

PROTECTING THE INTERESTS OF STUDENTS ON TRANSNATIONAL EDUCATION PROGRAMMES: THE ROLE OF TRANSPARENT QUALITY ASSURANCE

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WHAT IS TNE?

Franchise programmes

Branch campuses

Distance learning

Joint programmes

Online education

Independent HEI

TNE

Degree validation

Joint ventures

Partnerships

CBHE

University networks

CONCERNS ABOUT QUALITY



Is the education the same standard as in the home country?



What adaptations should be made to the local context?



Will qualifications be recognised in the home country?



Are students receiving value for money?



How are stakeholders involved?

EXISTING TOOLS AND FRAMEWORKS

Guidelines for Quality Provision
in Cross-border Higher Education

Lignes directrices pour des
prestations de qualité dans
l'enseignement supérieur
transfrontalier



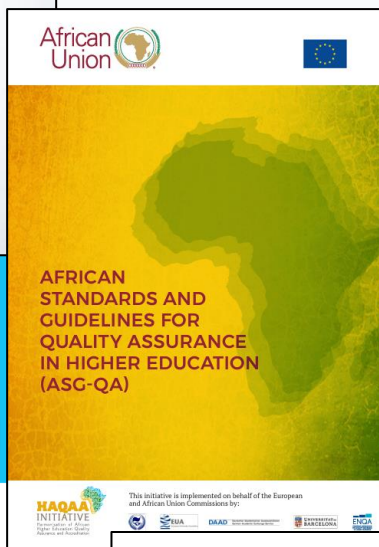
OECD



ASEAN
QUALITY
ASSURANCE
FRAMEWORK

AQAN
ASEAN Quality Assurance Network

COOPERATION IN CROSS-BORDER HIGHER EDUCATION
A TOOLKIT FOR QUALITY
ASSURANCE AGENCIES



AFRICAN
STANDARDS AND
GUIDELINES FOR
QUALITY ASSURANCE
IN HIGHER EDUCATION
(ASG-QA)

HAQAA
INITIATIVE

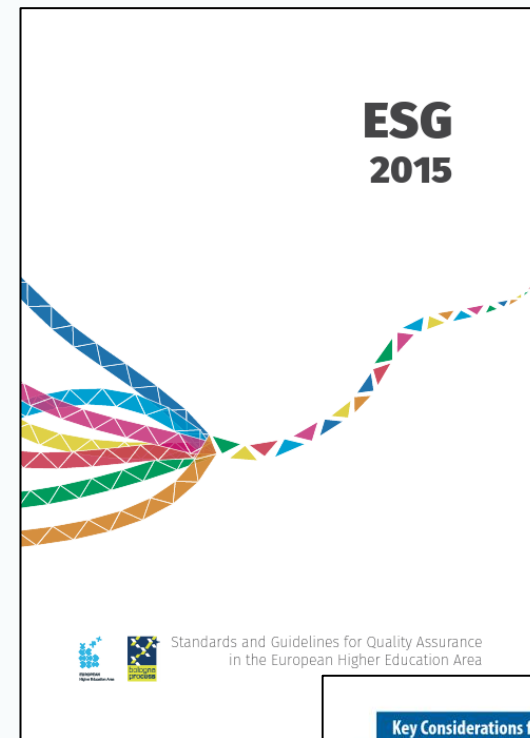
This initiative is implemented on behalf of the European
and African Union Commissioners by:



European Approach for Quality Assurance
of Joint Programmes

October 2014

approved by EHEA ministers in May 2015



ESG
2015



Standards and Guidelines for Quality Assurance
in the European Higher Education Area

Key Considerations for Cross-Border Quality Assurance
in the European Higher Education Area



ENQA EQUA EURASHE eqar

THE VIEW FROM OUTSIDE EUROPE



香港學術及職業資歷評審局
Hong Kong Council for Accreditation of
Academic & Vocational Qualifications

Albert Chow, HKCAAVQ
(Hong Kong)

“Key benefits include broadening of educational experiences in terms of quality, pedagogies and domain of programmes, especially when they are not available locally. Key risks include monitoring, adaptation of TNE to local context, especially where statutory or professional requirements exist.”



Martin Strah, CONEAU
(Argentina)

“Ensuring the quality of programs within Argentina is an unavoidable public policy and is related to the national recognition of degrees and subsequent professional practice. Foreign institutions wishing to offer their programs within the country must undergo a rigorous evaluation process...”



Olusola Oyewole, AAU
(Africa)

“The expertise needed for ensuring the quality of transnational education is quite different from that of internal institutions... Protection of the learners is an issue that needs to be the concern of all but now, the learners are open to the exploitations of various institutions.”

CALL FOR ACTION

Information sharing

- Still the biggest issue
- ‘Soft’ approach that can make the biggest difference
- Regional networks need to facilitate this

Lead by example

- Demonstrate transparent policies, criteria and arrangements
- Authorities, agencies & HEIs in major sending countries need to take the lead

Use/develop existing tools

- Renewed emphasis on awareness support for implementation
- Shared responsibility
- Future opportunity: revision of ESG



THANK
YOU

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