



NATIONAL CENTRE
FOR PUBLIC ACCREDITATION

Joint Accreditation: A New Frontier for Quality Assurance



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WHOVA POLL

Parallel Session C



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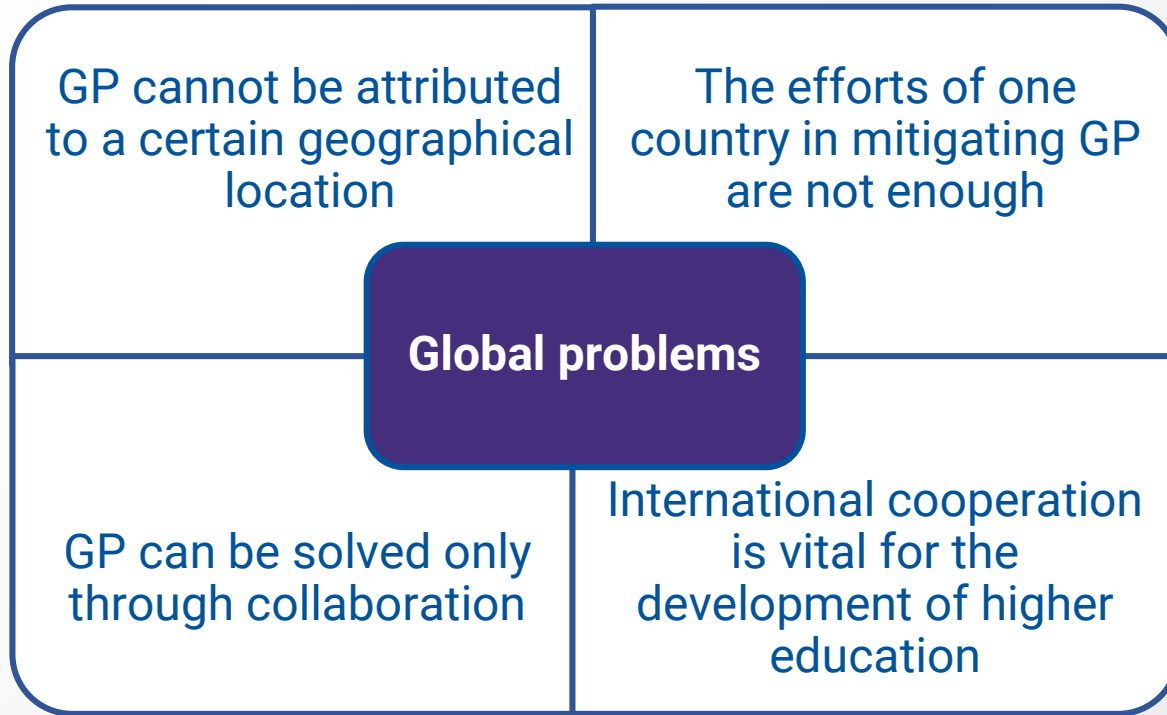
Survey results of QA agencies
and HEI's representatives

01

INTRODUCTION SECTION

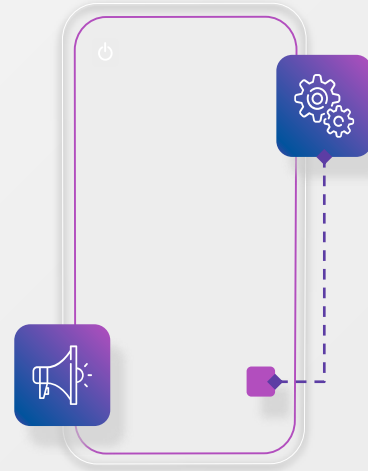


GLOBAL CHALLENGES :



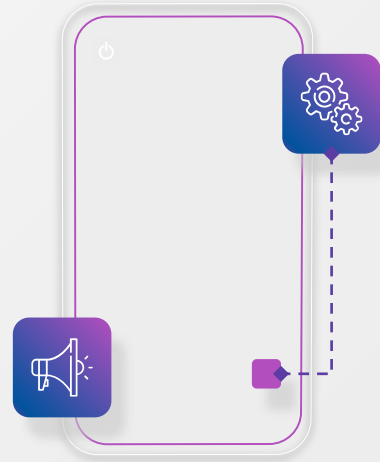
NEW CHALLENGES IN QA :

- **Different approaches in QA:** State regulation, market competition of accreditation agencies, self-regulation
- **Centralized or decentralized accreditation system:** The role of the state and private organizations
- **International recognition:** Recognition of the results of accreditation abroad. The impact of international standards on the development of national accreditation procedures



