Quality assurance and enhancement of trans-national education: the QAA experience

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UK TNE growth and diversity

Figure 1: UK HE TNE student numbers, 2017—18 to 2021—22
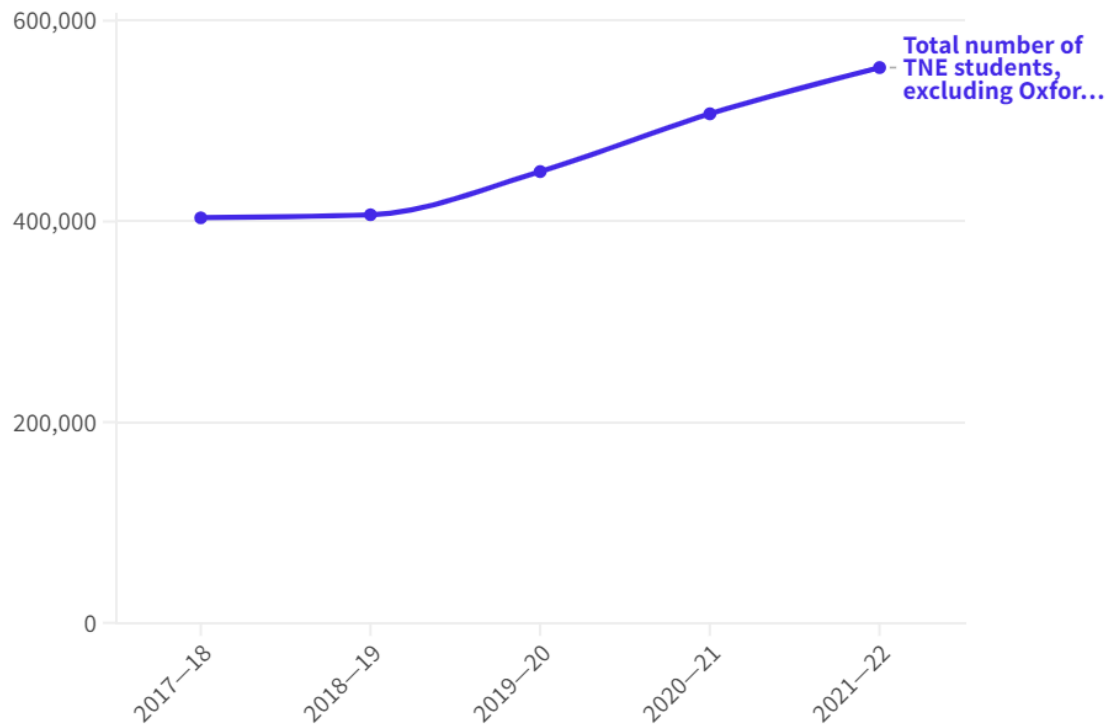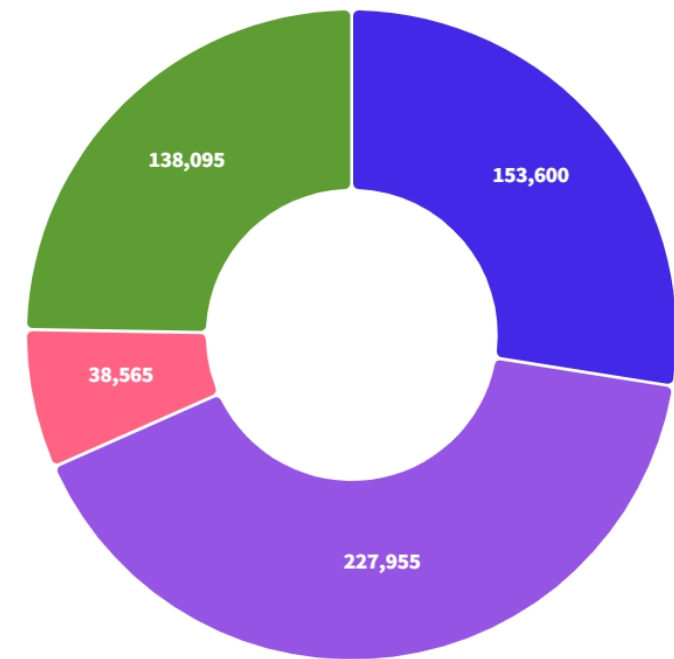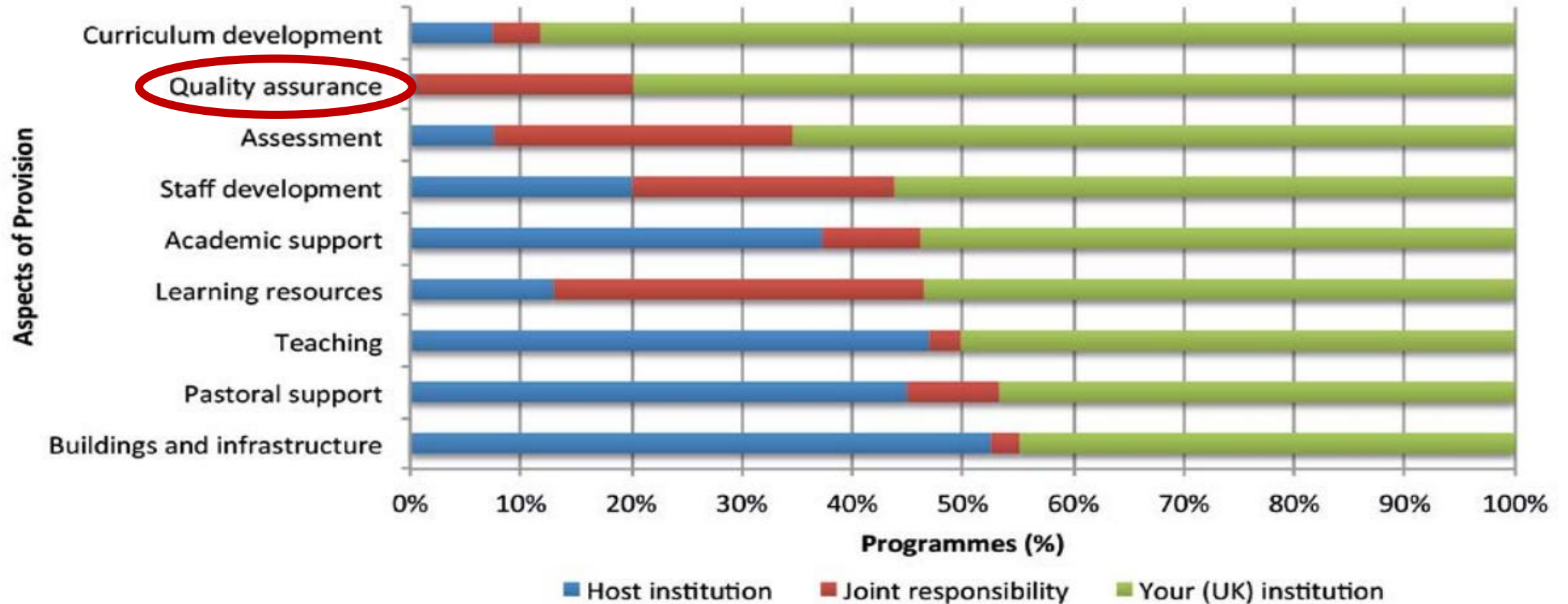
Total number of TNE students, excluding Oxfor

