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Innovative Learning ... Promising Future
THE RITZ-CARLTON, RIYADH

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المؤتمر الدولي الرابع للتعلم الإلكتروني و التعليم عن بعد

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تعلم مبتكر .. لمستقبل واعد

الرتز كارلتون – الرياض

Ensuring Quality Standards in Distance and Transnational delivery: Comparative Perspectives

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Overview

- Growth of distance and transnational education- changing patterns and drivers for growth

- Approaches to ensuring quality and standards – models, principles, issues

- Programme Delivery and arrangements – centres and approaches

- The need for flexibility

Distance and Transnational Education

'higher education that takes place in situations where the teacher, student, programme, institution/provider or course materials cross national jurisdictional borders…it may include higher education by public/private and not for profit/profit providers. It encompasses a wide range of modalities in a continuum from face to face (taking various forms such as students travelling abroad and campuses abroad) to distance learning (using a range of technologies and including e-learning)
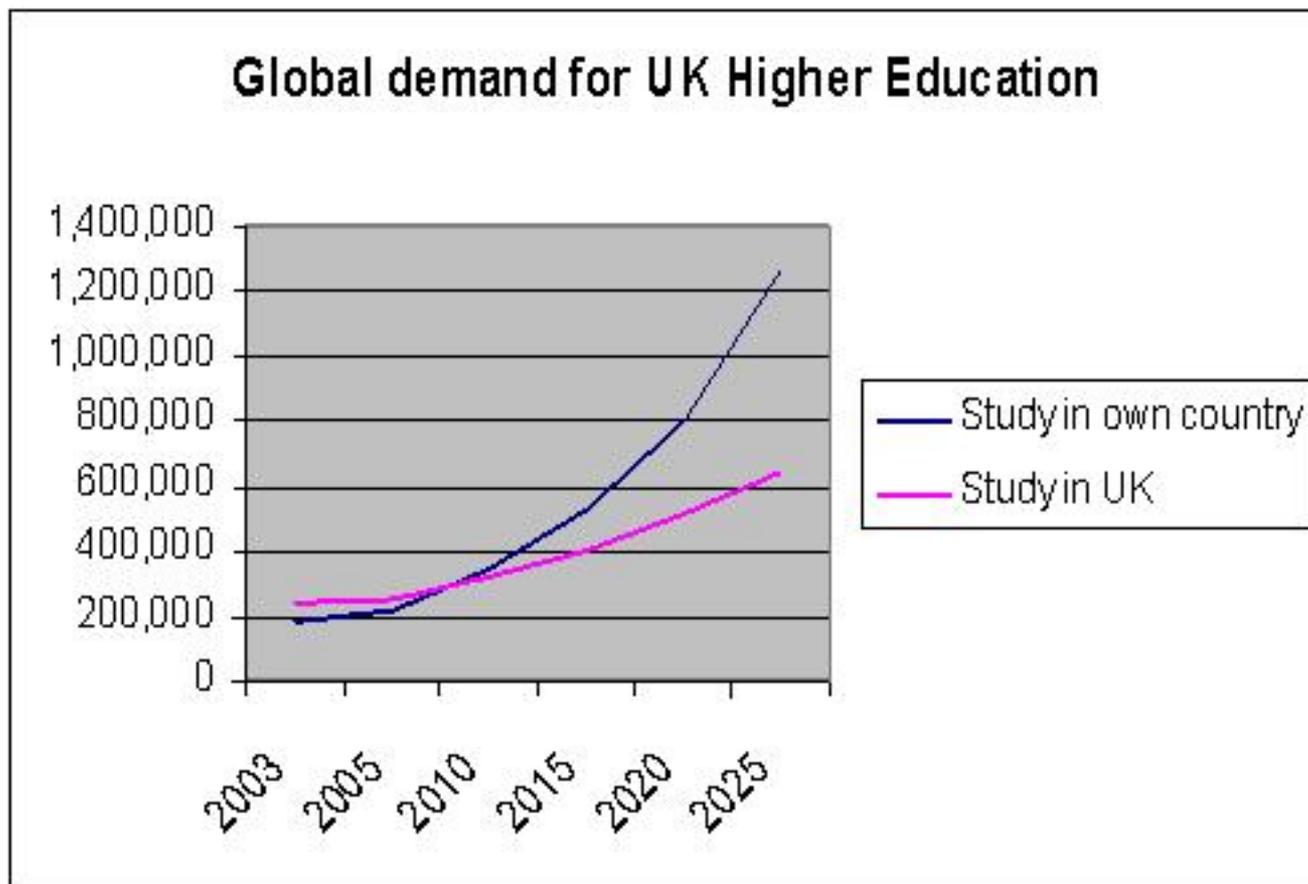
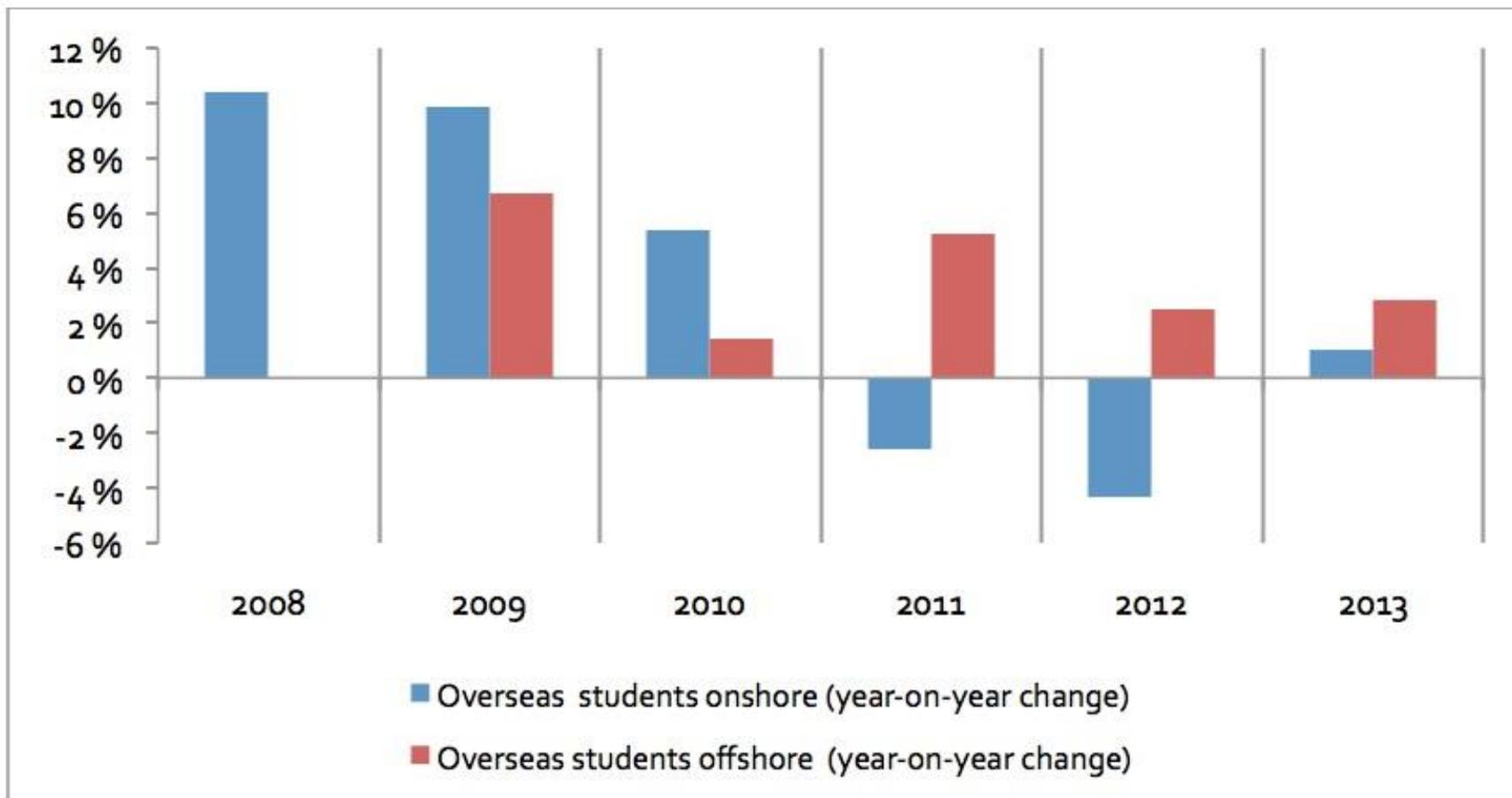# Growth of Distance and Transnational Education