NEW CHALLENGES IN QA :

- **Impact on the labor market:** The impact of accreditation on training of competitive specialists in demand on the labor market. A correlation between accreditation and the level of graduates' salaries
- **Evaluation criteria:** Adaptation of quality assessment parameters of educational programs and HEIs to modern challenges (e.g. micro-credentials, online and blended education, joint programmes, green and digital transformation, artificial intelligence vs. academic integrity)
- **Recognition of accreditation results:** A push towards greater compatibility and acceptance of accreditation results across national borders, facilitated by international organizations





The Evolution of Trust: From a century of national accreditation models to new models of Quality Assurance in a Globalized World

- **Innovation and digitalization in QA :** IT-proficient academic experts, innovative assessment methods, collection and analysis of open data bases and stakeholders' feedback
- **A variety of approaches:** respect for autonomy of HEIs and individual approach in education, focus on mission and learning outcomes, tailor-made "soft" QA methodology - "smart external review"
- **Trust and honesty:** human decision-making, academic integrity, data security, transparency, publicity, and reliability of external reviews





30th Anniversary of Accreditation System in Russia

- Accreditation system in Russia was launched in 1995.
30 years - is it much or not?
- 2 types of accreditations in Russia: state obligatory accreditation and public voluntary accreditation
- 136 accreditation organisations: QA agencies, employers' unions, professors' assemblies, regional trade chambers, etc.

In 2025 the National Centre for Public Accreditation celebrates its 15th anniversary



WHOVA SESSION POLL RESULTS





02

What is joint accreditation?

Global studies and JA cases



EUROPEAN
STANDARDS
& GUIDELINES



EVENTS



PUBLICATIONS



PROJECTS



WORK &
POLICY AREAS



NEWSLETTER

SEARCH RESULTS

NCPA USES JOINT ACCREDITATION TO ASSURE THE QUALITY OF CROSS-BORDER HIGHER EDUCATION

14 March 2016

On trend with the recent discussions and developments concerning the joint accreditation of study programmes, in 2015 the National Centre of Public Accreditation (NCPA) implemented several joint accreditation projects, including programmes at the Far Eastern Federal University (together with the ... [Continue reading →](#)

SINGLE ACCREDITATION OF JOINT PROGRAMMES – TURNING A BOLOGNA GUIDELINE INTO REALITY

30 May 2017

The aim of the conference is to discuss and clarify obstacles in various countries hampering the real implementation of European Approach for Quality Assurance of Joint Programmes, adopted by EHEA ministers in May 2015 and search for answers on “what”, “how” and “when” could be made by relevant stakeholders in amending legislation, guidance or in changing practices on the national and European levels. [Continue reading →](#)

JOINT REVIEW OF UK TRANSNATIONAL EDUCATION IN HONG KONG

8 October 2018

Joint accreditation

Joint accreditation is the procedure of evaluation and recognition of study programmes conducted by **two or more accreditation agencies** according to agreed standards and rules



GLOBAL STUDIES



Global studies and joint accreditation cases



US CASE

- Interprofessional Continuing Education (IPCE) for health professionals allows to award IPCE credit without the need for additional accreditations
- IPCE includes 10 accrediting bodies
- Twelve core joint accreditation criteria cover the requirements for providers of continuing education for the healthcare team in such areas as mission and overall programme improvement, activity planning and evaluation, integrity and independence
- Medical professionals are provided with a special Joint Accreditation Provider Mark and are listed in JA-PARS database





EHEA case

Guidelines and protocols for joint accreditation «The European Approach for Quality Assurance of Joint Programmes»



Agreed tools of the EHEA, without applying additional national criteria



European Approach Online Toolkit as a resource for HEIs and QA agencies (<http://impea.eu/>)



ImpEA Project has been funded by the Erasmus+ program and carried out by an international consortium of HEIs, QA agencies and international associations



ENQA publication: Quality Assurance of Joint Programmes, 9 specific standards for joint degrees

Japanese, Taiwan, Thailand, Australian, German and Mongolian case



Japan (Japan University Accreditation Association (JUAA), Taiwan Assessment and Evaluation Association (TWAEA), and Thailand (Office for National Education Standards and Quality Assessment (ONESQA) collectively developed **the Handbook for Joint Accreditation among Taiwan, Japan, and Thailand**



TWAEA Platform

TWAEA International Pilot Platform was integrated to lead HEIs to be more internationalized



