



# **The UK TNE Student Experience**

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# Content

- ✓ The QAA approach to TNE
- ✓ The Quality Beyond Boundaries Group
- ✓ TNE student engagement
- ✓ UK TNE student satisfaction in Dubai and Singapore: a pilot study

# QAA's mission and remit

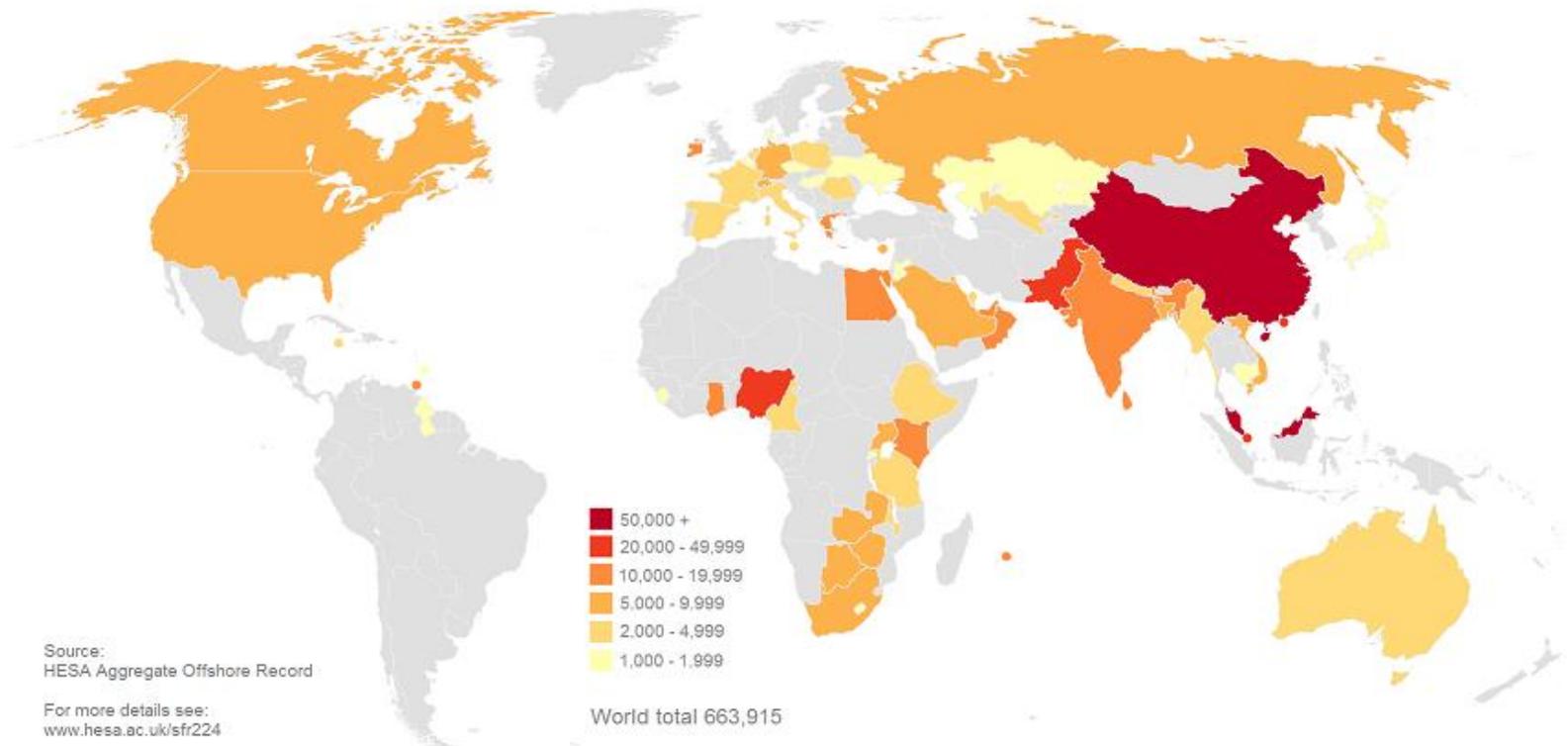
Mission: to safeguard standards and improve the quality of UK HE **wherever** it is delivered

