



1. Effective governance and quality assurance in TNE is an eco system with a number of interconnected levels: the institutional, the systems level (HK SAR), and the regional/global
2. Effective governance and quality assurance is fragile and can atrophy over time - has to be periodically refreshed or revitalized
3. External QA will always be required in order to drive effectiveness in internal institutional governance and quality assurance
4. Harmonisation via regional/global codes and frameworks will be an enduring trend in HE & TNE



# Definition of transnational education

- The Lisbon Convention (2002). *Code of Good Practice in the Provision of Transnational Education offers the following definition:*
- *“All types of higher education study programmes, or sets of courses of study, or education services in which the learners are located in a country different from the one where the awarding institution is based. Such programmes may belong to the educational system of a state different from the state in which it operates, or may operate independently of any national system”*. OCED 2015 p52

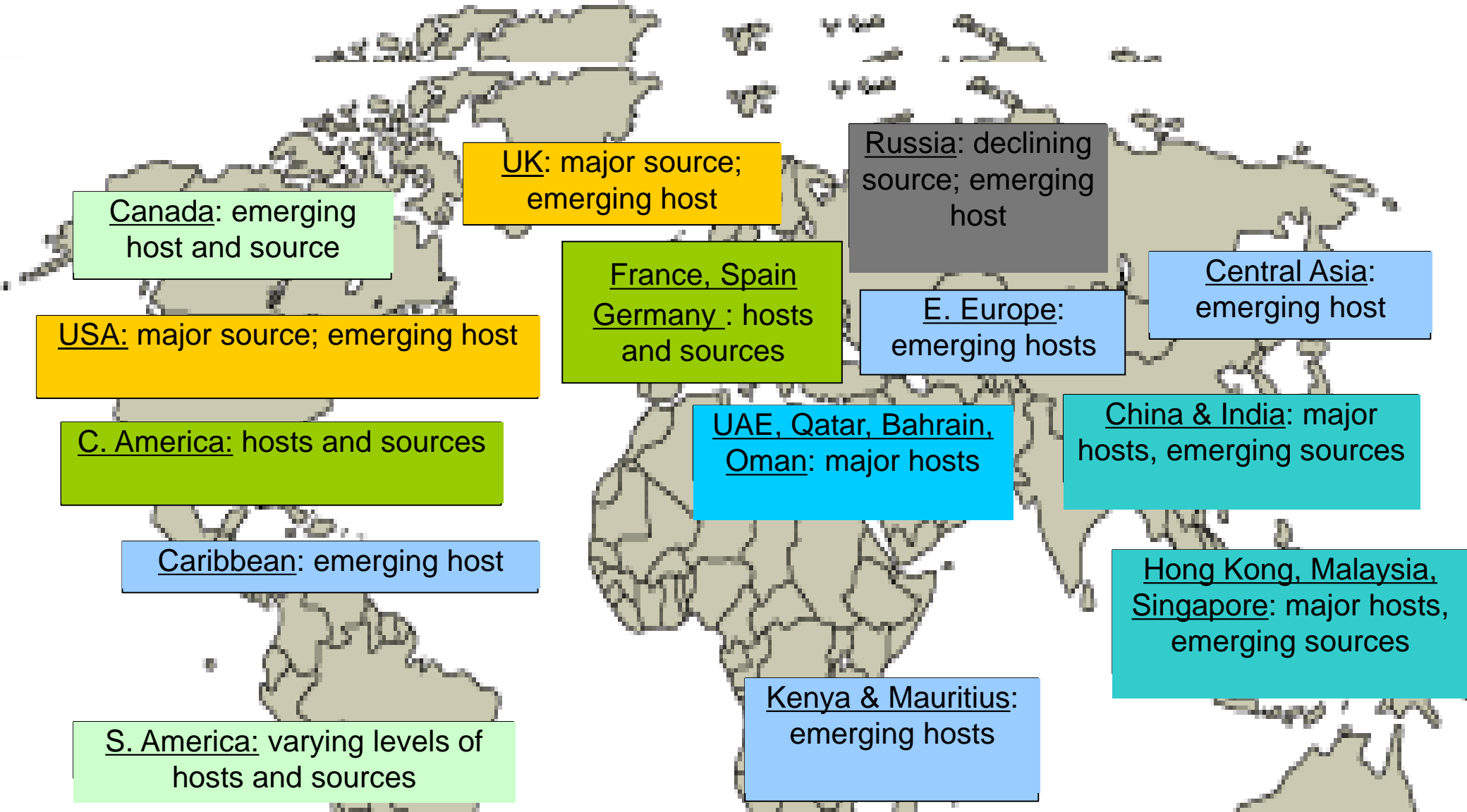


# TNE Models

- International branch campuses (IBCs)
- Franchise/twinning programs
- Articulation arrangements
- Double/joint degree programs
- Validation programs
- Distance/online/blended learning
- Other