Figure 2: UK HE TNE students by type of provision, 2021—22 (all providers)

■ Distance, flexible or distributed learning ■ Collaborative provision ■ Overseas campus
■ Registered at overseas partner organisation

Source: Universities UK International

The importance of quality assurance in TNE

Source: British Council

QUALITY ASSURANCE and ENHANCEMENT of UK TNE

How is UK TNE quality assured?

Internal Quality Assurance Processes: higher education providers

Assessment of baseline standards & academic quality: OfS (from 1 April 2023) in England, QAA ELIR in Scotland, QAA QER in Wales

Enhancement of quality (continuous improvement): QAA (voluntary in England)

Reference points: ESG, Quality Code, Subject Benchmark Statements, FHEQ

How is English TNE quality assessed?

OfS Conditions of registration

B: Quality, reliable standards and positive outcomes for all students

C: Protecting the interests of all students

D: Financial sustainability

E: Good governance

F: Information for students

How is UK HE TNE quality enhanced?

Enhancement-led (respecting UK and overseas baselines)

In collaboration with host partner country agency

Thematic analysis

Contextually relevant

Participation in QE-TNE Scheme

- **78 UK HE providers in the scheme**

- **Over 305,000 UK HE TNE students**

- **Over 70% of the UK HE TNE population**

- **100% of eligible regulated providers in Wales**

- **Scheme participants represented in year 1**

  - 81% of all UK TNE students in the UAE
  - 67% of all UK TNE students in Germany
  - 60% of all UK TNE students in Egypt
  - 5 largest providers in the UAE

QAA
Committed to the
Quality of UK TNE
Scheme Participant

QAA GLOBAL

Vision and Core Purposes

Vision:

For UK transnational higher education to be recognised worldwide as providing education of the highest quality, an outstanding student experience, added value and enhanced outcomes.