- ✓ We develop reference points setting out expectations for UK HE providers
- ✓ We undertake institutional peer-reviews to check HE providers meet those expectations

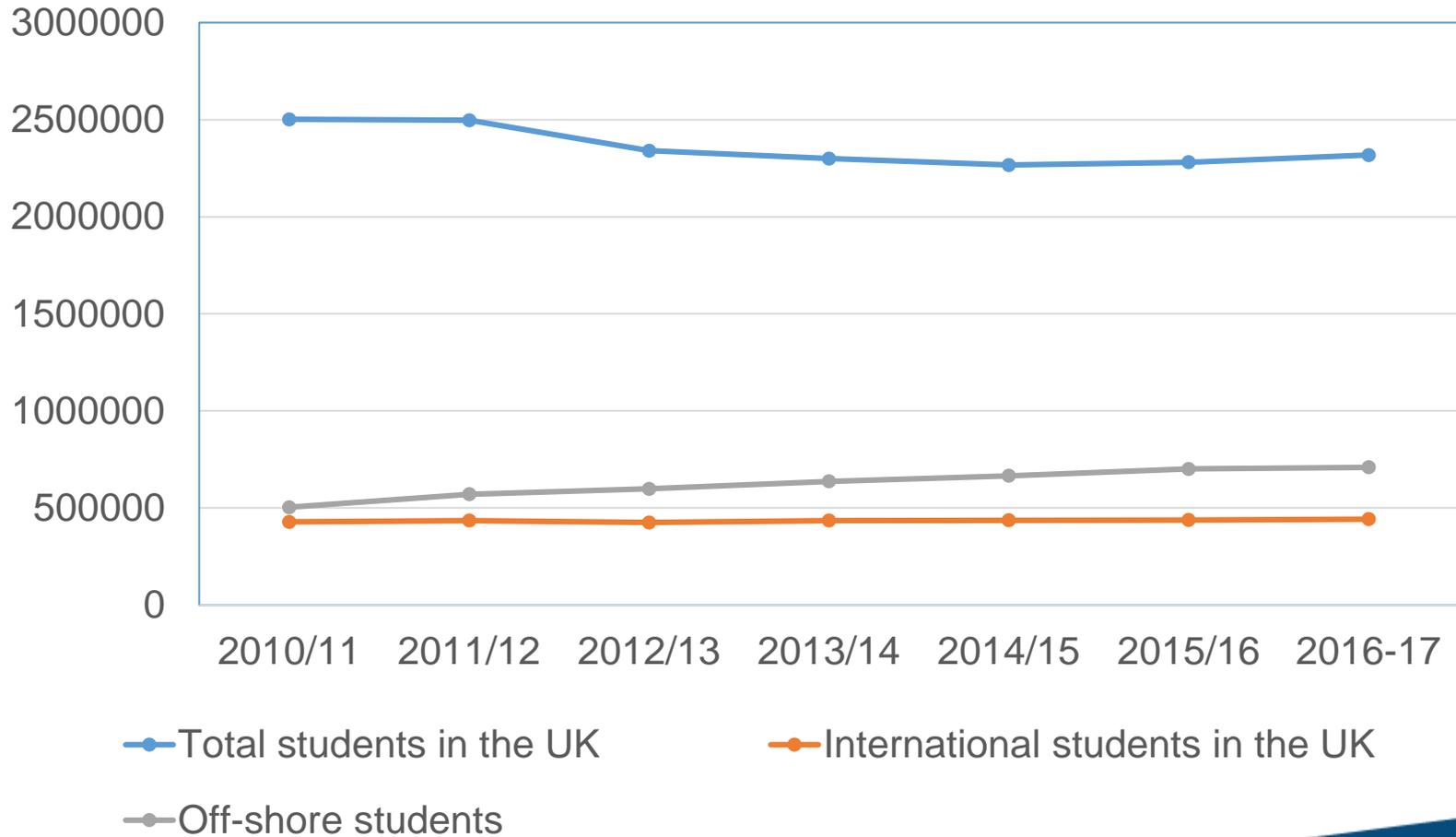
***Both reference points and peer-reviews cover TNE***