6 international JA standards, Accreditation Certificate in 4 languages



In 2022 HEEACT (Taiwan) and THE-ICE (Australia) also developed the JA model for cross-border higher education between Taiwan and Australia



03 NCPA experience



GLOBAL EXCELLENCE

JOINT EFFORTS



CULTURAL EXCHANGE

**COMMITMENT TO INTERNATIONAL BEST PRACTICES AND
A SHARED VISION OF ENHANCEMENT**

NCPA Joint Accreditation Partners

Country	Partner QAA
China	EQEA
Germany	EVALAG
Kyrgyz Republic	Bilim-Standard
Germany	ACQUIN
Belgium	AEC
Taiwan	HEEACT
Belgium	MusiQuE
Kazakhstan	IAAR



Sino-Russian JA: EQEA and NCPA Case



68 study programmes delivered by 7 Russian leading universities have been accredited by NCPA jointly with Education Quality Evaluation Agency, Ministry of Education, P.R. China (EQEA)



Joint accreditation of 5 Chinese Universities



The University of International Business and Economics
(December 2016) 对外经济贸易大学



Jinan University (December 2017) 暨南大学



East China University of Science and Technology (May 2018)
华东理工大学



China Agricultural University (December 2018) 中国农业大学



Heilongjiang University (November 2019) 黑龍江大學



Bilim-Standard and NCPA

141 study programmes delivered by 2 leading Kyrgyz Universities have been accredited by NCPA jointly with Bilim-Standard (Kyrgyz Republic) since 2021



NCPA and IAAR case (Kazakhstan)



WFME Standards

6 medical study programmes delivered by Ural State Medical University (Russia) have been accredited by NCPA jointly with IAAR against WFME Standards in 2024



Technology of Joint accreditation



Joint Review panel	5-6 experts in total (1-2 foreign experts from partner agency, 1-2 national experts, 1 employer, 1 student)
Duration	6 months - 1 year
Certificate	2 Certificates
QAA coordinator	2 coordinators (1 from each agency)
SER and Final Report	1 SER and 1 Final Report

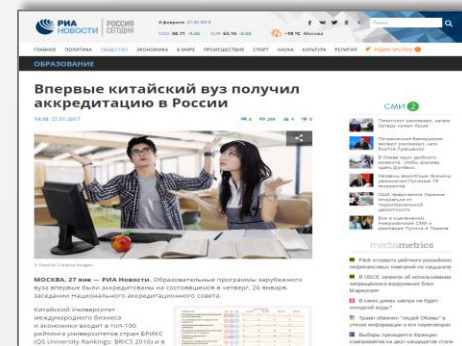


JA requires more resources: time, financial, human resources

Principles:

- Consideration of the national context
- Partnering with a national accreditation organisation
- Joint standards and evaluation procedures
- Independent decisions

Public sharing of JA results as an instrument of promotion of HEIs and study programmes





“The joint international accreditation between China and Russia has established a ***highly influential cooperation model*** for the mutual recognition of HE and talent mobility among countries. In the future, both parties will further enhance collaboration, strengthen joint accreditation efforts, demonstrate significant impact, and facilitate broader international accreditation of higher education between China, Russia, and Belt and Road countries.”

— Mr. Huiwu Zhang, EQEA Deputy Director General (China)
in Moscow in April 2024



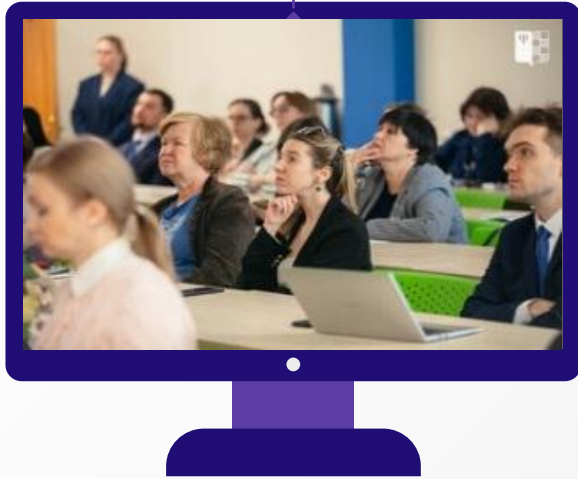
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SURVEY RESULTS

QA agencies and HEI's representatives
who took part in joint accreditation



Survey among QAs and Universities



SURVEY QUESTIONS:

1. How effective do you consider the process of joint accreditation involving two agencies to be compared to accreditation by a single agency?
2. What are the key benefits of joint accreditation?
3. What challenges have you encountered during the joint accreditation process?
4. Has the joint accreditation affected the quality of your internal quality assurance processes? In what way?
5. *What recommendations could you give to other universities planning to undergo joint accreditation?

