

## Quality Assurance Systems – the difficulties in providing a global unified system for Surveyors.

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### SUMMARY

- This presentation will analyse the difficulties in providing a global quality assurance system for Surveyors.
- The difficulties in moving towards common quality assurance systems will be analysed.
- Possible alternatives in the form of the development a knowledge bank of mutual agreements and top up qualifications will be investigated.
- The presentation also looks at the role of FIG and the RICS in promoting mobility of labour across national boundaries.
- This presentation relates directly to the work of the Commission 2 Work Plan which has established a Working Group 2.4 – Accreditation and Quality Assurance.

## QUALITY ASSURANCE AT A NATIONAL LEVEL

- The United Kingdom (UK) system of quality assurance is complicated by the fact that the UK is by its very nature a federation of nations.
- The UK has a ladder of quality assurance systems for education starting at school level and finishing at postdoctoral/professional levels. An outline of this ladder follows.

## School and College Education

- There are eight categories of educational provision covered by the National Qualifications Framework:
  - 1 GCSEs grades D-G
  - 2 GCSEs grade A\*-C
  - 3 A Levels
  - 4 Certificates of Higher Education
  - 5 HNCs and HNDs
  - 6 BTEC advanced professional qualifications
  - 7 Advanced Diplomas
  - 8 Specialist awards

### University and Higher Education Framework

- Levels start at 4 in order to link with the National Qualifications Framework:
  - 4 Certificates in Higher Education and Higher National Certificates
  - 5 Diplomas of Higher Education, Foundation Degrees, Higher National Diplomas
  - 6 Bachelors Degree and with honours, Professional Graduate Certificate in Education
  - 7 Masters Degrees, (integrated Master's degrees, postgraduate certificates, postgraduate diplomas)
  - 8 Doctoral degrees.

## University Education

Oxford



Harvard



## QUALITY ASSURANCE – UNIVERSITY PROVISION

- University provision in England started in the 12<sup>th</sup> century with the formation of Oxford and Cambridge Universities.
- Considerable expansion followed
- 1992 with the creation of the new universities that an integrated provision of surveying education could be found with a move away from a bifurcated system of University and Polytechnic education.
- Before this time quality assurance in the Polytechnics were overseen by the Council for National Academic Awards (CNAA) and the Universities issued their degrees on the basis of their Royal Charter.
- The creation of the new universities led to the establishment of the Quality Assurance Agency (QAA) and the Higher Education Funding Council for England (Hefce), supporting these two agencies are a number of Research Councils.
- In terms of Quality Assurance the most significant Agency is the QAA which has the responsibility for assuring standards and improving quality of UK higher education.

## MIT



## Quality Assurance

- UK Quality Code for Higher Education (Quality Assurance Agency for Higher Education [QAA], 2004-2010) which outlines a series of frameworks (QAA, 2008) for higher education qualifications in England and Wales which provides the following services:
  - Improving standards
  - Institutional Review
  - Peer review
  - Reference points
  - Academic Infrastructure
  - Advice to Government on power to award degrees.
- Internationally many other countries operate a similar model to the UK system of quality assurance. Australia for example has recently seen the establishment of the Tertiary Education Quality Standards Agency (TEQSA)
- This moves forward a structure established in 2000 in the form of Australian Universities Quality Agency (AUQA).

## BOLOGNA

- As can be seen the provision of qualifications in England, let alone the UK, is somewhat complicated.
- As a result in the late nineties a movement was started to promote the harmonisation of standards in Europe.
- The Bologna declaration was signed by 29 countries in 1999. Its intention was to promote a movement towards harmonisation of standards in Europe and beyond, rather than insist on rules.
- The level system in itself creates a difficulty
- For example in England under the guidance of the Engineering Council many Universities offer an integrated four year master's programme known as an MEng. The Master's level aspect of the programme takes place over two semesters and relates to 120 M level credits. An MSc programme in England, however, usually contains 180 credits. In many countries in Europe a Masters degree takes place over two years and perhaps relates to 360 credits in an English University.
- It is further complicated by historical traditions of naming degrees which vary between countries and even vary in a multi nation country such as the United Kingdom (QAA, 2011).
- To overcome some of these problems the EC has developed credit rating system known as ECTS but this has been arguably very slow to develop.
- What might be regarded as a degree in one country might mean something very different in another.