- 50% growth in last four years

- 600,000 studying UK qualifications overseas

- 110,000 studying Australian qualifications overseas

- Main markets – Malaysia, Singapore, Hong Kong, Pakistan, Nigeria

- Growth of Branch campuses – but collaborative partnerships more important

Shifting balance of On-shore and Off-shore provision

Global demand for UK Higher Education

Changing patterns of On and Offshore provision Australia

Legend:
- ■ Overseas students onshore (year-on-year change)
- ■ Overseas students offshore (year-on-year change)

Changing patterns of Student Mobility 2008-2013 UK
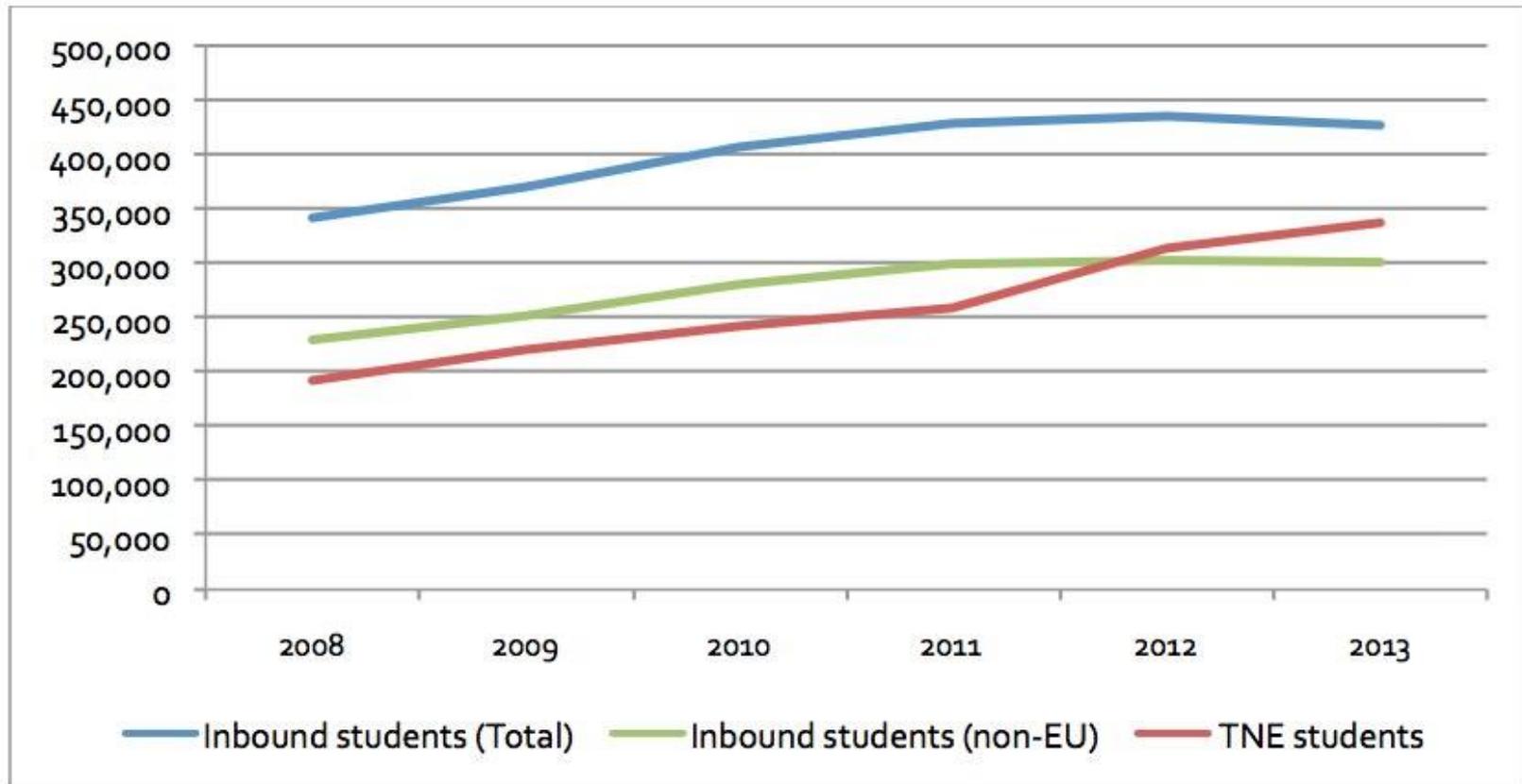
Balance of Onshore and Offshore Provision

Offshore International Provision – UK and Australia		
Mode	UK (2010-11)	Australia (2010)
Onshore	428,225	230,595
Offshore	503,795	104,678
Offshore, On Campus	390,580	76,446
Offshore, Distance	113,060	28,232
Percent of Total International Provision Offshore	54%	31%
	Sources: HESA, AEI	

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Growth of TNE in UK and Australia

	2008	2009	2010	2011	2012	2013
TNE students	196,750	388,135	408,685	503,795	571,010	598,925

	2007	2008	2009	2010	2011	2012	2013
TNE enrolment	70,651	70,655	75,377	76,446	80,458	82,468	84,785
Year-on-year change		0.0%	6.7%	1.4%	5.2%	2.5%	2.8%
International students in Australia	202,448	223,508	245,593	258,827	252,119	241,144	243,617
Year-on-year change		10.4%	9.9%	5.4%	-2.6%	-4.4%	1.0%

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Transnational Students Studying for UK qualifications by region 2012/2013

Students studying wholly overseas by geographic region of activity 2012/13

Other Europe 19,940

EU 77,240

North America 32,395

Asia 281,775

Africa 129,450

South America 2,130

Middle East 52,790

Australasia 3,210

World total 598,925

Top 5 countries of activity	
Malaysia	68,020
Singapore	50,025
China	42,475
Pakistan	41,805
Hong Kong	29,905