Q1: How effective do you consider the process of JA involving two agencies to be compared to accreditation by a single agency?

QA Agencies

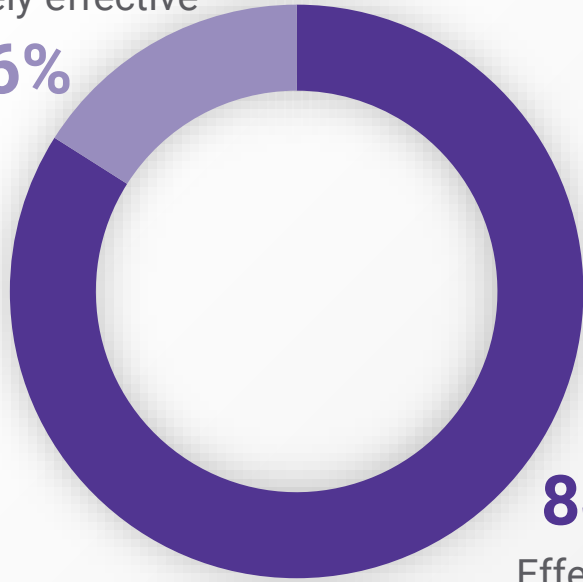
Universities

Extremely effective

Extremely effective

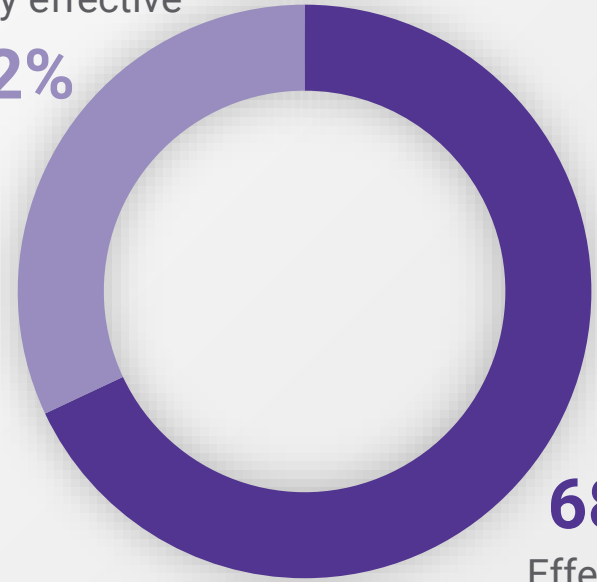
16%

32%



84%

Effective



68%

Effective

Q2: What are the key benefits of joint accreditation?

Quality agencies' answers:



Sharing experiences allows QAAs to learn from each other's successes and challenges, enabling to adopt best practices in accreditation processes



Increasing the **recognition** of the country's universities globally
Strengthening of the **international cooperation**



Synergy of expertise



Comprehensiveness of **analysis**



Reducing the administrative burden on HEIs

HEIs' answers:



Reputation component (self-declaration, recognizability of the university/ faculty/scientists, global recognition)



Exchange component (promotion of inter-university cooperation and communication between experts from both sides, best practices exchange)



New **opportunities** (HEIs are viewed more favorable by funding bodies and organisations)



Increasing the level of **expertise** and **trust** (self-learning)



Competition component (stimulation of competition (national, global))



Improvement component (recommendations, improvement of internal processes, programmes)

Some interesting answers from HEIs



No need to be accredited twice



Expands the organizational and legal possibilities of study programmes when accreditation certificates differ in terms of time

Preparation of bilingual documents can be used for further posting on the website and PR of programmes