## Berlin



## QUALITY ASSURANCE ROYAL INSTITUTION OF CHARTERED SURVEYORS

- The RICS no longer runs its own professional examinations preferring to develop a limited number of partnerships with recognised centres of academic excellence across the world.
- Through this the RICS has established threshold standards in the UK as well as Australia, Canada, Hong Kong, New Zealand, South Africa and other countries. These standards are linked to the European Credit Transfer System.
- Courses must comply with: threshold standards; study hours; credits; mapping to an APC pathway and on postgraduate courses 75% must have an undergraduate degree. There are sub policies for franchised courses and distance learning.
- External quality assurance is provided through the appointment of external examiners and reports are fed back into partnership meetings

## Threshold standards

- Threshold standards for courses have to vary from country to country as the school and college system can be very different. As a result the RICS has produced a series of different threshold tariffs. For the UK the basic criteria are as follows:

Minimum standards  
 Student selection threshold  
 Research and innovation threshold  
 Teaching quality threshold  
 Employment threshold criteria  
 External Examiner data

- Broadly this means: that 75% of undergraduates must meet a minimum entry score based on their School results; there must be a satisfactory research and innovation grading; there must be a relevant teaching quality score of confidence and finally 75% of graduating students should obtain relevant employment.

## Routes to professional membership

- The starting point for professional membership for most people is to attend an RICS accredited course at a Partnership Institution.
- Following this a two year period of professional engagement takes place. During this period the person is supported by a mentor and a supervisor who assist with company training plans.
- These plans are checked and supported by an RICS training adviser. The candidate then presents themselves to the RICS for an Assessment of Professional Competence (APC).
- If successful the candidate will be awarded Professional Chartered Status and will be able to use the letters MRICS after their name. Following further experience with clear evidence of a contribution to the profession Fellowship can be applied for allowing the letters FRICS to be used after their name.

## Professional Groups

- The Chartered Surveyor belongs to one nominated Faculty recently renamed as a Professional Group (normally the one that he/she qualified in).
- However the Chartered Surveyor can join four of these groupings as part of membership.
- The RICS sees itself a learned institution. With learning in mid post qualification the surveyor is expected to undertake Life Long Learning (LLL) also known as Continuing Professional Development (CPD).

## Professional Standards

- The RICS has a quality assurance system for 'knowledge' that is based in its professional groups of which there are 17.
- Overseeing this is a professional standards committee and associated staff.
- The development of standards for education is overseen by an education and training committee and group of staff dedicated to working with RICS members and Universities/Higher Education providers.
- The RICS sets threshold agreements with the Universities with standards set for: entry, employment, research and innovation. A partnership is developed between the University and the RICS with annual partnership meetings scheduled. As part of the quality assurance process the RICS insists that courses have two examiners one academic and one practitioner (some smaller courses only require one).

