

OECD Guidelines for Quality Provision in Cross-Border Higher Education

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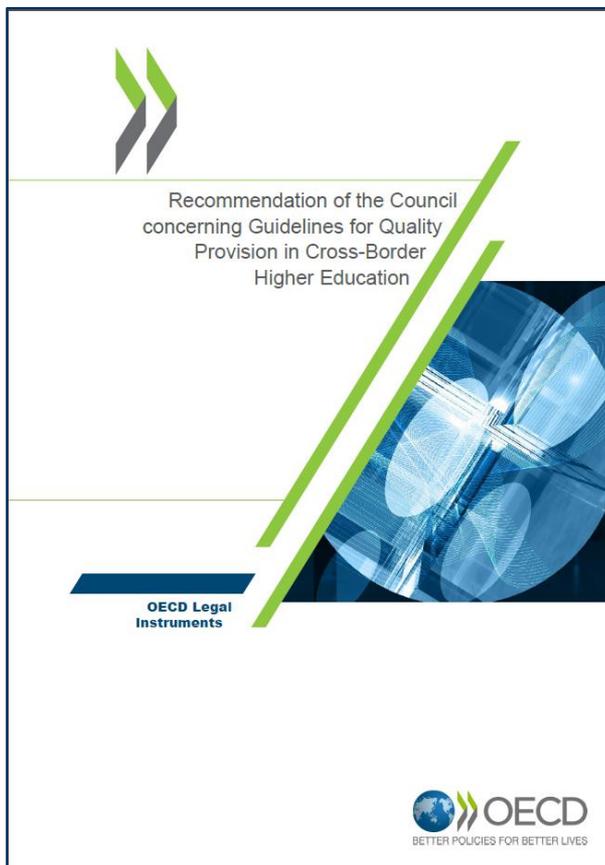
Higher Education Policy Team

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OECD Guidelines for Quality Provision in Cross-Border Higher Education



For full text: OECD (2005)
[Recommendation of the Council
concerning Guidelines for Quality
Provision in Cross-Border Higher
Education](#)



What are the OECD Guidelines for Quality Provision in Cross-Border Higher Education?

Common principles for assuring quality and recognition in CBHE, adopted in 2005

The Guidelines call for:

- > Clear information for learners
- > Programmes to be of equivalent quality to those delivered domestically
- > Fair and transparent procedures for recognition of credentials
- > International cooperation between relevant agencies (e.g. QA bodies)

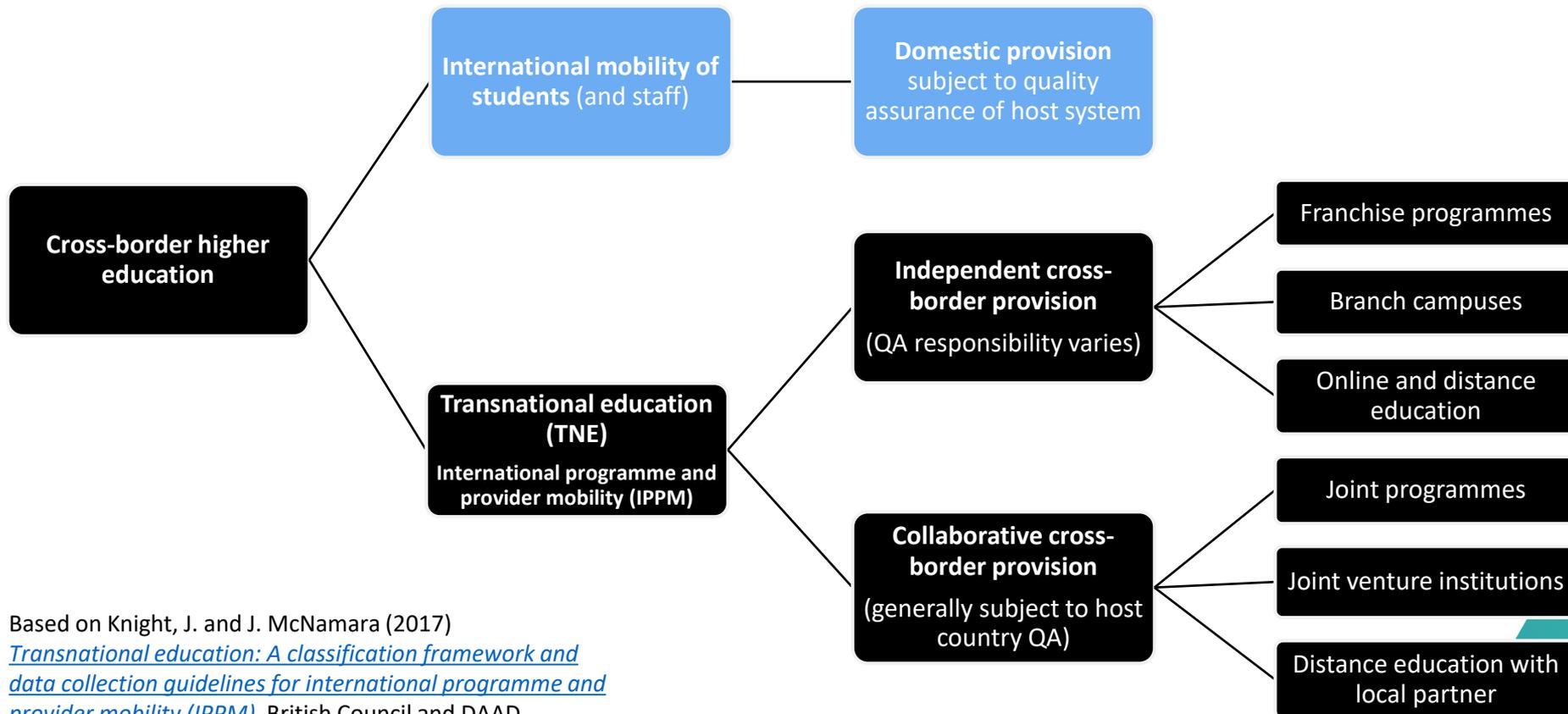
Recommendations for six types of actors:

1. Governments (in sending and receiving countries)
2. Higher education providers including higher education academic staff
3. Student bodies
4. Quality assurance and accreditation bodies
5. Academic recognition bodies
6. Professional bodies



What is cross-border higher education?

Unpacking the concept...



Based on Knight, J. and J. McNamara (2017)
[*Transnational education: A classification framework and data collection guidelines for international programme and provider mobility \(IPPM\)*](#), British Council and DAAD



The scale of cross-border higher education

Increasing international programme and provider mobility (IPPM) - the UK example

Table 8: Top 20 countries and territories for UK HE TNE students, 2019–20
(Excluding Oxford Brookes University)

Rank	Country or territory	Student numbers	% Change from 2018–19	% of Total
1	Malaysia	49,160	2.1 ↑	11.0
2	China	48,700	16.3 ↑	10.9
3	Sri Lanka	30,755	21.8 ↑	6.9
4	Singapore	27,700	-2.7 ↓	6.2
5	Hong Kong	22,400	5.7 ↑	5.0
6	Greece	19,590	13.2 ↑	4.4
7	Egypt	19,590	-2.6 ↓	4.4
8	Oman	17,680	1.9 ↑	3.9
9	United Arab Emirates	14,530	8.0 ↑	3.2
10	Cyprus (EU)	11,340	-1.4 ↓	2.5
11	Germany	9,190	34.6 ↑	2.0
12	Saudi Arabia	9,045	16.7 ↑	2.0
13	India	8,485	1.5 ↑	1.9
14	Switzerland	7,990	26.9 ↑	1.8
15	Kuwait	7,360	15.0 ↑	1.6
16	Pakistan	7,310	21.5 ↑	1.6
17	United States	7,305	15.1 ↑	1.6
18	Nepal	7,230	42.4 ↑	1.6
19	Uzbekistan	6,105	9.5 ↑	1.4
20	Ireland	5,920	13.1 ↑	1.3

Figure 3: UK HE TNE student numbers by type of provision, 2015–16 to 2019–20
(Excluding Oxford Brookes University)



Universities UK (2021) [The scale of UK higher education transnational education 2019–20 - Trend analysis of HESA data](#)



A requirement to report to the OECD Council on implementation

- **2012 and 2015** – Previous monitoring exercises by OECD Secretariat based on surveys to national contact points
- **December 2019** – Consultation of Informal Working Group on Higher Education (IWG) on best approach to monitoring:
 1. Postpone the monitoring of implementation indefinitely
 2. Have a light monitoring of implementation (consultation with international/regional bodies in area of QA on outstanding challenges)
 3. Produce a new monitoring report in the next biennium
- **2021-2022** – Cooperation with UNESCO: assessment report (Achim Hopbach) and consultative panel at WHEC 2022 in May in Barcelona
- **2023** – planned, light-touch implementation report to OECD Council



Key questions

1. To what extent are effective practices for assuring the quality of cross-border provision in place?
2. What are the main challenges for national quality assurance bodies in assuring the quality of cross-border provision?
3. What form of additional support from international cooperation – in established regional networks – would be valuable in this area?
4. What, if anything, might the OECD do to support this wider process?



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