

# *How transnational education can serve to widen access to quality international education*

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Quality International Education

# Transnational Education (definition)

*All types of higher education study programmes, or sets of courses of study, (including those of distance education) in which the learners are located in a country different from the one where the awarding institution is based*

*(UNESCO / Council of Europe  
Code of Good Practice in the  
Provision of TNE )*

# TNE ... and widening access

## Code of Good Practice in the provision of TNE (Lisbon Convention)

► *Transnational arrangements should be so elaborated, enforced and monitored as to widen the access to higher education studies...*



# The socially progressive potentials of TNE



Widening access to international education



Helping meeting local demand for quality education



Halting brain drain

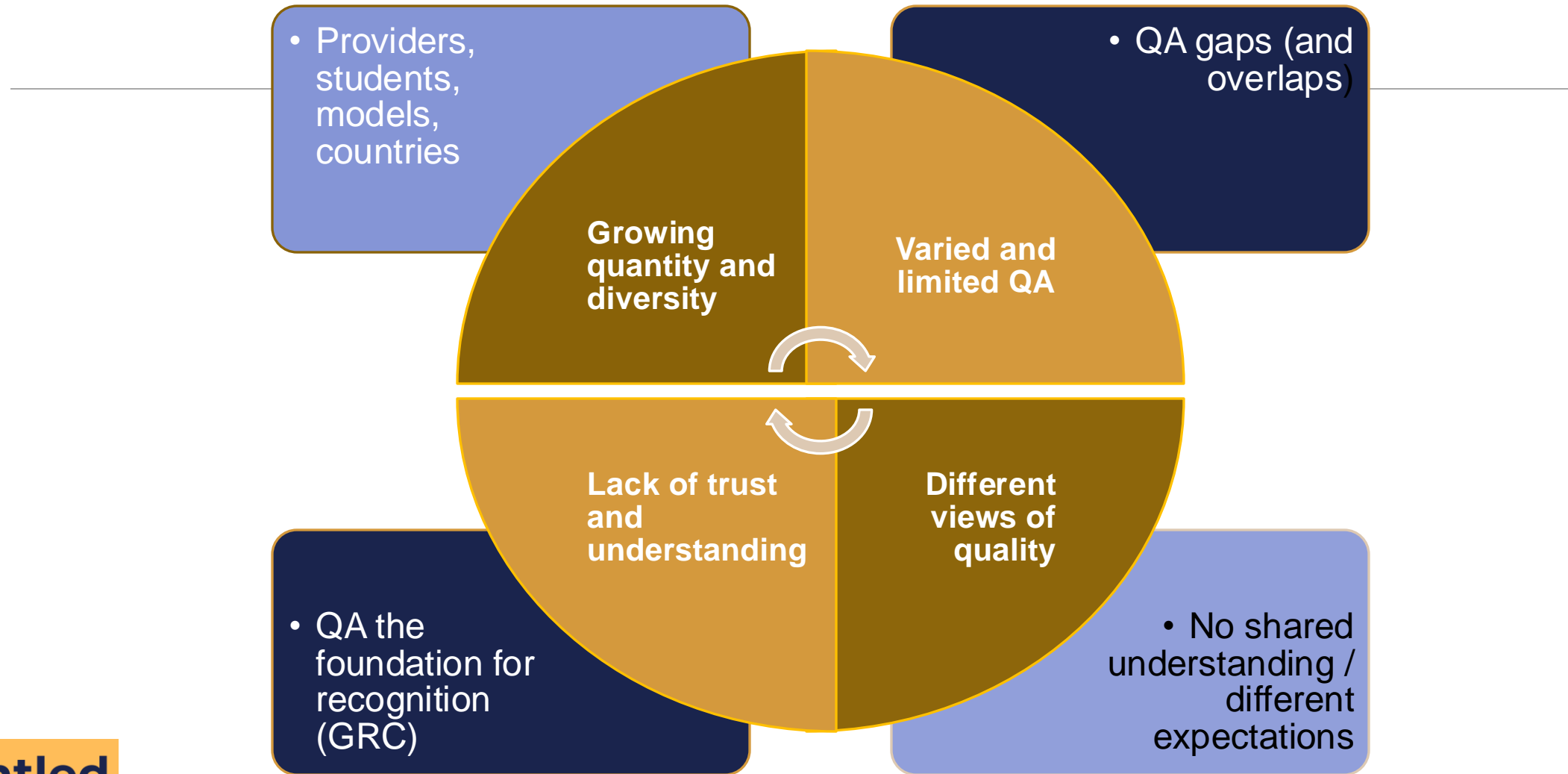


Supporting local internationalisation / development



Fostering sustainable routes to internationalisation

# The TNE Global Quality Assurance Challenge



# QA of out-bound TNE

*Main question:*

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Ensuring that out-bound TNE is comparable to provision at the home campus (*UNESCO/OECD Guidelines & UNESCO/CoE Code of Good Practice*)

Not all sending locations have processes in place to QA out-bound TNE, and those that do use very different approaches (*e.g. USA / Australia / England / rest of the UK / Germany*)

# QA of in-bound TNE

*Main question:*

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The extent to which local regulations for national education provision should apply or bespoke additional requirements, or rely exclusively on sending countries' oversight

Not all receiving locations have processes in place to QA in-bound TNE, and those that do use very different approaches (*e.g. Malaysia, Hong Kong, UAE/Dubai, Sri Lanka*)

# The Golden Rule of TNE: *comparability*

## Learning outcomes vs. learning experience (inputs)

Whilst **learning outcomes** *must be* safeguarded across modes/locations of delivery...

