The Quality Assurance of Cross-Border Higher Education

New developments in cross-border higher education

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5 common myths about CBHE aka TNE

• It is a new phenomenon
• There is no data
• It is only offered by ‘low quality’ providers
• There is no quality assurance
• It makes providers a fortune
TNE Framework
DAAD/BC
work in progress!

Collaborative provision
1. Partnership programmes
   Terms: twinning; joint/double degree; conjoint
2. Joint Universities
   Terms: bi-national; co-developed; co-founded

Independent provision
3. Franchise programmes
   Terms: import/export; validation
4. International branch campuses
   Terms: satellite; international private HEIs
TNE data: what is it telling us?

• TNE can account for a large share of HE provision in host countries:
  – 50% Dubai
  – 40% Mauritius
  – 30% Botswana
  – 20% Malaysia
  – 15% Hong Kong

• Evidence of continuing growth worldwide – but has it peaked in some locations?

• Morphing of different models – more collaboration, more online
Scale and scope of UK TNE

- 663,915 students but excluding ACCA/Oxford Brookes partnership - 382610
- Underlying trend – increase in student numbers c 13%
- Top 5 countries been the same since 2012/2013 but changes in next 5
- Since 2012/2013 increasing flexibility in mode of delivery
- Growing mobility between TNE hosts and UK as part of TNE programme
- More than 50% of programmes delivered through distance or online learning
UK programmes and student numbers

- Business and management
- Arts and Humanities
- Maths and Computing
- Engineering & Tech
- Social Science and Law
- Medicine
- Science
- Education

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Trends in Australian TNE

Low growth rate over recent years (2010-2015)

• More competition from quality education by local providers
• Increased competition from UK universities around grant of credit
• Protectionist regulatory regimes
• Difficulty in obtaining international accreditation for partner supported business programs
• Very few new branch campuses
International branch campus (IBC): definition

“an entity that is owned, at least in part, by a foreign education provider; operated in the name of the foreign provider; and provides an entire academic program, substantially on site; leading to a degree awarded by the foreign education provider.”

At the end of 2015, there were 249 IBCs up 26% since end 2010
Why establish IBCs?

Institutions gave main reasons as
• Internationalisation
• Revenue
• Enhancing status and reputation
• Enhancing connections

Host country rationales include
• Enhancing economic competitiveness
• Internationalisation strategies
• ‘hub’
IBCs: trends and developments

• Steady growth but not even across countries
• Where from?:
  – US 78; UK 39; France 28; Russia 21; Australia 15
• Where?: concentrated in a small number of host countries
  – China 32; UAE 31; Singapore 12; Malaysia 12; Qatar 11
• At end of 2015 an estimated 180,000 students worldwide were enrolled in IBCs as defined in the C-BERT-OBHE report
IBC Models

• Wholly owned
• Joint venture
• Strategic alliance
• Government partners
• Educational partners
• Private partners

the emergence of the global provider.......
An IBC case study

Heriot Watt University
• UK – Edinburgh (estab 1821) 10705 students including 4465 international students in the UK
• 15450 TNE students
• Heriot Watt Dubai (estab 2005) 3800 students
• Heriot Watt Malaysia (estab 2011) 1000 students
• “We don’t talk about branch campuses; we are an international university with multiple locations”
• Success factors: planning and buy-in; learning from experience; relevance to local and international contexts; a whole institutional approach
“Those who quietly shut their doors........”

- Since 2011 at least 14 closures in a range of countries
- Age of IBC at closure ranged from 3- 42 years
- Reasons for closure are diverse and often ambiguous
- Recurring issues include low enrolments and financial losses - indicators of poor business planning and risk management
- IBCs however are always at risk of changes in regulatory environment in host country.
5 facts about CBHE

• It has been around for more than 100 years
• There is data...but not enough, nor good enough
• It is increasingly regulated
• It is a competitive world where quality counts
• It is not a route to a fortune and requires expertise in risk assessment and business planning with effective governance and communication strategies.
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• Raegan Hiles – HE Global
• Richard Garrett and Rachael Merola – OBHE
• Jason Lane and Kevin Kinser – C-BERT
Find out more at

- DAAD website on TNE [www.daad.de/tnb](http://www.daad.de/tnb)
- HE Global The Scale and Scope of UK TNE (2016) [http://heglobal.international.ac.uk](http://heglobal.international.ac.uk)
- Universities Australia factsheets on TNE [www.universitiesaustralia.edu.au](http://www.universitiesaustralia.edu.au)
- Cross-border Education Research Team [www.CBERT.org](http://www.CBERT.org)
- The Observatory on Borderless Higher Education [www.obhe.org](http://www.obhe.org)