Source: www.HESA.ac.uk/pr199

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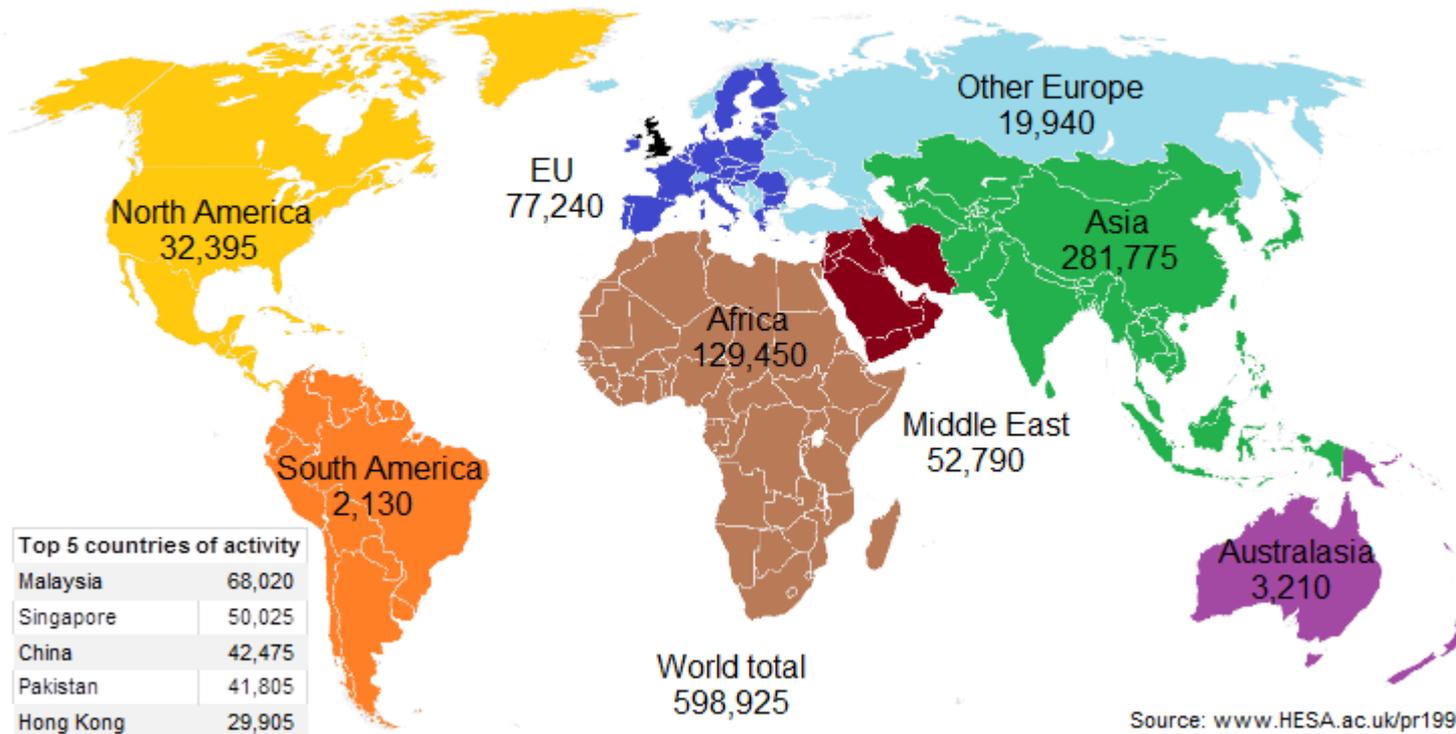
Key Markets for Transnational Provision

British TNE Provision in Key Asian Markets					
Country	# of Active UK Institutions	# of Active Partner Institutions	# of Programs	Most Common Type of Provision	% Undergraduate
Singapore (2011)	66	82	471	Partner Institution In-Country	70
China (2006)	82	223	352	Progression Agreement	N/A
Malaysia (2010)	72	107	260	Partner Institution In-Country	N/A
India (2009)	35	53	135	Partner Institution In-Country	62
					Sources: QAA

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Changing Student Mobility: Growth of Educational Hubs

	Students enrolled in UK TNE	Outbound mobility	Inbound mobility	Students from TNE host country to UK	Substitution effect
Malaysia	High growth ↗	Minor decline ↘	High growth ↗	Minor decline ↘	Minor for the UK
Singapore	High growth ↗	Minor decline ↘	High growth ↗	Minor decline ↘	Not for the UK; some indication for Australia
Hong Kong	Growth ↗	Minor decline ↘	Growth ↗	Growth ↗	Minor for both the UK and Australia
China	Minor Growth ↗	Very high growth ↗	Very high growth ↗	High growth ↗	No

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Drivers for Growth in Distance and Transnational Education

Drivers for growth	Adverse impacts
Meets demand for education and may reduce outflow of students	May reduce the capacity of institutions and/or governments to shape their education system
Can provide a pathway to further learning in the home country/institution	
May free up government money of host institution/country for other purposes	May negatively impact on local system, lure local academics away to more highly paid jobs
Provides opportunities for institutions who cannot grant degrees	Standards may be questionable and may impact on academic development
Cost effective for students as domestic/foreign travel and living costs are not incurred	
Encourages and supports capacity building and enhances education system through new practices in teaching and learning	May disrupt junior academic careers, little opportunity for staff development or research
Revenue generation, increased scale of operation	Disadvantages developing institutions/countries; the level of fees going into foreign providers

Drivers for Growth in Distance and Transnational Education cont.