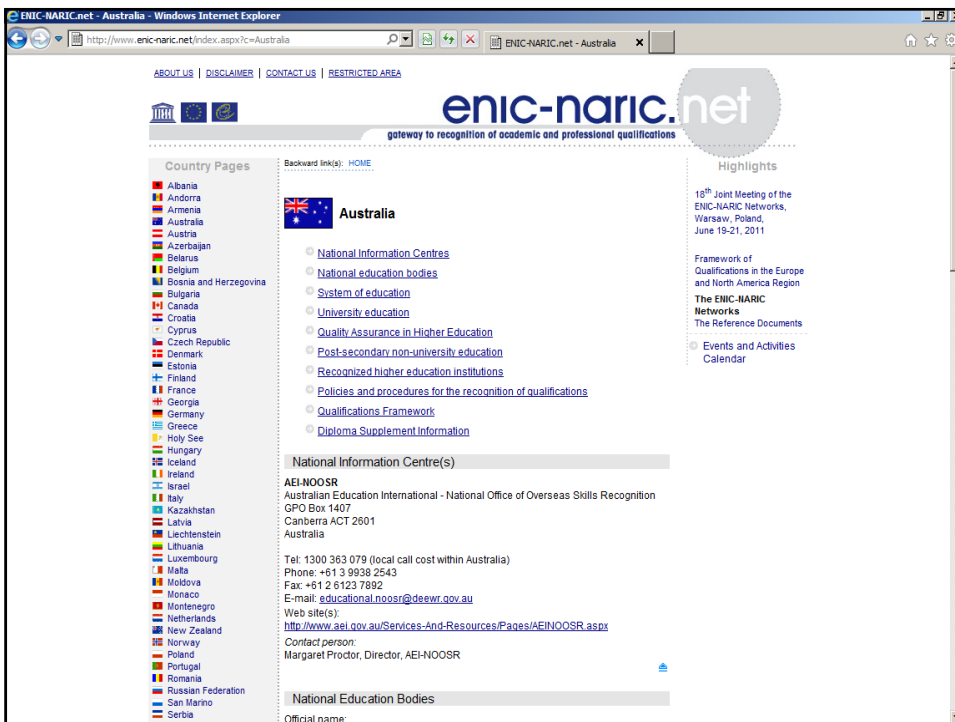


## EUROPEAN NETWORKS

- Different practice and standards in education in Europe led to the creation of National Academic Recognition Information Centres (NARIC) which is a network created in 1984 by the European Union (European Network of Information Centres & National Academic Recognition Information Centres).
- Its aim is to promote the mobility of students between higher education institutions. Member countries have centres and this provides an information exchange to inform on types of qualifications, stages levels and can be used to provide comparables.
- In terms of benchmarking standards the Council of Europe and UNESCO have created the European Network of National information Centres on academic recognition and mobility the ENIC network.

## EC – Information Centres

- To help these two organisations in their operational roles the European Commission, Council of Europe and UNESC/CEPES have created a web site with up-to-date information being maintained by member countries/organisations (ENIC-NAIRC, 2012a). This website is central to the communication of information containing information on the following at national level:
  - National Information Centre
  - National Education Bodies
  - System of Education
  - University Education
  - Quality Assurance
  - Post-secondary Non-University Education
  - Recognised Higher Education Institutions
  - Policies and Procedures for the Recognition of Foreign Qualification
  - Qualifications Framework
  - Diploma Supplement Information



<ul style="list-style-type: none"> <li> Russian Federation</li> <li> San Marino</li> <li> Serbia</li> <li> Slovak Republic</li> <li> Slovenia</li> <li> Spain</li> <li> Sweden</li> <li> Switzerland</li> <li> "the former Yugoslav Republic of Macedonia"</li> <li> Turkey</li> <li> Ukraine</li> <li> United Kingdom</li> <li> USA</li> </ul>	<p><b>National Education Bodies</b></p> <p>Official name:  <b>Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE)</b>                  English                  Link(s): <a href="#">English</a>, <a href="#">English</a></p>
	<p><b>System of Education</b></p> <p>Country Education Profile for Australia (PDF)                  Link(s): <a href="#">English</a></p> <p>The Australian Qualifications Framework (AQF)                  Link(s): <a href="#">English</a></p> <p>Study in Australia Web site                  Link(s): <a href="#">English and many other languages</a></p>
	<p><b>University Education</b>                  Link(s): <a href="#">English</a></p>
	<p><b>Quality Assurance</b>                  Link(s): <a href="#">English</a></p>
	<p><b>Post-secondary Non-university Education</b></p> <p>Training and skills                  Link(s): <a href="#">English</a></p>
	<p><b>Recognized Higher Education Institutions</b></p> <p>AQF Register of Recognised Education Institutions &amp; Authorised Accreditation Authorities in Australia                  Link(s): <a href="#">English</a></p>

**Policies and Procedures for the Recognition of Foreign Qualifications:**  
 Link(s): [English](#)

**Qualifications Framework**

**Framework**

**Australian Qualifications Framework**  
 Describes the qualifications available in the Australian education system.  
 Link(s): [English](#)

**Self Evaluation Report**  
[No link is available at this time](#)

**Diploma Supplement Information**

Organisation responsible for the implementation of the DS  
**Educational and Professional Recognition Unit (AEI NQOOSR), International Education Group, Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE)**  
 AEI NQOOSR  
 GPO Box 1407  
 Canberra, ACT 2601  
 Australia  
 Phone: 61 2 6240 7872  
 Fax: 61 2 6123 7036  
 E-mail: [manager.proctor@innovation.gov.au](mailto:manager.proctor@innovation.gov.au)  
 Link: [English](#)

**Additional information**  
 The Australian Higher Education Graduation Statement (AHEGS) is Australia's Diploma supplement equivalent and is currently in the process of being implemented at Australian universities and some Australian private higher education institutions. The AHEGS aims to provide information about a student's course of study, their academic achievements and the Australian higher education system in one document so that students can use their qualification for overseas employment and further education. Universities who have implemented the AHEGS will issue them to both domestic and international students.