# Over 80% of UK universities are involved in some form of TNE, delivered all over the world

Transnational students studying wholly overseas for a UK HE qualification in 2014/15



# TNE is the main area of growth



# The quality assurance of UK TNE

Institutional reviews: comprehensive in scope

TNE Review: complementary in-country review process focused on

- how institutional policies and processes are implemented in practice
- better understanding the TNE student experience
- disseminating good practice across the sector / enhancing UK TNE
- re-assuring international stakeholders / safeguard UK HE reputation

# A country based approach

TNE Review is carried out on a country-by-country basis

- Malaysia (2010), Singapore ('11), China ('12), UAE ('13), Caribbean ('14), Greece/Cyprus ('15), Ireland ('17), Hong Kong ('18), Malaysia ('19)?

It is more cost-efficient than an institution-based approach, given the scale and spread of UK TNE

It allows to get an in-depth understanding of the features / challenges involved in operating in particular countries

It allows to establish stronger links with host country QA bodies to lessen burden on providers and agencies too

# A partnership approach

We regularly seek to cooperate with host country agencies to avoid regulatory gaps and overlaps:

- striving to lessen unnecessary burden
- given the scale and spread of UK TNE, it's imperative to rely on host countries' intelligence and cooperation
- bilateral strategic partnerships (MoUs)
- multilateral initiatives, such as Quality Beyond Boundaries Group (QBBG)