...with regards to the **learning experience**, should anything beyond what is required to support students in achieving the expected LOs be regarded as a matter of *student expectation* (and choice)?

***uncompromisable expectation vs student expectation***



# Quality Assurance of Cross-Border Higher Education: A Toolkit for QA Agencies

The QACHE Toolkit offers practical guidance on:

- ▶ (1) *Information sharing*
- ▶ (2) *Cooperation in quality assurance*
- ▶ (3) *Networks of agencies*



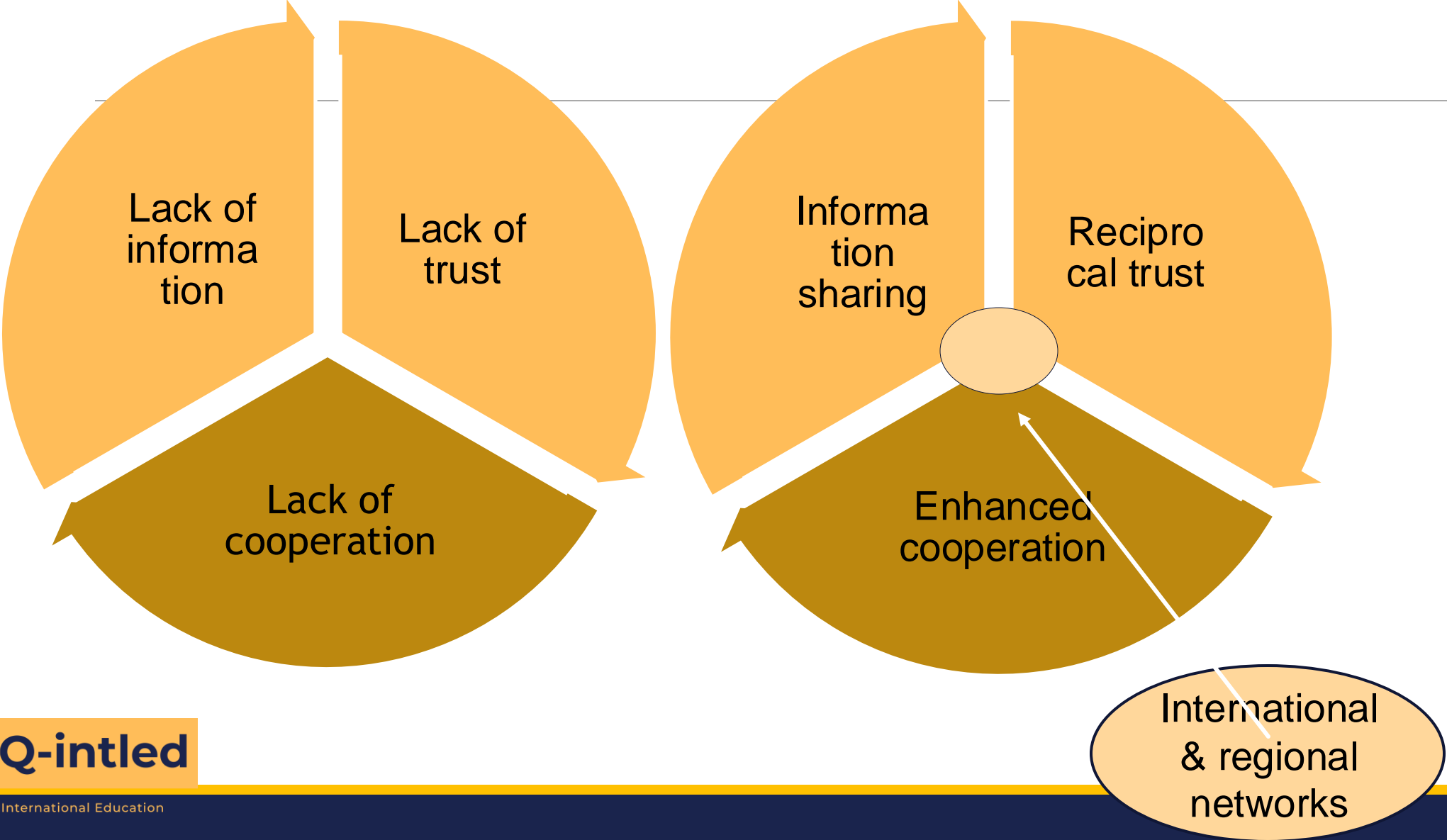
# QACHE Recommendations

QAAs should share information about their respective QA systems and about cross-border providers, *to facilitate mutual understanding and build mutual trust*

QAAs should seek to coordinate and cooperate in their review activity of cross-border higher education, *to avoid regulatory gaps and duplication of efforts, and lessen regulatory burdens.*

Networks of quality assurance agencies should facilitate inter-agency cooperation and the implementation of the QACHE Toolkit

# Cross-border cooperation in the QA of TNE



# Discussion: benefits and value

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What do you see as the main value and benefits of TNE?

# Discussion: QA challenges

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What do you see as the main challenges for safeguarding the quality of TNE, and for its quality assurance and recognition?

# Discussion: QA practices

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What is your experience with quality assuring TNE (in-bound or outbound)?

Discuss approach adopted

# Discussion: QA comparability

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What do you think should remain comparable when we say that TNE should be of comparable quality and standards to the provision offered at the home campus?

To what extent should TNE provision be allowed to differ to meet local education/training/skills needs?

# Discussion: cooperation in QA

To what extent do you / can you cooperate with international quality assurance bodies with regard to TNE?

Can/Do you recognise their QA decisions? Can/Do you undertake joint reviews?

What measures would you suggest to foster cross-border cooperation in the QA of TNE?





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Thank you!