**Information on DS (legislation, template, chart, etc)**

**Process of implementation of the Diploma Supplement**  
 Link(s): [English](#)



**Education Structure**  
 Link(s): [English](#)

Verified: Tuesday 23 April 2012  
 Total number of records: 14

ABOUT US | DISCLAIMER | CONTACT US | RESTRICTED AREA

 gateway to recognition of academic and professional qualifications

Country Pages Backward link(s): [HOME](#)

-  Albania
-  Andorra
-  Armenia
-  Australia
-  Austria
-  Azerbaijan
-  Belarus
-  Belgium
-  Bosnia and Herzegovina
-  Bulgaria
-  Canada
-  Croatia
-  Cyprus
-  Czech Republic
-  Denmark
-  Estonia
-  Finland
-  France
-  Georgia
-  Germany
-  Greece
-  Holy See
-  Hungary
-  Iceland
-  Ireland
-  Israel
-  Italy
-  Kazakhstan
-  Latvia
-  Liechtenstein
-  Lithuania
-  Luxembourg
-  Malta
-  Moldova
-  Monaco
-  Montenegro
-  Netherlands
-  New Zealand
-  Norway
-  Poland
-  Portugal
-  Romania
-  Russian Federation
-  Serbia
-  Slovak Republic
-  Slovenia
-  Spain
-  Sweden
-  Switzerland
-  "the former Yugoslav Republic of Macedonia"
-  Turkey
-  Ukraine
-  United Kingdom
-  USA

 **United Kingdom**

- [National Information Centres](#)
- [National education bodies](#)
- [System of education](#)
- [University education](#)
- [Quality Assurance in Higher Education](#)
- [Post-secondary non-university education](#)
- [Recognized higher education institutions](#)
- [Policies and procedures for the recognition of qualifications](#)
- [Qualifications Framework](#)
- [Diploma Supplement Information](#)

**National Information Centre(s)**

**The National Recognition Information Centre for the United Kingdom**  
 UK NARIC  
 Oriel House  
 Oriel Road  
 Cheltenham  
 Gloucestershire  
 GL50 1XP  
 United Kingdom  
 Phone: +44 (0) 871 330 7033  
 Fax: +44 (0) 871 330 7005  
 E-mail: [info@naric.org.uk](mailto:info@naric.org.uk)  
 Web site(s):  
<http://www.naric.org.uk/>  
 Contact person:  
 Dr. Cloud Bai-Yun, Head of UK NARIC

**Highlights**

18<sup>th</sup> Joint Meeting of the ENIC-NARIC Networks, Warsaw, Poland, June 19-21, 2011

Framework of Qualifications in the Europe and North America Region

**The ENIC-NARIC Networks**  
 The Reference Documents

Events and Activities Calendar

**National Education Bodies**

Official name:  
**Department for Education**  
 The Department for Education is responsible for education and children's services.  
 Link(s): [English](#)

Official name:  
**Department for Business, Innovation and Skills (BIS)**  
 BIS is responsible for all post 19 learning, including further education, skills based learning and higher education.  
 Link(s): [English](#)

**System of Education**

**Secondary Education**  
 Link(s): [English](#)

**University Education**

**Higher Education**  
 Link(s): [English](#), [English](#), [English](#), [English](#)

**Quality Assurance**  
 Link(s): [English](#)

**Post-secondary Non-university Education**  
 Link(s): [English](#), [English](#), [English](#), [English](#)

**Recognized Higher Education Institutions**

The Department for Business, Innovation and Skills provides the official list of all Recognised Bodies (institutions with degree awarding powers) and Listed Bodies (institutions which may deliver courses leading to a qualification from a Recognised Body).  
 Link(s): [English](#), [English](#)

**Policies and Procedures for the Recognition of Foreign Qualifications**  
**Academic and Vocational Qualifications**  
 Link(s): [English](#)

**Professional Qualifications**  
 Link(s): [English](#)

**Qualifications Framework**

**Framework**  
 Link(s): [English](#), [English](#), [English](#), [English](#), [English](#), [English](#), [English](#), [English](#), [English](#)

**Self Evaluation Report**  
 Link(s): [English](#), [English](#)

**Diploma Supplement Information**

Organisation responsible for the implementation of the DS  
 The autonomy of UK higher education institutions means that Diploma Supplements are issued at institutional discretion. Various other stakeholders are involved in the implementation of the Diploma Supplement including the Department for Business, Innovation and Skills (BIS), the UK Europe Unit, British Council Erasmus, UK NARIC and UK National Europass Centre (UK NEC).  
 UK NEC  
 Oriel House  
 Oriel Road  
 Cheltenham  
 Gloucestershire  
 GL50 1XP  
 United Kingdom  
 Phone: +44 (0)871 330 8341  
 Fax: +44 (0)871 330 7005  
 E-mail: [info@uknec.org.uk](mailto:info@uknec.org.uk)  
 Link: [English](#)

