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# The Quality Assurance of Cross Border Higher Education – Mission Impossible?

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*Transnational education*

**TRANSITORY OR HERE TO STAY?**



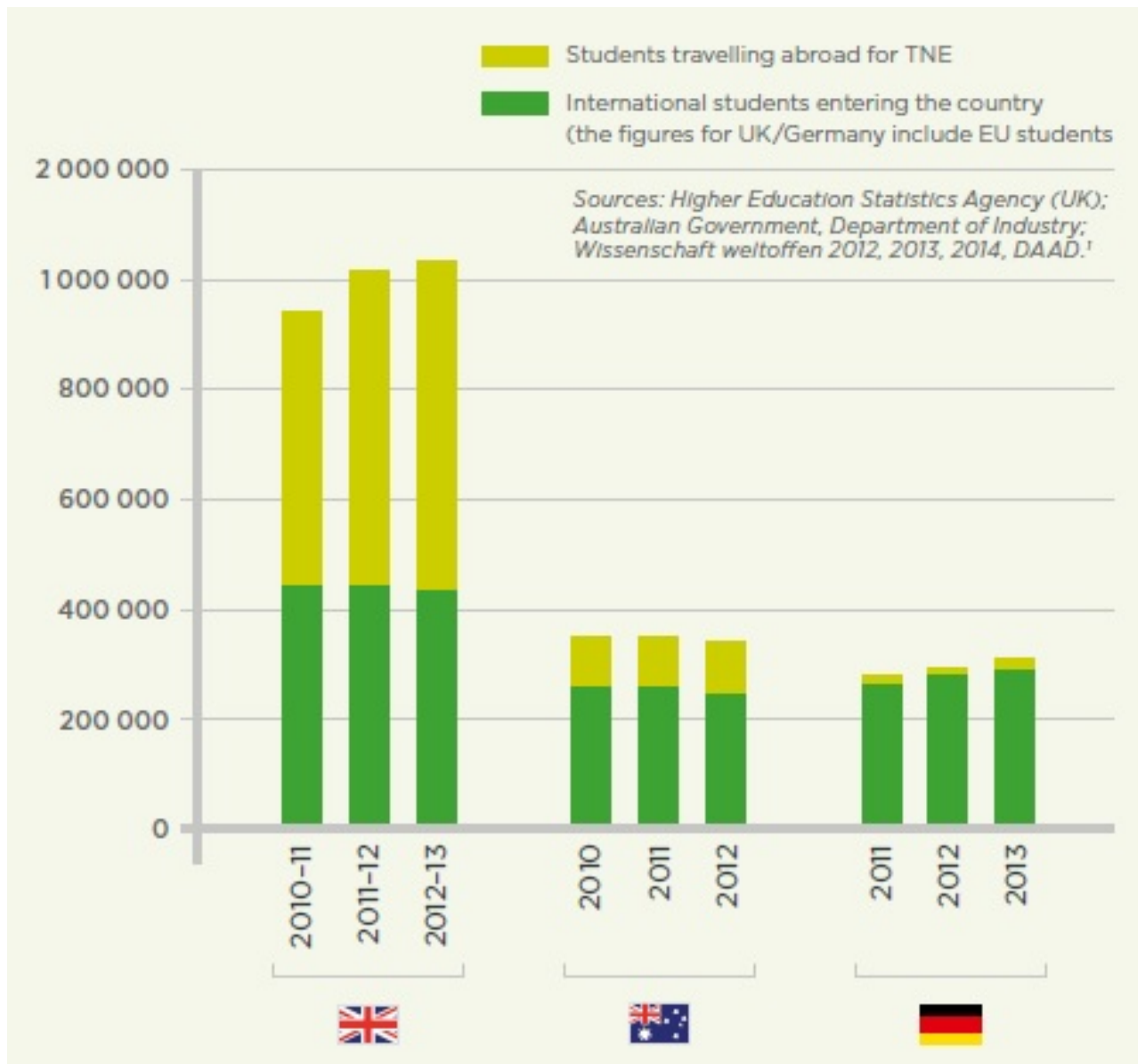
*There's a lot of excited hype surrounding transnational education, but before your institution starts building its international branch campus on far away shores, what do the figures say? And what can we expect from TNE in future decades?*

By Dr. [Name], [Institution]

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www.observatoryonborderlesseducation.com

# UK, Australia, Germany: International student numbers



## Overall demand, mobility, growth of TNE

Increasing demand for HE worldwide to 2024 but at a lower rate.

Growth in mobility less than growth in overall demand:

- Increase in domestic capacity
- TNE growth

Regional integration eg ASEAN:

- More intra-regional mobility?
- Students travel closer to home?

TNE growth greater than mobility growth BUT TNE not a bigger revenue source

**Impacts of transnational education  
on host countries:**  
academic, cultural, economic and skills  
impacts and implications of programme  
and provider mobility



Going Global 2014

## TNE - student perspectives (The British Council variously with partners, DAAD, AEI and Campus France)

- Portrait of a TNE Student (2012)
- The shape of things to come 2: the evolution of TNE (2013)
- Impacts of TNE on host countries (2014)

Factors important to students across the world – quality and recognition of qualifications

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## Attributes of TNE which appeal to students (British Council et al 2014)

The most positive attributes are:

- The ability to gain a more international outlook
- The development of intercultural competence
- The opportunity to develop analytical thinking skills

Students considered that teaching methods on TNE programmes rely more on critical thinking when compared with local/national programmes. According to the research this is highly valued by students and employers.

## The not-much-mentioned or un-mentionables?

- The potential impact of trade agreements – AEC, TTIP
- Migration and visa policies
- Mobility of professionals
- Online learning
- Governance (institutional)

Are quality assurance and accreditation agencies well enough connected with or informed about the wider world?

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## Towards quality transnational education: what others recommend

- Undertake substantial research on the models
- Develop standards that recognise the nature of TNE
- Strengthen collaboration among groups and/or organisations with a common purpose
- Encourage participation and development from countries with inadequate quality assurance
- Institutional support to share data and practices  
(Rahul Choudaha, World Education Services, and Richard Edelstein, UC Berkley)
- QA frameworks need flexibility to support institutions in adopting different modes of innovative course delivery adapting concepts of quality and developing new indicators (EC report on MOOCs)

**MISSION:**  
**IMPOSSIBLE:**  
**NOT!**

