

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

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
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“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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BC/DAAD TNE data collection project
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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

- British Council (2015) Transnational education data collection systems www.britishcouncil.org
- DAAD website on TNE www.daad.de/tnb
- HE Global The Scale and Scope of UK TNE (2016) <http://heglobal.international.ac.uk>
- Universities Australia factsheets on TNE www.universitiesaustralia.edu.au
- Cross-border Education Research Team www.CBERT.org
- The Observatory on Borderless Higher Education www.obhe.org