Drivers for growth	Adverse impacts
Enhancing a country's intellectual environment, stimulates academic development and research	
Facilitating understanding of cultures, mutual understanding and social cohesion	Safety of national values, cultural appropriateness of the curriculum
Offering of wider variety of programmes	Rigidity of qualification frameworks. Programmes may be poorly structured with outdated curriculum
Enhances reputation of awarding institution raising their role as a national/ internationally competitive player	Questions relating to the standards of providers; failure can damage reputation
Enables institutions/countries to respond to market needs	
International travel for staff, opportunity to engage in innovative curriculum development	Limited opportunities for travel by host institution/country staff. Funnels time and resources away from needs of local/domestic students
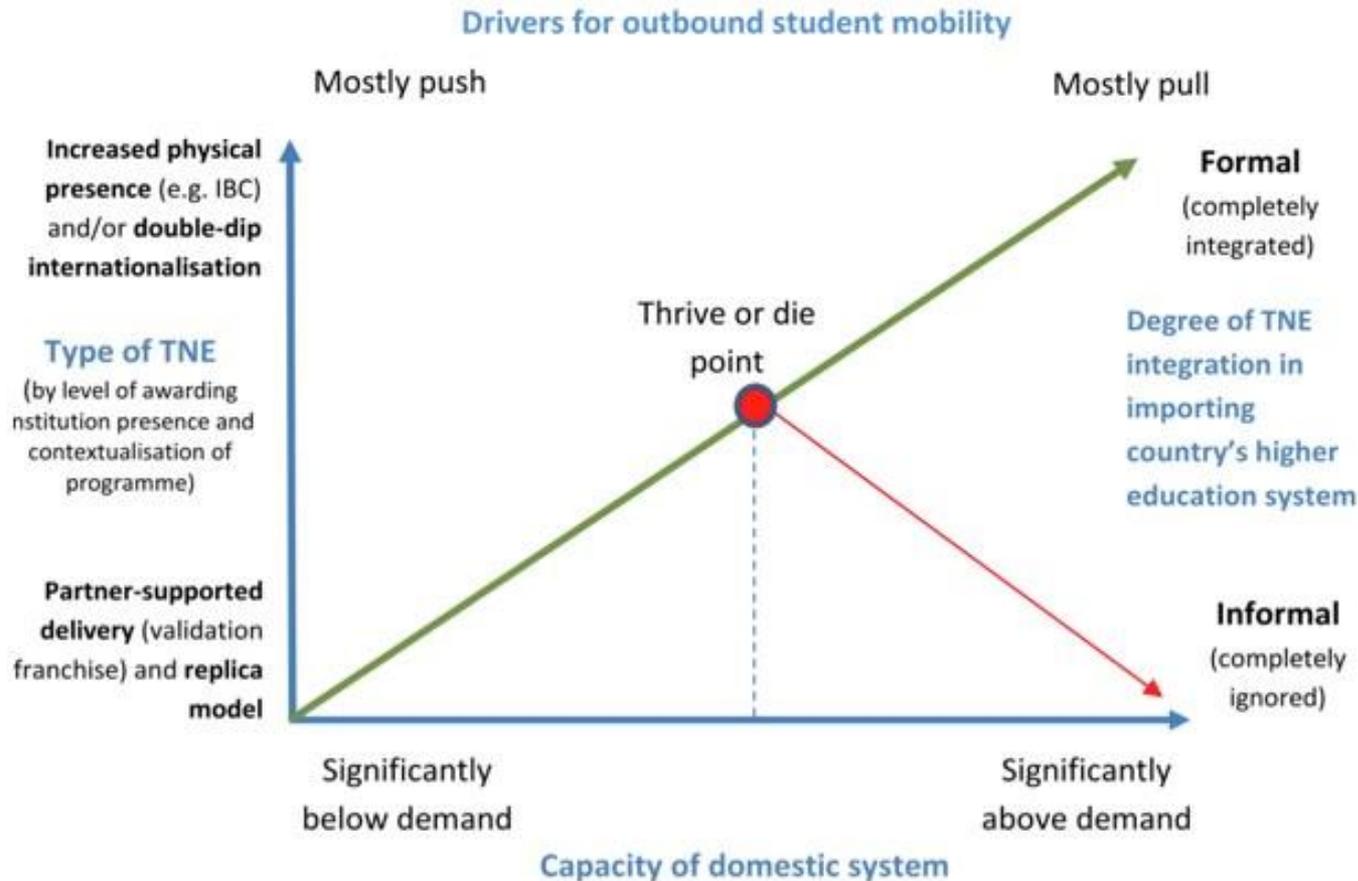
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TNE Development

Categorisation of Distance and Transnational Education

Stella and Gnaman (2004)	Clark (2012)
Distance Education	Distance delivery or flexible and Distributed Learning (FDL)
Twinning arrangements	Joint degree
Study abroad and credit earning arrangements	Course to course credit transfer
Branch and satellite campuses	Branch campus
Sale of proprietary learning materials and series	Articulation
Franchise of programmes	Franchising
Partnerships and collaboration	Dual Degree
Free standing programmes	Degree Validation
Corporate universities	Progression Agreement or Sequential Degree
virtual universities	

