

# **UNIVERSITY CAMPUS: INTERNATIONAL APPROACH**

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**National Authority for Quality Assurance and  
Accreditation of Education**

**Quality Assurance of Education: *Planning International ... Acting  
Regional***

**Cairo, Egypt**

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# **Branch Campuses**

# Branch Campuses

- **Definition**

- Establishment operated in the name of the home (foreign) institution
- Qualification is awarded by the home HEI

# Benefits

- **Host Country**

- Cover shortage in H. Ed. opportunities not met by national HEIs

- Provide fast upgrading of educational quality in the country

*Adopting an already developed system ensures highest possible quality of graduates, who are better equipped & trained for jobs globally*

- Contribute to national economic development through attracting international students

- May help in meeting R & D in host country

# Benefits

(continued)

- **Institution**

- Diversify revenue resources
- Advance international profile
- Provide international exposure of faculty
- Be less dependent on recruitment to home campus

# Benefits

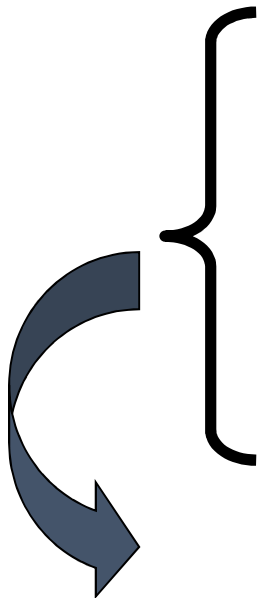
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- **Students**

- Access to international/ foreign Ed. system without travel & at lower cost
- Overcome social, cultural & visa problems
- Access to programs not available in the host country

# Risks

- Financial loss
- Damage to reputation
- Operational challenges
  - Market fluctuations & Competitiveness
  - Inability to attract quality faculty
  - Lack of full understanding of host environment
  - Meeting host country regulations
  - Changes in host country regulations (e.g. Jordan, South Africa)



**Increased volatility of BC**

- Not For-Profit (few), For-Profit (Majority)

- Funding Models

A. Totally funded by the institution (Mainly profit seeking)

B. External funding support

➤ From Governmental support in **home country**

➤ From Government or organizations in **host country**

# BC No's. & Distribution

- No Accurate Statistics (>200 globally)
- BC Number increased substantially in the last 15 years.

**42 in UAE**

- Mainly from Developed **to** Developing countries
- Main Providers: US , UK, Australia
- Recently, New providers, New hosts , Intra-regional

# QA of BC

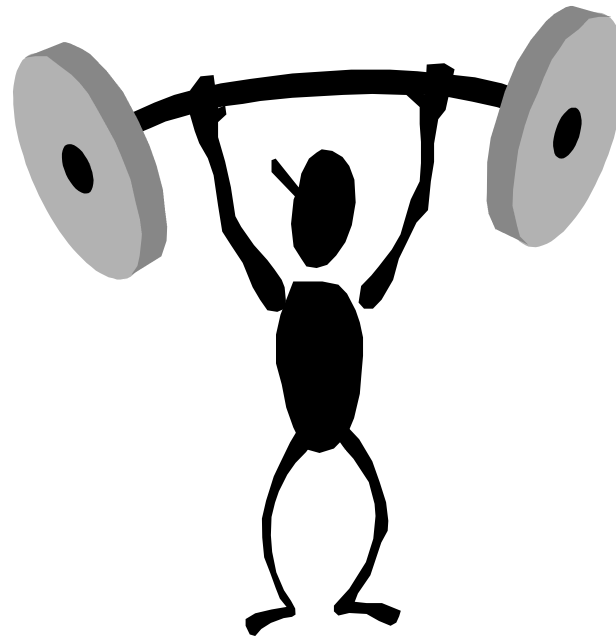
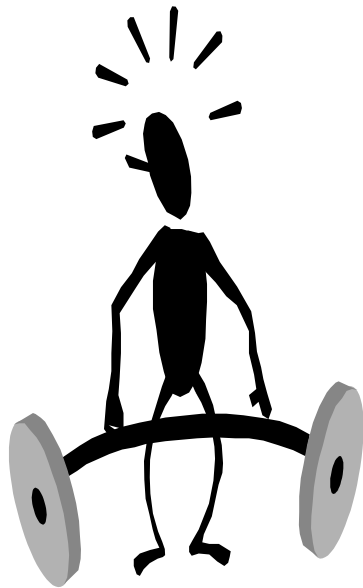
Concerns over Quality of Ed at BC,  
due to differences in QA System  
compared to Home Campus