Q3: QA agencies put in order of importance the following 10 difficulties

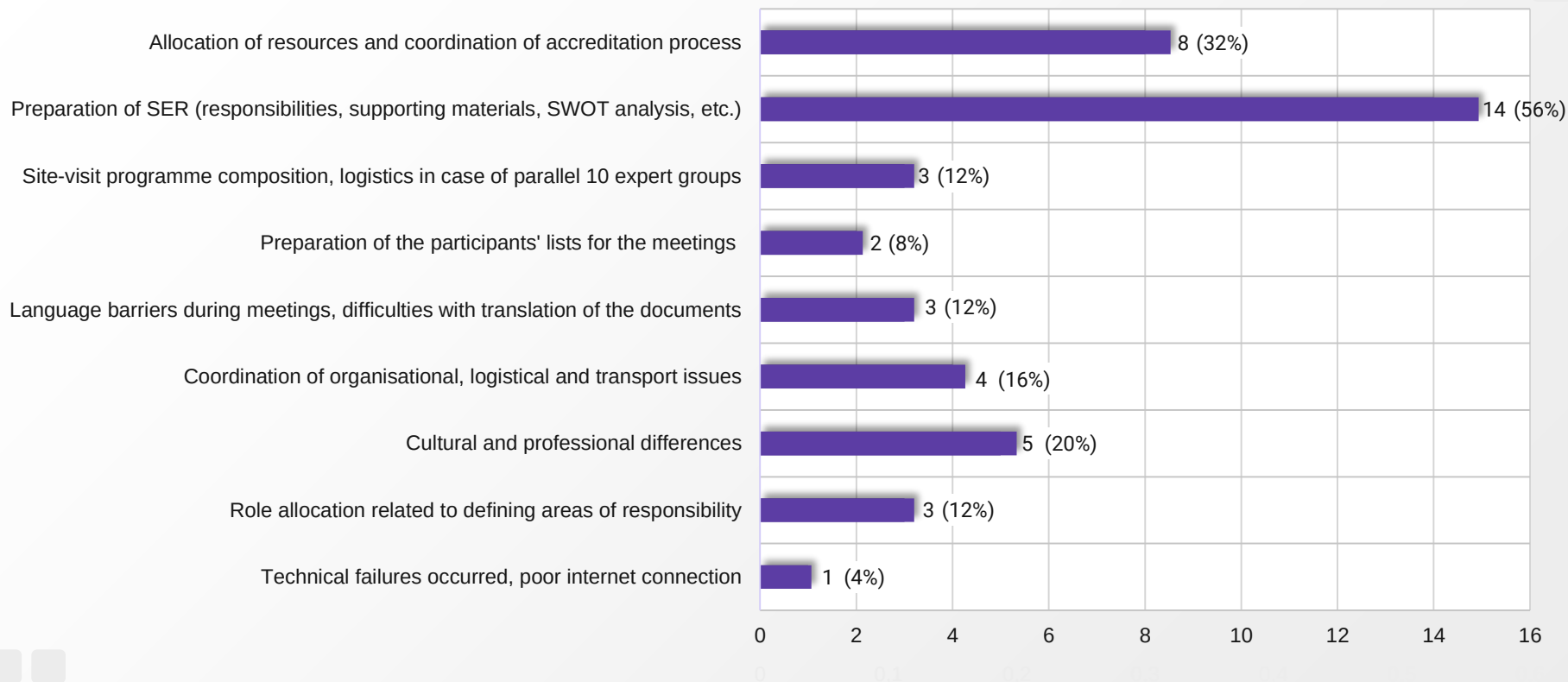
- Extensive preliminary work and a detailed account of all procedural issues
- Harmonization of standards and methodology, including consulting, site visit programme, structure of SER and Review report etc.
- National context and peculiarities
- Composition of Review teams
- Decision making and Follow-up procedures



Q3: QA agencies put in order of importance the following 10 difficulties

1. Harmonisation of common standards/criteria
2. Balance between national legal requirements and common international requirements for JA
3. Development of a unified methodological framework (methodological materials, guidelines for joint accreditation, basic requirements, etc.)
4. Harmonisation of assessment methods (including assessment scales)
5. Conflict management and decision making
6. Allocation of resources and coordination of the work on preparation and implementation of accreditation
7. Harmonisation of reporting formats, structure of draft self-evaluation and external examination reports
8. Selection of experts, coordination of expert nominations
9. Language difficulties
10. Harmonisation of requirements for preparation of materials for the Accreditation Council