Models of Provision

1. Movement of professors, scholars and experts for teaching and research – staff mobility
2. Establishing a physical or virtual presence in the receiving country – institutional mobility
3. Movement of programmes through linkages between foreign (host) and domestic(home) providers – programme mobility
4. Educational related projects and services including joint curriculum development, research and capacity building

(after Knight 2003)

Cycle of development of Distance and Transnational education.

students travelling abroad to study

the development of the local system through overseas partnership

moving from capacity building to building local system capability

becoming an exporter of education often the locus for the development of an educational hub.
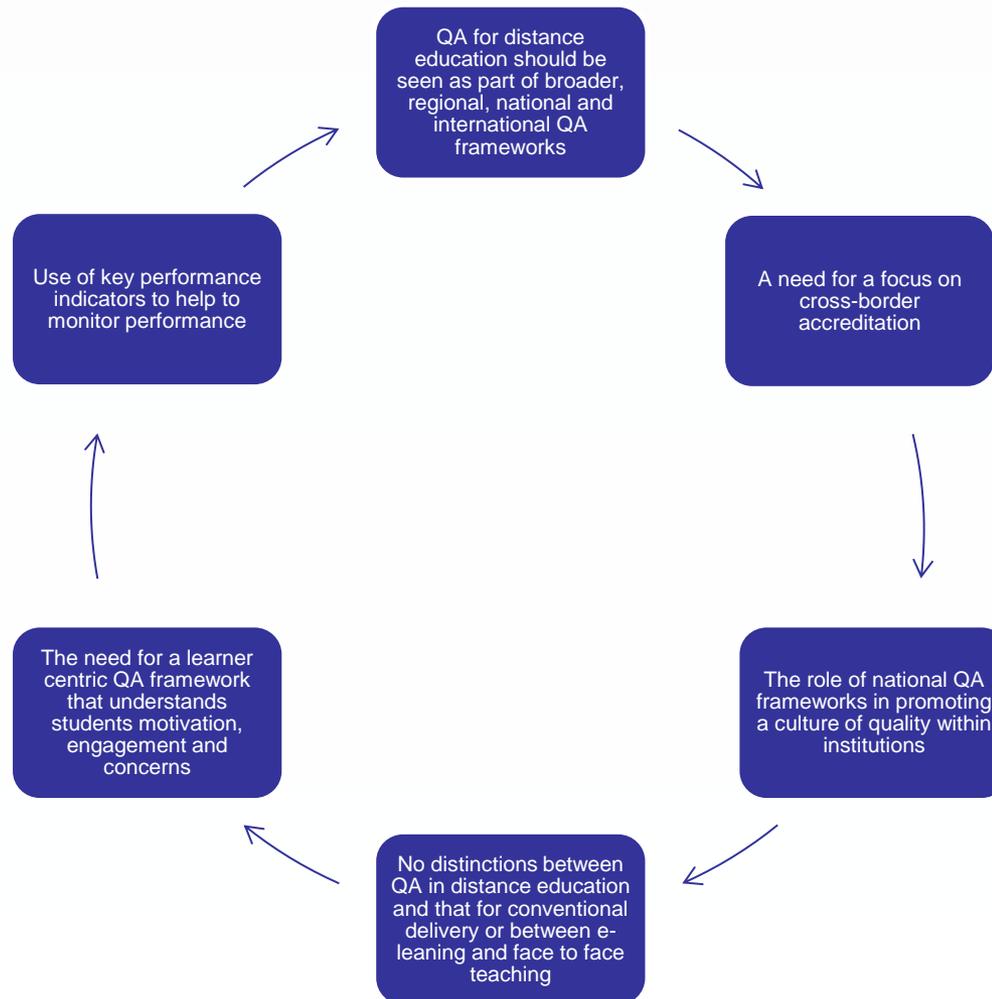
McBurine and Zigaros (2011)
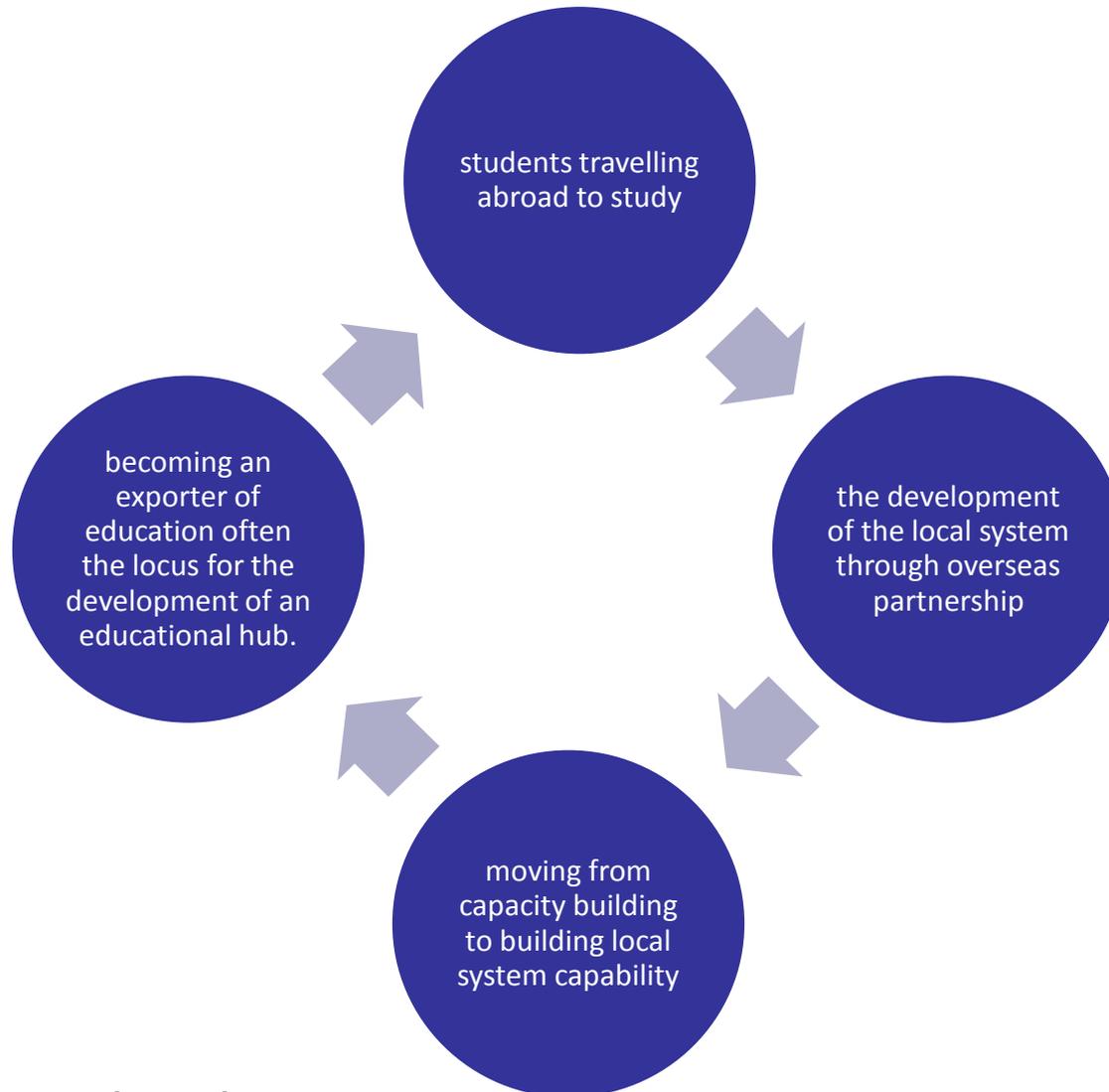
Regulatory Frameworks