Strengthening the reputation of UK TNE

Providing valued information and insight

Building mutual trust

Delivering benefit for stakeholders

Principles underlying QE-TNE

- Be UK wide
- Apply to all degree awarding bodies engaged in TNE
- Valid for all types of TNE
- Retain international trust and maintain reputation

- Be enhancement led
- Be informed by robust metrics
- Have student experience at its heart
- Ensure equivalence for students

- Be cost efficient
- Minimise burden and avoid duplication
- Be flexible and responsive

TNE Framework for Global Engagement

The purpose of the Framework is to underpin the British Council's TNE strategy by analysing and describing national environments for TNE. Specifically, the Framework aims to:

- facilitate TNE engagement globally and further the understanding of the local context and local educational priorities

- develop consistency of language and improve data collection to support global analysis and understanding of TNE

- Identify how TNE can contribute to the policy priorities of local education systems and contribute to the UN SDGs

This research draws on the "Value of TNE Partnerships".

Sources

https://www.britishcouncil.org/education/he-science/knowledge-centre/transnational-education/value-transnational-education

TNE Framework
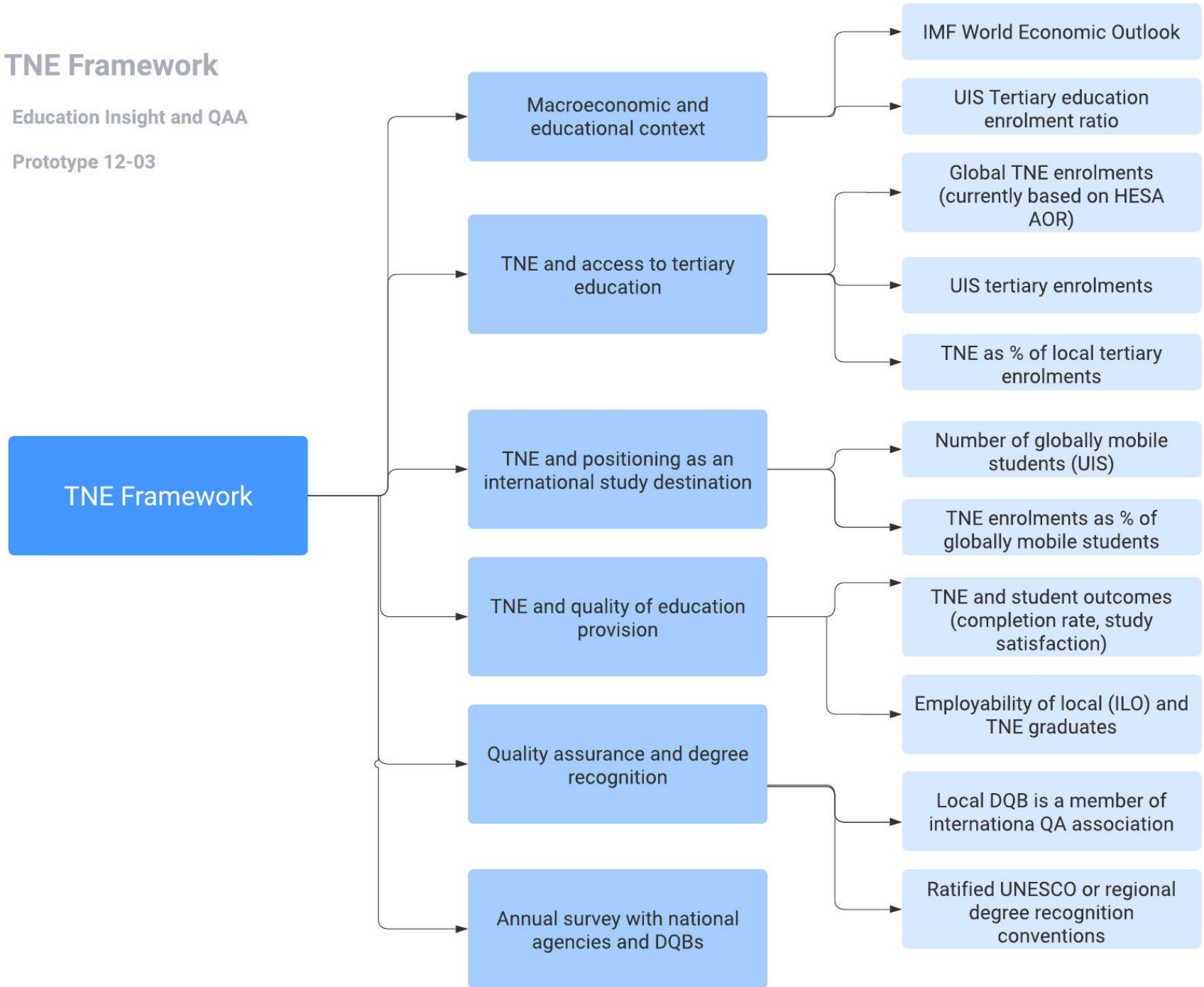
TNE Framework

- **Macroeconomic and educational context**
  - IMF World Economic Outlook
  - UIS Tertiary education enrolment ratio