*(Yokoyamaha, 2008)*

# QA of BC

(continued)

- Currently: Mixed Bag of HEI with different qualities



# QA of BC

(continued)

- **Who Carries the responsibility?**



# Role of QAA in the Home Country

HEIs from countries with:

- a) No QAA
- b) QAA of less than acceptable standards
- c) QAA of “Good Standards”

# Role of QAA at Home country

- **A main requirement: Approval of QAA at Home.**

The system is built on **TRUST**

**Are all home QAA doing a “good job”?**

→ Some DO

→ Some have special standards & procedures for BC, which are followed / not followed

In the UAE, Some BCs were never visited by “Good” home QAA!!!

When QAA reviewed 10 UK, BCs in UAE, 4 failed

Who judges/ follows the home QAA?

**“Who watches the Watchman?”**

*Finkin, 2009*

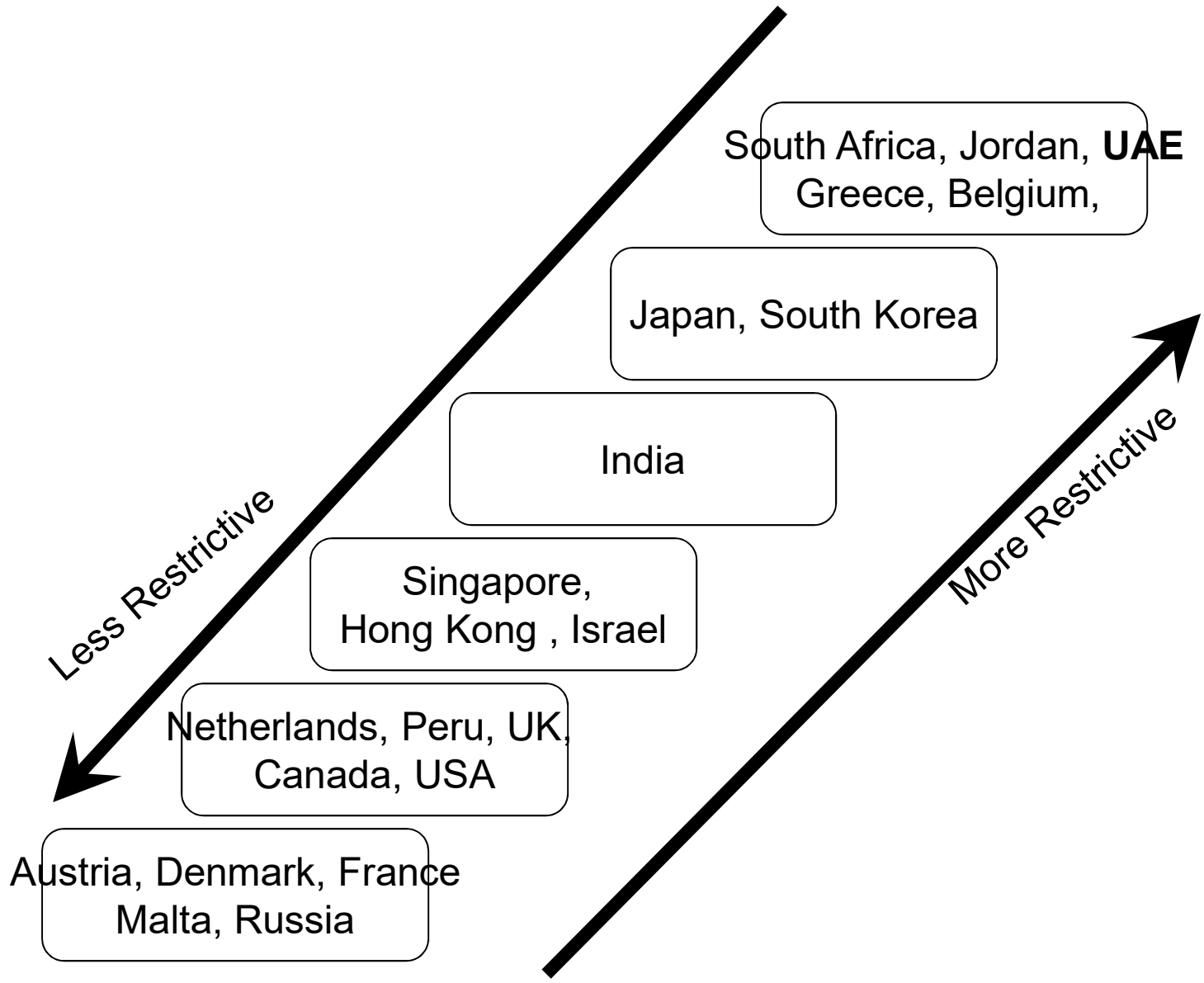
*(USA)*

This question becomes more important for QA of BC

# **Role of QAA in Host Country**

Host countries need and have the right to protect their students with their own oversight process

Countries vary in their regulatory control of BC



Adopted from Observatory on Borderless Higher Education

# What to look for?

- A. Before Initial Approval/ Licensure/  
Authorization
  - 1. Criteria & Procedures used by home QA  
in its approval of BC, (**evidence-based  
with detailed report**)

(Some QAAs give approval without visiting  