1. No regulations and no permission required
2. Liberal – minimal conditions
3. Moderately liberal- active licensing or accreditation of international providers
4. Very restrictive – onerous requirements
5. Non recognition
6. Transition – moving from liberal to restrictive or from restrictive to more liberal

(Verbik and Jokovitra 2005)

Six principles to underpin QA policy direction

QA for distance education should be seen as part of broader, regional, national and international QA frameworks

A need for a focus on cross-border accreditation

The role of national QA frameworks in promoting a culture of quality within institutions

No distinctions between QA in distance education and that for conventional delivery or between e-leaning and face to face teaching

The need for a learner centric QA framework that understands students motivation, engagement and concerns

Use of key performance indicators to help to monitor performance

Jung et al 2011

Elements of Quality Assurance

Vision, mission values and goals

Assessment and evaluation

Educational resources

Leadership, governance and administration

Finance

IT infrastructure

Buildings and equipment

Admissions and entry standards

Student support

Employability of graduates

Faculty and staff

Internal QA systems

Research

Services to the community

Issues in Quality Assurance – Differing Perspectives

Standardisation of the curricula	Customisation of the curricula
Should quality principles be absolute?	Should quality principles be relative?
Convergence and standardisation	Equivalence and comparability
Rigid QA arrangements	Flexible QA arrangements
Judgements based on professional and peer review	Judgements based on transparent criteria and open reporting
Delivery in competitive for profit sectors	Delivery in collaborative public good contexts
Consistency of QA processes	Flexibility of QA processes

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Issues in Quality Assurance cont.

Standardisation of the curricula	Customisation of the curricula
Accreditation, licensing, peer review	Codes of practice
Reputation and reliability of providers	Brand and reputation of provider
Guarantee that rewards will be recognised by govts, professional associations, employers	Public accountability and institutional status – external assessment and review
Academic audit and critical self-analysis	Mandatory or voluntary?
Accessibility	Availability of on-demand technical and academic support
Institutional performance	Faculty credential and reputation