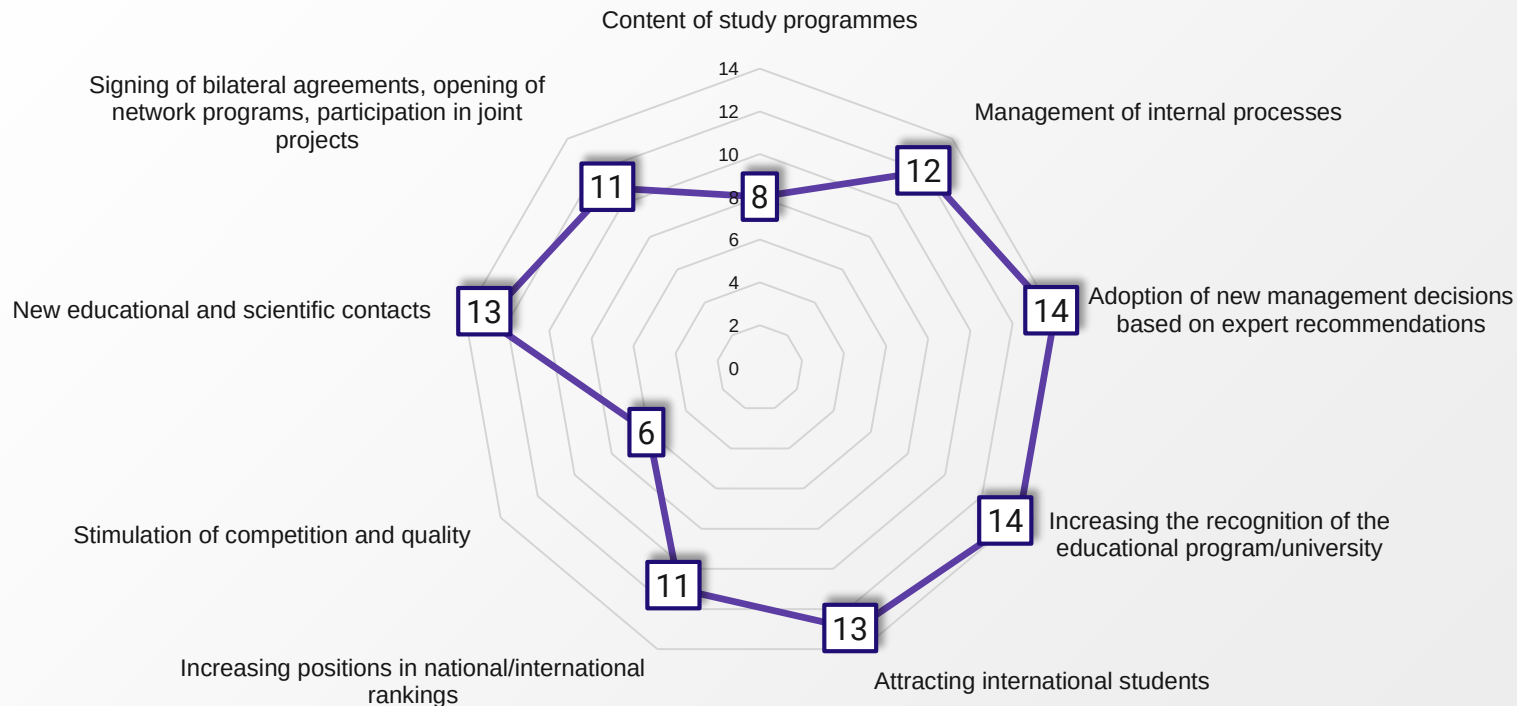
Q3 for HEIs: what challenges have you encountered during JA?



Q4: How has JA affected the quality of your programmes and Internal quality assurance processes? (QA agency)

- Optimization of the methodological framework
- Strengthening the professional competence of experts
- Increasing transparency of processes
- Development of analytical approaches
- Reduced risk of duplication of functions and increased efficiency of processes
- Motivation for continuous improvement
- Improved work with educational organizations

Q4: How has JA affected the quality of your programmes and Internal quality assurance processes?



Q5: What recommendations could you give to other universities planning to undergo joint accreditation?

- There are no special recommendations. Just be honest to yourself and to the experts!
- Be ready for any critical questions, take them as constructive criticism!
- Apply for joint accreditation, it gives you a good opportunity to look at yourself from an outside perspective.
- Joint accreditation is the way of attracting foreign colleagues to study programmes (online lectures, internships).
- Very useful procedure, it is recommended to go through in this format.
- Participate in such joint accreditations, to improve the quality of education image of the HEI and the recognition of programmes outside.
- Do not doubt. It's not so scary!

CONCLUSION



- 01** Harmonised approaches to assessing the quality of higher education have been established globally, JA can be viewed as an instrument of global promotion and recognition of HEIs and programmes
- 02** JA ensures trust to Universities and Education system on the whole. Focus on developing best-practice guidelines, exploring innovative models for JA, and analyzing the long-term impact of these collaborations on QA and institutional effectiveness
- 03** JA gives a real opportunity to raise QA maturity and level of qualification



Thank you for your attention!



Do you have any questions?

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