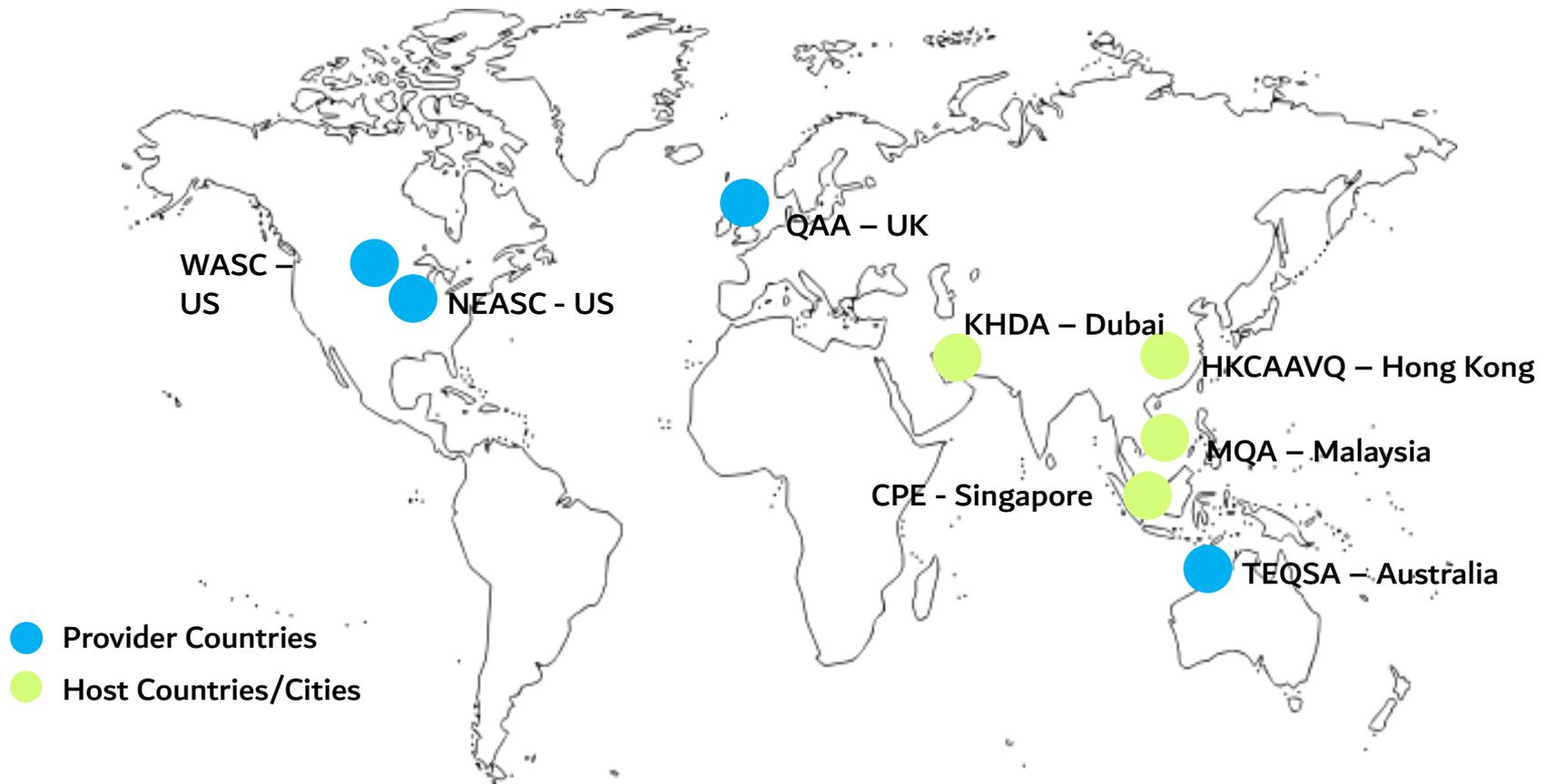
# QBBG - Quality Beyond Boundaries



A trusting alliance of international quality assurance agencies implementing a collaborative and innovative future for transnational quality assurance to ensure that today's global students are tomorrow's global citizens

**Today's Global Students are Tomorrow's Global Citizens**

# QBBG - Quality Beyond Boundaries – *Core Members*



# QBBG - Quality Beyond Boundaries –

## *Core Values*



Guiding  
Principles



Connect

... to develop a zone of mutual understanding and trust among QBBG members.



Communicate

... to all key stakeholders to facilitate the quality assurance of TNE and cross-border cooperation in quality assurance.



Collaborate

... to strengthen the effectiveness and efficiency of quality assurance processes.

# QBBG - Quality Beyond Boundaries – *Core Projects*



## Projects

1. Student Engagement (2018-19)
2. Academic Integrity (2018-19)
3. Quality Assurance of Online Education (2018-19)
4. Happiness and Positivity in Higher Education (2018)
5. Quality Assurance and student mobility in Global campuses (2017)
6. Comparative Assessment of Quality Assurance Agencies (2016)

# Two key dimensions of student engagement: *a UK perspective*

The participation of students in their own learning

- Geographical and cultural distance, quality of lecturers, relevance of programmes, support services etc..

The participation of students in quality enhancement / assurance processes

- Engaging through collective feedback/representation more challenging than through individual feedback/evaluation
- Different cultures of student engagement

# QAA / KHDA / CPE TNE student forums and satisfaction survey

A common TNE student satisfaction survey (with slight differentiation to accommodate local differences) and a common format for the student forums in Dubai and Singapore

The aim was not to identify issues with specific TNE arrangements, but to get a general sense of the issues that TNE students might face in those locations

# QAA / KHDA / CPE TNE student forums and satisfaction survey: *common findings*

UK TNE students in both locations are generally satisfied with the academic side of their experience (and engagement in their own learning)

However, they feel that more improvement is needed in the areas related to work experience, engagement with industry and employability, and the broader student experience (and engagement with institution)

# QAA / KHDA / CPE TNE student forums and satisfaction survey: *divergences*

Academic support: aggregate satisfaction level is the same 85%, but Dubai students 'strongly agree' in a higher proportion (17%) on the 3 questions (contact staff, academic + English language support)

Learning resources: General satisfaction in Singapore is 20% lower than in Dubai across the 3 questions (IT, Library, course specific resources)

Opportunities to gain work experience: aggregate satisfaction is 19% lower in Singapore, and aggregate dissatisfaction 11% higher

General satisfaction: Dubai has 11% higher satisfaction with the way the programme is run, and 17% more 'strongly agree' that they would recommend the programme to others

# QAA / KHDA / CPE TNE student forums and satisfaction survey: looking ahead

A way to experiment with monitoring the TNE student experience without resorting to TNE review visits

Potential to use such tools more systematically to inform more focused strategic cooperation / intervention on TNE

A way to engage students with quality assurance, and raise awareness about the importance for providers and agencies to listen and respond to the student voice