- **TNE and access to tertiary education**
  - Global TNE enrolments (currently based on HESA AOR)
  - UIS tertiary enrolments
  - TNE as % of local tertiary enrolments

- **TNE and positioning as an international study destination**
  - Number of globally mobile students (UIS)
  - TNE enrolments as % of globally mobile students

- **TNE and quality of education provision**
  - TNE and student outcomes (completion rate, study satisfaction)
  - Employability of local (ILO) and TNE graduates

- **Quality assurance and degree recognition**
  - Local DQB is a member of internationa QA association
  - Ratified UNESCO or regional degree recognition conventions

- **Annual survey with national agencies and DQBs**

Working prototype

Additional considerations:
- Annual survey data on:
  - Regulatory frameworks
  - TNE data on students and programmes
  - Legislative changes

- Brain drain implications:
  - From brain drain to brain circulation
  - Widening the students' choice at home
  - Creating favourable environment for the mobility of students, researchers, academic programmes and research

TNE in Sri Lanka
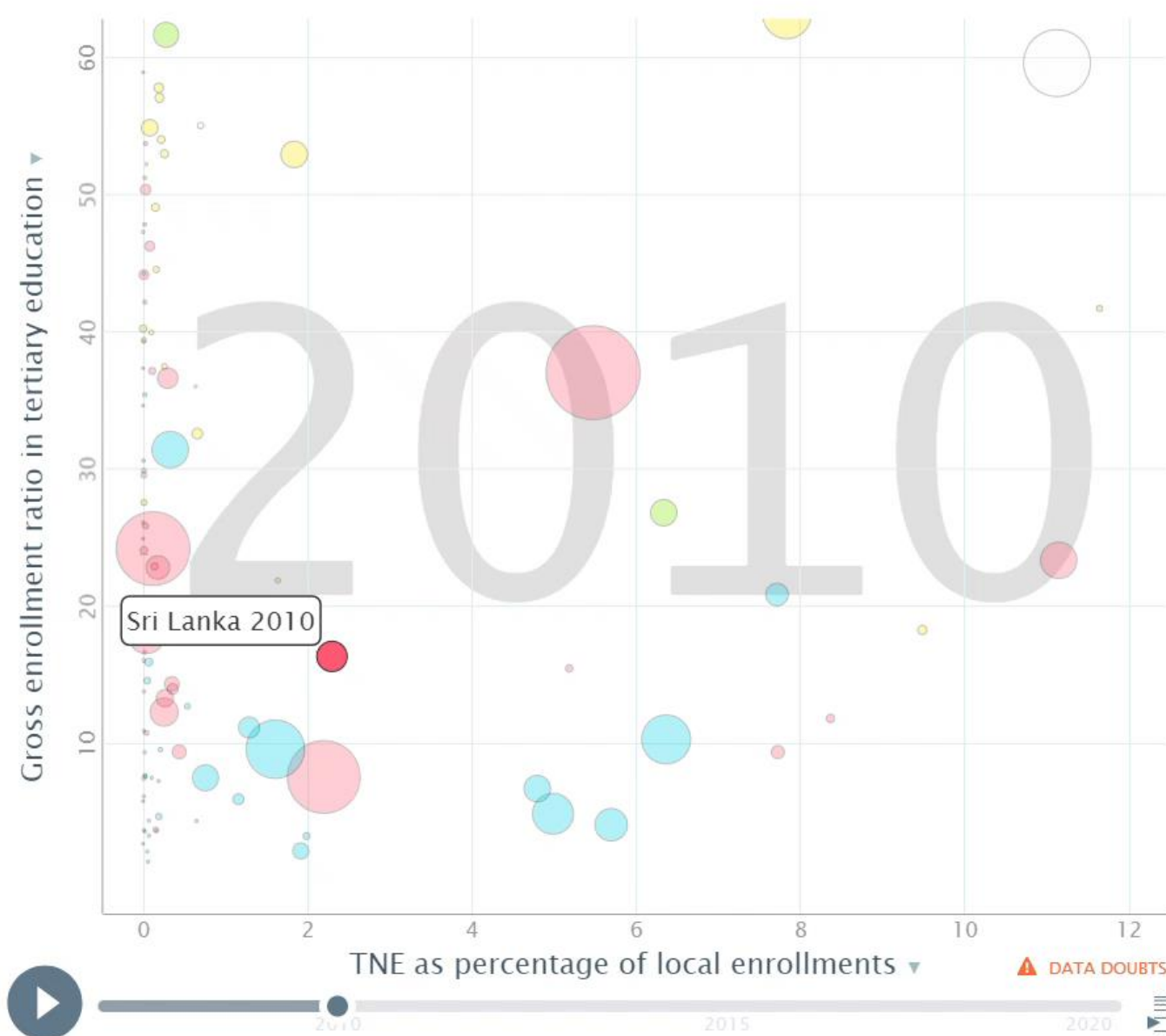
- TNE in Sri Lanka has received a significant expansion over the past decade
- In 2010, GER in tertiary education was 16%, and TNE students as a proportion of local tertiary enrolments were estimated at 2%.
- In 2020, GER are almost 22%, and TNE students are estimated 11% of the local tertiary enrolments
- As policy focus in a country shifts from supply of HE to safeguarding the quality of tertiary education provision, the shape and pace of TNE changes, too.