**Information on DS (legislation, template, chart, etc)**  
 Link(s): [English](#)

**Higher Education Structure**  
 Link(s): [English](#), [English](#)

Verified: venerdì 11 marzo 2011  
 Total number of records: 15

## LICENCES AND MUTUAL AGREEMENTS

- The NARIC system helps an understanding or harmonisation of standards but there is a further quality assurance issue and that is the need for licenses to provide certain activities and also the role of professional institutions.
- Post training a qualified Surveyor in some countries will require a licence to undertake certain activities and in other countries they will not.
- In the UK a licence is not required to practice as a Land Surveyor for example but in other for example in Australia a license is required. This brings into effect another level of quality assurance

## FIG and Mutual Recognition

- FIG has been investigating mobility of labour and educational/training standards for some time.
- A task force on mutual recognition and qualifications has been created by FIG and has reported back.
- Liberalising market services was a key objective and this led to the publication of FIG Publication No 27.
- There are already regional agreements between member institutions that have built on the mutual recognition work of FIG, such as the ASEAN Framework Agreement on Services (AFAS) (Teo, 2004) which came into force on the 19<sup>th</sup> February 2008. To encourage mutual recognition FIG has developed a website that illustrates the basis of recognition (Fédération Internationale des Géomètres [FIG], 2011).

## FIG and WTO

- Clearly FIG recognises the importance of mobility of labour and is promoting this through: encouraging communication; developing a methodology with its members; supporting professional member organisations; working with external organisations such as the World Trade Organisation (WTO). The WTO has formulated an international agreement, the General Agreement on Trade in Services (GATS) which commenced in January 1995 (Keller & Hofmann, 2002). The formulation of International agreements by FIG is a hugely complex task as there are already many powerful regional agreements in such organisations as the European Union (EU) and the North American Free Trade Area (NAFTA) to name just two.

## Regional Issues

- FIG Publication No 27 (Enemark & Plimmer, 2002) has provided a review of five regional case studies but regional level analyses can often be difficult when member institutions are also global institutions in their own right operating in areas of many recognition frameworks. As this publication points out a key to understanding some of these complex issues is understanding how professional surveyors qualify and how professional competence is assessed. At this point perhaps there is a conflict regarding the definition of surveyors as the term can mean different things in different countries. Mutual recognition despite these complexities is a concept worth progressing for FIG but it is difficult to develop a set of common standards. This is something that other professions, particularly Medicine, are also grappling with as professional competence is a key global issue. This issue may eventually be resolved by legislation, agreements or possibly just market forces.

## SUGGESTIONS FOR FIG

- The complexities of quality assurance schemes across the world have by many institutions been supplemented by the need to qualify/obtain government licences.
- To improve mobility across borders the EC promotes an organisation known as NARIC. FIG has conducted a considerable investigation into mutual agreements but inevitably these can only go so far as there is a restriction placed by national quality standards and quality assurance schemes.
- The European system set up by NARIC perhaps offers an opportunity. Its database of qualifications has become global. A FIG database could be developed in conjunction with other Global institutions such as the RICS in parallel to NARICS to provide information on:

## Appendix to Naric site?

- National Information Centres – key contacts
- National Education Bodies
- System of Education/ Qualifications Framework
- University Education
- Quality Assurance Institutions
- Post-secondary Non-University Education
- Recognised Higher Education Institutions
- Policies and Procedures for the Recognition of Foreign Qualification
- Criteria for practicing as a Surveyor
- Professional standards for practice
- Mutual Agreements
- Licences
- Continuing Professional Development requirements

## Database

- The development of such a database would enable individual surveyors to conduct a skills gap analysis if they wish to practice in another country. It would give them an information source to find help to remedy their skills shortage which would in turn improve the mobility of labour across national boundaries.



## CONCLUSION

- As an international organisation FIG perhaps supported by the RICS is well placed to develop a web site explaining to Surveyors the quality assurance needs and demands of different countries. This could build on the NARIC system. If developed this will promote a better understanding of quality assurance systems across national boundaries but also have the advantage of promoting mobility of labour.

## Any Questions

