a Vice-Rectorate for Internationalization
Some data – Spain

First destination for ERASMUS students: very attractive for Europeans
Spanish Universities Act 6/2001

Is the common legal framework for the Spanish higher education system and establishes that

“In order to promote and guarantee quality assurance of Spanish HEIs, in both national and international settings.”

But no specific legislation on QA of internationalization.
2 - Internationalization at home - Trends
A strategy has been defined for the internationalization of the Spanish Universities (2015-2020)

- Low level of internationalization
- European Strategy 2020

Grupo de Trabajo de Internacionalización de Universidades
Julio 2014
To define this strategy, a working group including all the involved stakeholders were created.

**Working Group**

Members from the Ministries (HE, External Affairs, Economics, Industry, Employment...), Universities, Business organizations, Universidad.es, ANECA...
As part of the diagnosis the working group made on the internationalization of the Spanish Universities, but also in order to comply with the new European directives, it was revealed necessary, in order to solve the low level of internationalization of the Spanish Universities due to a lack of formal strategy and in spite of its high attractiveness but also to support them in the elaboration of their institutional strategy, to set up a national internationalization strategy for the period 2015-2020 in order to identify the challenges the Higher Education system is facing at that time and to define the concrete actions to be carried out.

This strategy tends to improve not only the mobility of students and signing of agreements (to what internationalization is sometimes limited) but also other aspects like the brain circulation, the internationalization of research, international joint degrees, internationalization at home, the development of transnational campuses, creation of international quality assurance systems, rankings, development of alumni...
The main objectives of the strategy shows the general way the HE stakeholders are acting within the country:

Some of the objectives linked to Internationalization at home:

- Improvement of the legal framework for internationalization
- Improvement in the recognition of degrees (modernization, flexibility)
- Establishment of a system for the collection and processing of data for entering mobility
- Better position in international rankings
- Elaboration of an “internationalization at home” manual to increase internationalization, multilingualism, etc.
- Promotion of the development and implementation of institutional internationalization strategies...
How does External QA supports internationalization at home?

1. Labels
2. IQAs
Ante la demanda creciente de sellos internacionales por parte de las Universidades,

ANECA has chosen to offer the University the possibility of being awarded an international quality label of recognized standing creating the evaluation Programme “ACREDITA PLUS”.
Labels: linking QA and internationalization

GOAL

INTERNATIONALIZATION

To offer, within some disciplines, the possibility to obtain an international label
Labels: linking QA and internationalization

EUR-ACE® is the European Quality Label for Engineering Bachelors and Masters

EURO-INF® is the European Quality Label for Informatics Bachelors and Masters

Founders

www.enaee.eu

www.eqanie.eu
JUNTO CON SUS SOCIOS ANECA DISEÑÓ UN PROCEDIMIENTO DE EVALUACIÓN CONJUNTO PARA LA ACREDITACIÓN DE TÍTULOS BAJO LOS ESTÁNDARES EUR-ACE/EURO-INF

Labels: linking QA and internationalization
Una vez diseñado el procedimiento, fue necesario someterlo a la **fase de autorización** ya que:

**Autorizan**

Agencias de acreditación para otorgar los sellos
13 Agencias autorizadas

1. GERMANY - ASIIN – Fachakkreditierungsagentur für Studiengänge der Ingenieurwissenschaften, der Informatik, der Naturwissenschaften, und der Mathematik e.V. www.asiin.de
4. IRELAND – Engineers Ireland– www.engineersireland.ie
5. PORTUGAL – Ordem dos Engenheiros – www.ordemengenheiros.pt
6. RUSSIA – AEER – Association for Engineering Education of Russia. www.aeer.ru
7. TURKEY – MÜDEK – Association for Evaluation and Accreditation of Engineering Programs. www.mudek.org.tr
The following agencies are authorised to award the Euro-Inf Quality Label:

**ANECA** - National Agency for Quality Assessment and Accreditation of Spain

**ASIIN** - Accreditation Agency for Degree Programmes in Engineering, Informatics, the Natural Sciences and Mathematics e.V., Germany

**BCS** - The Chartered Institute for IT, UK

Degree programmes seeking an accreditation from the above organisations, may apply for the award of the Euro-Inf Quality Label within their regular accreditation procedure.

All other HEIs should contact EQANIE directly.
¿Cuáles son las ventajas de los sellos internacionales?

