

Cross-Border Quality Assurance from a registered QA agency perspective

Cti ...in a nutshell



French quality assurance agency ...since 1934

- Specialised in the **engineering field** and in charge of carrying out evaluation procedures that lead to the accreditation of the institutions to award the engineering degree “titre d’ingénieur diplômé”
- Operating in France (with 204 Engineering Schools ... and thousands of programs)
- But also operating outside France with labelling and accreditation procedures

Cross – border QA for a French agency ?

Some gaps identified at national level



- **Lessons learnt QACHE PROJECT 2013-2016** : *(Country report France)*
 - French higher education scene is **complex and changing**
 - International existing tools (Bologna Communiqués, UNESCO/OCDE Guidelines for Quality Provision in CBHE, INQAAHE's Guidelines of Good Practice in Quality Assurance 2007, UNESCO/APQN Toolkit: Regulating the Quality of CBE 2009...) ...**Not so implemented and no national and global regulation on CBHE**
 - Responsibility of HEIs and national authorities
 - **Diversity of provision** (degrees under international partnerships, Joint/multiple degrees, campuses abroad, involvement of French universities in founding foreign universities...)
 - A difficult inventory : **no accurate database**
 - **Growing demand from receiving countries // Crucial role of reputation side effects**

Most of them are still valid today : no/few changes in 10 years

SCOPE AND VOLUME OF CTI ACTIVITIES (I)



- **National activities** (evaluation of Engineering schools and accreditation of their programs, every 5 years)
- **International activities on demand inside and outside EHEA:**
 - [EUR-ACE® Master's Label](#) procedures (860)
 - European projects (support to QAA, European degree label and European university status)
 - Joint evaluation procedures with AEQES, AAQ
 - Admission par l'Etat : recognition of foreign engineering degrees in France (138 diplomas)

SCOPE AND VOLUME OF CTI ACTIVITIES (II)



- **QA of CBHE activities inside and outside EHEA**
 - Different from international activities ?
 - For double diplomas, evaluation during the periodical review (3 semesters at least in the French School)
 - Joint programs (dedicated criteria : same competencies and learning outcomes at the end of the programme, same IQA processes, same methods of assessment, same handbook for assessment regulation, strict follow-up of the students and regular meetings of teaching and academic staff)
 - French programs delivered abroad (work in progress)
 - Campuses abroad (1 achieved procedure but others coming, dedicated criteria starting with dialogue and agreement of the national authorities and QAA, quality expectations are the same as in France with application of the national framework)

Main challenges

- **Autonomy**, awareness ...and responsibility of the HEIs
- **Protection** of the Engineering Title
- **Regulation** of the Engineering sector
- **High expectations** in terms of governance, programmes and quality (similar or identical as they are at national level)
- Respect of **national authorities and QAA of hosts countries**
- **Cooperation and dialogue** with these national authorities and QAA



Not related to our mandate and our mission, but more linked to the existing relations between Cti and the Engineering Schools and Cti and its counterparts at international level

Conclusion