Typology of Programme Delivery

Type	Models	Delivery forms	Support
Distance Education	Virtual universities	Mailed print material, email, telephone, electronic	Often provided by host
Franchising	Educational programmes of home country authorised to be delivered by host who may be private college, a commercial arm of public university or professional association	Whole or part of educational programmes. Curriculum and assessment controlled by awarding institution	By host – provides campus and teaching staff and administrative support. Market and recruit students
Articulation	Credit awarded for completed parts of programme in local institutions	Curriculum taught with partial or whole input based on material from home(overseas) institution	Normally provided by host institution
Twinning	Programme jointly developed by two or more institutions	Early part of programme conducted in host institution, later years completed at home/awarding institution	Shared between host and home according to stage of programme delivery
Branch campus	Delivers awarding institution's programmes. May be jointly or fully owned by host institution	By specially recruited highly qualified staff from home and host country. Mostly face to face teaching. Attempt to replicate the home institution provision	By awarding institution
Offshore partnership	Home or awarding institutions offers programme under an agreement overseas	Admissions criteria, curriculum, assessment monitored by awarding(home) institution	Student recruitment, tutorial support, student services provided by local host institution

Delivery Centres a Simple Typology

- Teaching Centre

- Learner Support Centre

- Administrative Centre

Delivery Centres

Type	Programmes	Delivery	Teaching	Student Support and Administration	Quality Assurance
Teaching centre	May be franchised, jointly developed or external accreditation of host partners programme	Face to face, blended learning, supported open learning	Normally by host, but may be split or through cascade model of delivery	Provided by host; remote access to partner resources and support materials	Command and control or more liberal and approved by home partner
Learner support Centre	Programmes of the Home /awarding institution	Face to face, blended learning, supported open learning	By awarding institution, tutorial and pastoral support provided by host	By host; remote access to partner resources and support materials;	Controlled by awarding institution
Administrative Centre	Programmes of the Home /awarding institution	Face to face, blended learning, supported open learning, fully on-line	By awarding institution only	Remote access to partner resources and support materials;	Controlled by awarding institution

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Distance and transnational education arrangements: Programme Types and Models of Delivery

Programme Model	Example	Location of programme	Delivery	Quality Assurance
Branch campus			By awarding institution, appointment of own and local staff	Awarding institution – standard QA procedures
Franchising of programme	SEGI Group, Malaysia	Delivery of whole programme in Malaysia	Partner institution – may be input by awarding institution	By awarding institution in partnership. Programme of twice yearly visits
External validation of partner programme	MSA University Egypt and Universities of Greenwich and Middlesex;	Delivery of whole programme in Egypt	Partner Institution	Dual degrees – joint by partner and awarding institution utilising standard QA procedures of both institutions
Articulation agreement	Qingdao Technical College, China and Waiariki Institute of Technology	2+2 and 3+1 Delivery, first part of programme in China, second part in New Zealand	Partner institution – input from progressing institution into curriculum design and delivery	Monitoring of standards of progressing students through delivery input and assessment of completion levels at awarding institution
Specialist centre	Soran University, Kurdistan, Centre for Language and Academic Development and University College Plymouth St Mark and St John	English training in Kurdistan and staff development programmes. Progression to UK for further study and/or staff training	Partner institution and awarding institution– staff appointed jointly to Centre	Awarding institution – training of partner staff in QA
Education and Training programme	Malaysian Government – training of English teachers – partnership with eight Universities in UK (3), Australia (3) and New Zealand (2)	1+ 3+ 1 Foundation year in Malaysia, three years overseas, final year of degree in Malaysia	Respective institutions according to stage in programme	Awarding institutions in partnership with Malaysian government
Joint development of new programme	MSA University and University of Greenwich	Delivered in Egypt.	Partner institution Jointly developed programme leading to dual award	Jointly by partner and awarding institution using each partners QA systems and procedures
Split masters programme		First 60 credits overseas, 120 in New Zealand	Pg Cert delivered by Partner, PG Dip and Masters by awarding institution	QA of host delivery by awarding institution through twice yearly visits.
Foundation programme	NcFI India and Waiariki Institute of Technology	Delivered in India.	By partner institution. Developed by partner with advice from partner institution leading to own award. Guaranteed progression to Diploma programme in New Zealand	Results of programme moderated by progressing institution
Graduate preparation programme	INSCOL and Waiariki Insitute of Technology	Delivered in India. Developed by partner leading to own award'	By partner institution. Developed by partner with advice from partner institution leading to own award. Guaranteed progression to Graduate diploma and cross credit transfer of 30 credits	Results of programme moderated by progressing institution, twice annul quality assurance visits

Key Questions

- What is the experience of the partner in delivering higher education and at what level?

- Number of years established?

- Is the institution publicly or privately owned, how robust is its financial status?

- What existing partnerships are in place?

- What is the language of instruction on programmes?

- Who are the awarding body for current awards- does the country's QA system require particular approval mechanisms, length of programmes etc.?

- What are the internal QA of host

- How well qualified are staff?

- What is the research record and what arrangements are in place to support scholarship, staff development and research?

- What is the level of expertise in working with on-line materials?

Need for Flexibility- key elements of sucess

- Understanding mutual expectations

- Win-win – sharing of expertise

- Flexible delivery and focus on mutual capacity building

- No uniform or standard model

- Adaptation of process according to partner experience, student, institutional and country needs

- Knowledge and response to local, regional, national context

- Cultural sensitivity

Questions