• Es una certificación adicional de la alta calidad del título - reúne los requisitos de calidad fijados por la profesión.

• Facilita la entrada, por parte del graduado, a másters con el sello EUR-ACE®/EURO-INF y programas de doctorado en otras Instituciones de Educación Superior.

• FEANI - Federación Europea de Asociaciones Nacionales de Ingeniería - incluye automáticamente los títulos con sello EUR-ACE® en su directorio de programas de Ingeniería que cumplen los requisitos académicos para recibir la denominación EUR ING – European Engineer.
• Internationally recognized so that it facilitates the **academic and professional mobility**.

• Los sellos internacionales proporcionan a los empleadores un referente a la hora de evaluar las cualificaciones de los títulos de Ingeniería e informática.

• Es un medio de promoción –los estudiantes son más proclives a elegir un título con sello internacional: **included in the Diploma Supplement!**

And last but not least
¿Por qué es **importante** acreditarse bajo sellos internacionales?
1. Guarantee a high quality level in engineering/informatics comparable in Europe
2. To satisfy the **increasing demand** of labels from the students

3. Internationalize the University itself (European criteria applied to national curricula)
Currently, ANECA has no specific competences on evaluating the quality assurance of internationalization, but has a look at the internationalization mechanisms through the evaluation of IQAS: the AUDIT Programme

Universities voluntarily present their IQAS to the external evaluation of the Agency and, in order to be in line with the defined criteria, see the necessity of including the internationalization dimension within their IQAS.
1.1. Quality assurance of the education programmes

AUDIT guidelines

The university must have mechanisms that enable it to maintain and renew its education offering, developing methodologies for the approval, control and periodic review of its programmes.

The University must:

...Have systems for compiling and analysing information (including information from the national and international spheres) that enable it to assess whether it should maintain, update or renew its education offering...
1.2. Student education guidance

AUDIT guidelines

The university must have procedures that enable it to make sure that the actions it has undertaken are aimed fundamentally at favouring student learning.

The University must:

1.2.1. Have information systems that enable it to know and assess the University’s needs in terms of:

- Definition of the undergraduate/graduate profiles
- Admission and enrolment
- Allegations, claims and suggestions
- **Support and guidance to students** regarding educational development
- Learning education and evaluation
- Work placements and **student mobility**
- Career guidance
1.4. Management and improvement of the material resources and services and of the quality of the administrative and services staff

AUDIT guidelines

The college/university must have mechanisms that enable it to design, manage and improve its services and material resources so that students have the appropriate learning development, and it must also have mechanisms that ensure that the access, management and training of its administrative and services staff are carried out with the proper guarantees so that they can fulfill their functions.

**Including the necessary resources for international students.**
QA of CBHE - state of the art in Spain
The legal framework - Specific legislation for QA of CBHE

...The University, through agreements with other national or international universities, can organize joint degrees leading to the obtaining of a single official degree at Bachelor, Master or Doctoral levels. To that end, the study programme will have to include the corresponding agreement in which it will be specified, at least, that the University will be responsible for the safe-keeping of the student's record and of the awarding and registration of the degree as well as for the procedure of modification or extinction of the study programme. In the event that the agreement is with an international University, any case, the Spanish University will keep the records of the degrees it awards...
National Internationalization Strategy: also shows the general way the HE stakeholders are acting outside the country:

Some of the objectives linked to CBHE

- Transnational Quality Assurance - International QA processes (recognition of accreditation decisions for ex.)
- To increase transnational joint and multiple degrees
- Establishment of a system for the collection and processing of data for outgoing mobility
How does External QA supports QA of CBHE?

1. The QACHE Project
2. The programmes accreditation
Erasmus Mundus QACHE:

Aims to address, in terms of information and practical support, the quality assurance of cross-border higher education (CBHE) by looking closely into different ways in which European QAAs and HEIs address the accreditation and quality assurance of the programmes delivered outside of their countries.

The main objectives are fourfold:
- To enhance policy dialogue within European countries and between Europe and other world regions on quality assurance of CBHE, and enhance thus mutual understanding of different approaches to CBHE and different methods in quality assurance;
- To further develop the European dimension in QA;
- To facilitate and enhance the engagement of European HEIs in CBHE provision
- To protect students against low standard provision and issues related to recognition of CBHE.