# International Students - Data

- 2000 – 97 million HE enrolments
- 2015 - 263 million HE enrolments (UNESCO)  
Students studying abroad:
  - 1990 - 1.3 million to 4.3 million in 2011
- Asian students 50% of global HE enrolments
- Development of education hubs in the region
- **Currently approx 700,000 TNE students**
  - **BUT TNE data is inadequate**



**SLIDE FROM A POWERPOINT BY Dr. Don Olcott, Jr., Chief Executive The Observatory on Borderless Higher Education (OBHE), presented at the 2008 AUA Conference, York, United Kingdom, 1 April 2008.**

2015-Sept HKCAAVQ

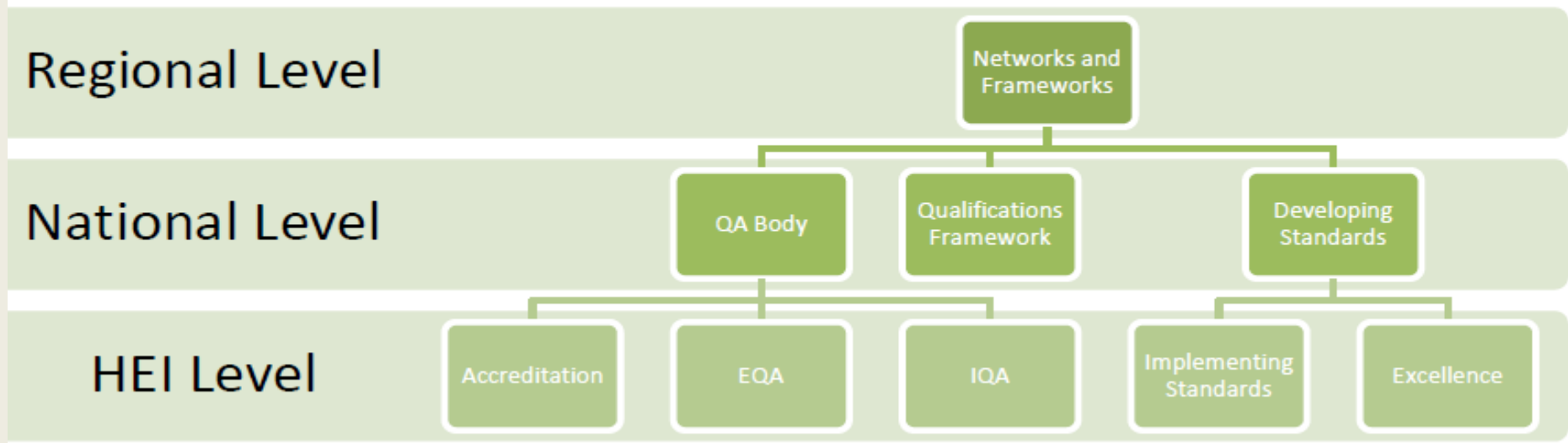
Australia (NZ): major source; emerging host

# HE drivers

- Massification
- Complexity
- Accountability



Figure 1: Common QA functions at local, national and regional levels



**Governance** encompasses the structures, relationships and processes through which, at both, national and institutional levels, policies for tertiary education are developed, implemented and reviewed.

Governance comprises a complex web including the legislative framework, the characteristics of the institutions and how they relate to the whole system, how money is allocated to institutions and how they are accountable for the way it is spent, as well as less formal structures and relationships which steer and influence behaviour. (OECD, 2008, p. 68).