➢ Sustainable TNE partnerships understand and engage with the local development agenda by responding to the needs of local stakeholders and their priorities

➢ To facilitate this, a global understanding of the future of TNE is required

➢ This can be facilitated by an Advisory Group to support the research, data collection and the sharing of good practice in TNE. The Advisory Group will support:

   ○ Annual data collection

   ○ Global TNE Forum

➢ How you can help – expressions of interest to join the TNE Advisory Group by emailing Michael Peak at Michael.Peak@britishcouncil.org
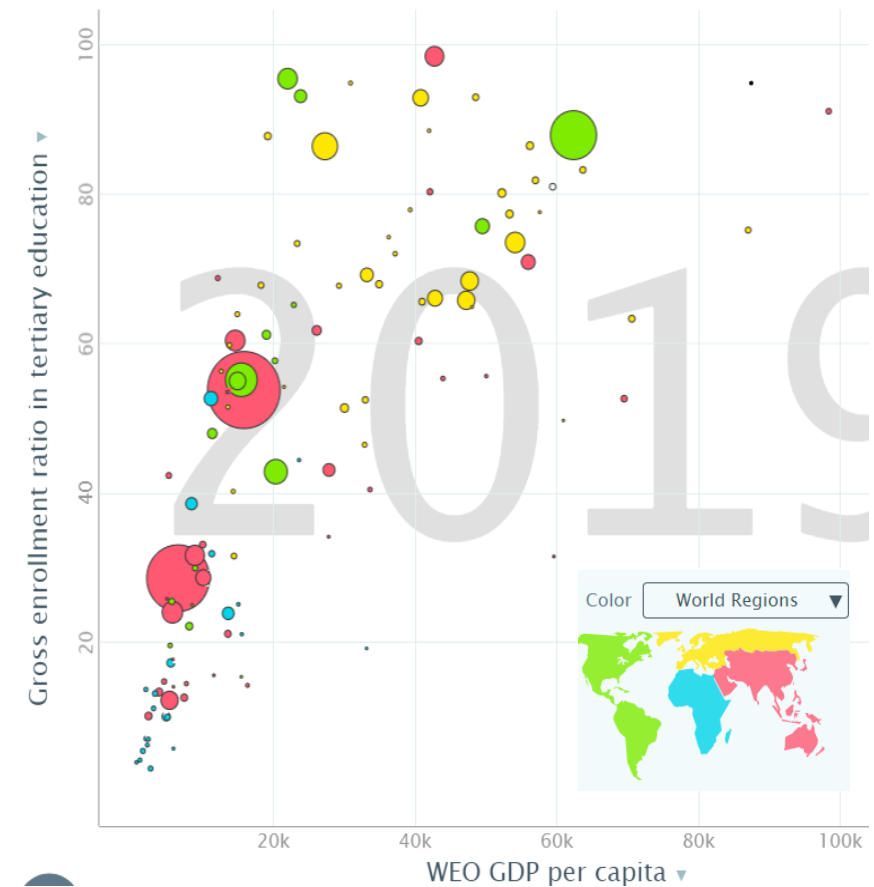
The size of the bubble reflects the number of local tertiary enrolments.