In order to reach the above mentioned objectives, one phase of the Project consisted in an in-depth investigation of agencies and the development of case studies/good practice examples in five core provider countries: France, Germany, Spain and the UK for Europe and Australia.
Main types of delivery

Distance learning — Joint degrees — Double degrees — Offices
Among the different types of CBHE offered we found out, there are many different approaches:

- In some cases, the priority being the internationalization at home, the HEIs have few double or joint degrees and they are very carefully selected.

- Or, offer only few official joint degrees against a lot of own University degrees and also double degrees.

- In other cases, the HEIs decided to offer only double degrees and no joint programmes.

So it is clear that we cannot conclude on a defined trend in the Spanish Universities at that time as far as it completely depends on the own Institutional strategy.
CBHE: state of the art – Spain

Main receiving countries

Latin America

Asia (principally China, Japan, Corea and India)

MENA (degrees with Egypt, Morocco, office in Saoudi Arabia...)

Europe
The main receiving countries of Spanish CBHE are Latin America for its particular historical and language link (with all the Spanish speaking countries), Asia (especially China, Korea and India), the Middle East-North Africa (for example Morocco and Egypt) and, of course, Europe.

Regarding the differences between the receiving regions of Spanish joint and double degrees, it is worth noting that in Spain, there are two types of degrees awarded at national and international level:

- The official degrees: accredited by a Quality Assurance Agency, fees, length and ECTS defined by Law;
- The own University degrees: designed and quality-assured directly by the Institutions, fees defined by the University.

In the case of Asia for example, the official degrees are preferred and sometimes compulsory while in the case of Latin America, the tradition is to have both types of degrees coexisting at Bachelor, Master and Doctoral levels. Nevertheless, the procedure to implement and award a joint degree is the same for official and own University degrees, which means based on a bilateral or multilateral agreement between the Universities offering the programme.

Actually it is complicated to conclude on trends in CBHE as it really depends on each Institution and its strategy but, one common trend which has been noticed is that the Spanish Universities are tending to favor the development of the internationalization at home (less developed at that moment) than the one abroad.
Role of the Agency: accreditation of programmes
Performed in a three steps process for Bachelor, Master and Phd for national or double/joint degrees in the same way:

EX ANTE
VERIFICA

FOLLOW UP
MONITOR

EX POST
ACREDITA
Joint degrees – Guideline:

In the event that several universities jointly organize a single official Bachelor or Master’s Degree, a joint accreditation ex ante application will be submitted and the proposal shall be accompanied by the corresponding agreement that must still be in force. It must clearly specify the university(ies) responsible for the custody of student files and for issuing the Degree. It must also indicate the procedure for changing or cancelling the study programme and the responsibilities of each of the universities participating in the consortium.

Information shall also be provided on the coordination mechanisms available for teaching, mobility (where applicable), and the quality assurance system adopted for the Degree, which may be the system used by one of the participating universities or one designed specifically for the Degree...

In the case of agreements with foreign universities, the Spanish university will be the custodian of the records of the Degrees issued.

In addition to the above, if a joint Master's Degree is arranged with a foreign University, it would be convenient to apply the recommendations of the European University Association y of the European Consortium for Accreditation on the organisation of joint Mater's Programmes.

Joint degrees – Criterion:

“Agreements aimed at arranging the incorporation of academic staff from the various participating universities must be ensured, provided that they have not been explicitly stated in the agreement”.
Main challenges of QA of Internationalization
For Agencies

- To reach a better centralization and compilation of data regarding QA of internationalization (HEIs are the owners / decentralized system).
- To have a better knowledge of the rankings and support the Universities in improving their results through a higher and better visibility (HEIs asked for the identification, in a list, of the most internationalized HEIs).
- To disseminate the OECD/UNESCO guidelines.
- To drive actions to promote the MULTRAS and/or bilateral agreements with Agencies abroad (joint accreditation, common frameworks...).

For Institutions

- To find a balance between internationalization at home (less developed but actual trend) and internationalization abroad.
- To improve the level of languages.
- To face the increasing number of international HEIs the national Universities are collaborating with keeping the control of their reputation.
- To provide better information to the entering and outgoing students (on the type of degree, recognition, ECTS...).
- To automatize the inclusion of internationalization indicators within the IQAS to better communicate data to the QAAs.
Thank you!

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