*‘To build up public confidence in QA, externality, transparency and balance between public interest and academic autonomy are essential. We also need to build consensus on the scope and levels under discussion to achieve harmonisation of standards. After all, QA should be the means to the ends rather than an end in itself and be embedded in the culture of the HE and vocational sectors.’*

*2010 HKCAAVQ conference report (p9) celebrating the 20<sup>th</sup> anniversary*

# Quality approaches

- a set of standards that can be used as a minimum or “a minimum “threshold” by which performance is being judged
- to the pursuit of the exception, or of exceeding minimum standards – the pursuit of excellence

# Challenges for quality assurance systems

two key expectations

1. accountability
2. improvement or quality enhancement

Accountability: covers all top-down, externally determined control or regulatory mechanisms such as accreditation, recognition and approval.

This was very much the leading model and still is.

Improvement or quality enhancement: defined as including improvement-based, developmental, formative, 'critical friend' and sector self-regulatory processes (2010 Williams p12.)

## HK - Non-local providers & programmes

- Over 30,000 non-local students from 70 countries or regions
- 5,400 incoming and same number outgoing exchange students
  
- 69% are from the UK
- 16% from Australia
- 8% from the US and Canada
- 5% from Mainland China
- 2% from other countries.

***According to the Education Bureau and the stated goal of being an internationalised system and regional education hub in 2013/14 academic year – HK's determination to become a regional education hub is well and truly a successful reality.***

# HKCAAVQ : Successful harmonisation of a number of competing concepts

- 2010 - Kenneth Chen Under Secretary for Education described the **role of the HKCAAVQ as both a gate-keeper and a gate-opener**'
- 'gate-keeper' role is about ensuring Quality in a rapidly expanded system
- 'gate-opening' role of the HKCAAVQ was to encourage the need for overseas operators to augment the variety of courses already being offered in Hong Kong

# Phases in Australian TNE

1. Entrepreneurial - from late eighties to early 2000
  - 1985 first pilot program with HK
2. Quality, accountability and consolidation
  - By 2009, 383 programmes, 23 providers in TNE markets of Malaysia, Singapore, Hong Kong and Mainland China.
3. Steady state maturity?



# Impact of QA on TNE Governance

- **From** decentralised, often faculty-based approach to TNE development and management, uncoordinated, often individual entrepreneur-driven not strategy or quality driven
- **To** more centralised control and accountability, use of quality assurance units to manage contracts, QA monitoring and reporting, approvals and processes. Strategy and quality, whole-of-university





# Critical success factors in TNE partnerships

1. Strategy alignment and fit – complementarity
2. Quality due diligence, business case, establishment
3. Shared culture & commitment to standards
  - teaching & learning, staff induction, professional development, student services & evaluation
4. Commitment to effective governance
  - transparency, accountability

# Comparability' vs 'equivalence'

## Understand Quality Issues in Teaching and Learning

The OECD and UNESCO (2005) *Guidelines for quality provision in cross-border higher education* recommend that providers:

“... ensure that the programs they deliver across borders and in their home country are of comparable quality and that they also take into account the cultural and linguistic sensitivities of the receiving country”.



# Future casting international education.....

**IIE Networker**  
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The word cloud features the following terms: **EDU-GLOMERATES**, **TOQUES**, **INTERNATIONALIZATION**, **GLOBAL COMPETENCE**, **PUBLIC-PRIVATE PARTNERSHIPS**, **PATHWAYS**, **GLOBAL RESEARCH**, **MEGATRENDS**, **BIG DATA**, **INNOVATION**, **TRANSFORMATIONAL ALLIANCES**, **NATIONAL EDUCATION EXPANSION**, **REAL-TIME ONLINE RECRUITMENT**, **TECHNOLOGY TRANSFER**, **GLOBAL WORKFORCE DEMANDS**, **MULTILATERAL PARTNERSHIPS**, **EDUCATION HUBS**, **INTEGRATED STAKEHOLDER ENGAGEMENT**, **MASSIVE OPEN ONLINE COURSES (MOOCs)**, **GLOBAL YOUTH ENGAGEMENT PLATFORM**, and **GLOBAL NETWORK UNIVERSITY**.

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# Trends impacting TNE

1. Use of data – evidence based decision making
2. Employability
3. Strategy
4. Reputation
5. Ongoing focus on good governance
6. Ongoing regional/global harmonization

# Development of ASEAN QAF

SEAMEO research study on Models of QA in Southeast Asian Higher Education..