BCs)

# What to look for?

(Continued)

## 2. Check the institution's *fitness of purpose*:

- Compatibility of country's strategic/development plan
- Suitability to serve local Ed. and research
- Availability of a sound Business Plan, Feasibility Study (Student availability, financial support, market survey)
- Risk Management Plan with Teach-out Provision

# What to look for?

(Continued)

## ***Fitness For Purpose:***

Ability to do what it is supposed to do in the right way

- Appropriate & Sound programs
- Faculty & other HR
- Learning resources
- Physical & Financial Resources
  
- Control of Admission
- Student Support
- Internal QA

## When BC is in operation

- Host QAA should have criteria & procedures for periodic review
- Host QAA has advantages over Provider QAA
  - Location & ability to conduct more frequent visits
  - Better ability to understand local environment & culture

# Role of HEI

## *Main Responsibility for QA lies with the HEI itself*

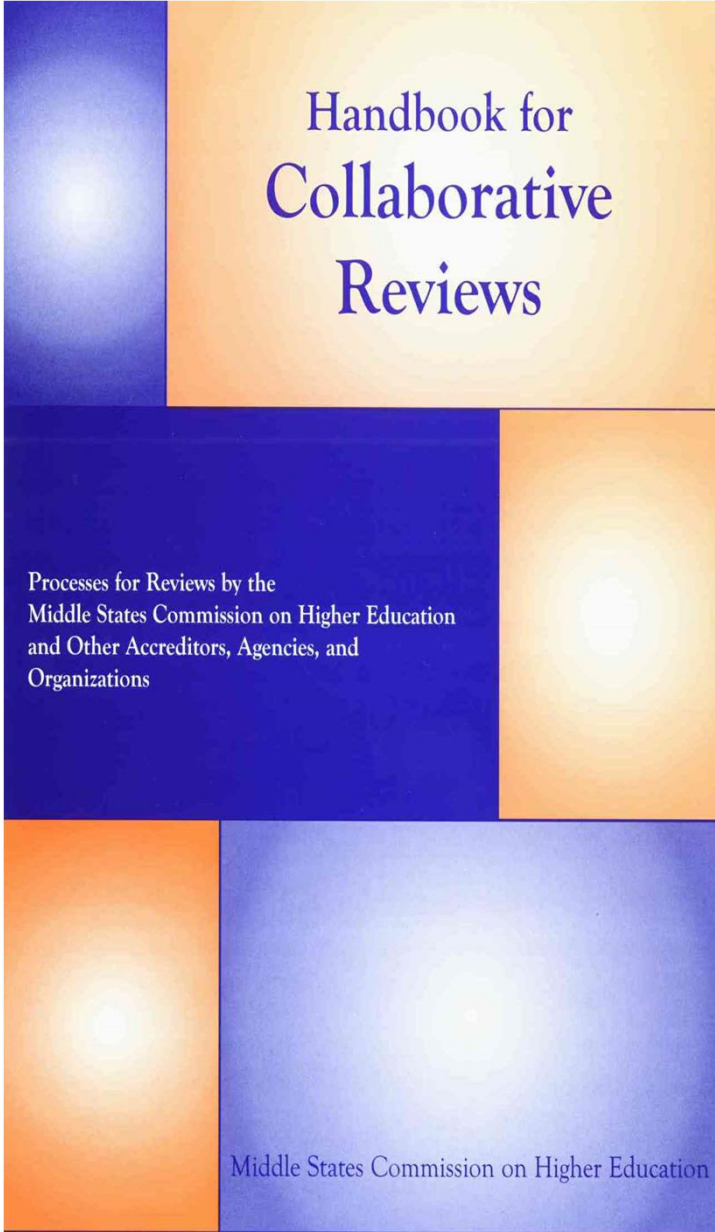
- HEIs need to protect their reputation
- Need to fully understand the local conditions (finance, students, local regulations...etc)
- Have a fully developed Risk Assessment Plan as Basis for deciding on having BC
- Tier 1 institutions are often more reluctant to have BC, mainly due to inability to provide faculty of similar quality

# Need for Cooperation Between Home & Host QAA

- The system is built on **TRUST**
- Recognized Local QAA (follow GGP) should be taken as valuable source to home QAA
- Collaborative agreements should be encouraged

# Further Steps for Cooperation

- Encourage reports & Inf. exchange
- **Joint review visits**
  - Some QAAs have Policies & Procedures for joint reviews (e.g. MSCHE, 2002)
  - Similar approaches are encouraged

The cover features a grid of four colored rectangles: a blue rectangle in the top-left, an orange rectangle in the top-right, a dark blue rectangle in the middle-left, and a light blue rectangle in the bottom-right. The orange rectangle in the top-right contains the title text.

# Handbook for Collaborative Reviews

Processes for Reviews by the  
Middle States Commission on Higher Education  
and Other Accreditors, Agencies, and  
Organizations

Middle States Commission on Higher Education

# Conclusion

QA of BCs is a Collective Effort of

Host QAA

Home QAA

HEI

**Collaboration should be the way forward**

# ***Oman***

- Both Branch campuses & franchised programs are allowed
- *Affordability* of education may limit investment and, hence, selection of foreign institution

# ***Qatar***

- Large investment on infrastructure to host Branch campuses of highly reputable universities
- Facing difficulties in recruiting regional students who meet the high admission requirements

## UAE Experience

### Dubai:

- \* In 2003, Creation of 1<sup>st</sup> Educational Free Zone with < 8 BCs, in absence of any QA Standards.
- \* In 2011, Regulations were introduced in resulting in some BCs closure.
- \* In 2019, Total of **26 BCs** in 5 FZs in Dubai

### Abu Dhabi:

- \* 6 BCs , ALL under the CAA regulations including NYU, SORBONNE, INSEAD, SCBS, NYIT, Mohamed 5<sup>th</sup>

Has Alkhalaf, Fujairah .

10 BCs, with no QA standards ( None is recognized by MoE)

Sharjah:

Most recently AASTMT

Highly reputable HCIs go thoroughly national QA system with ease

## **Success relies on:**

- Local authority's system and criteria
- Role of national QAA
- BC itself & its adherence to measures of Quality

## **Most abuses in:**

- Admission requirements
- Faculty Qualifications

# **Establishment of Int'l BCs in Egypt**

*Law No. 162 of 2018*

## *On The Establishment and Organization of International Branch Campuses*

*“Scientifically distinguished international branch campuses may be established, with the aim of developing the higher education and scientific research systems in the Arab Republic of Egypt, and working on strengthening the links between this system and its counterparts in the developed countries and to provide opportunities for higher education within the country, while preserving the national identity of Egyptian students”*

**Role of Council of Foreign BCs in screening & Selection of BCs using sound criteria**

## ***Law No. 162 Of 2018***

Having been engaged in activities, the IBC shall commit itself to the following:

1. Compliance with the provisions of the **Egyptian laws**.
2. The rules of **students admission to the IBC shall be the same applied for their admission to the Main University**.
3. Including **academic staff** and expertise from the main university or others **with the same standards required to teach at the main university**, ensuring that expertise and competencies of the Egyptian academic and administrative posts are being included in the branch.
4. **The certificates awarded must be issued by the main university**, having the same academic qualification as those awarded by counterpart faculties at the main university.
5. **Certification shall be subject to the same procedures and standards of quality and accreditation applied in the host country of the main university. The concerned ministry shall verify that such requirements**

# *Coordination with NAQAAE*

*❖ Importance of striking balance between  
provision of autonomy to BCs*

*&*

*following-up their performance (using specially  
developed  
criteria)*

*❖ Collaboration & Coordination with QAA of Home*

Thank you !

