



**CLAYTON INTERNATIONAL**  
INTERNATIONAL EDUCATION CONSULTING SERVICE

## Effective TNE affiliations used to assure quality in Higher Education Institutions: Experiences from Oman

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# Why Oman?

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- TNE sending and receiving institutions and countries
  - Oman
    - TNE affiliate requirements
    - National quality audit and institutional accreditation system
    - Rich data on effectiveness of affiliations
    - Analysis provides important considerations for sending country affiliates
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# Overview

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- Context
  - Quality assurance and institutional accreditation
  - TNE affiliate data
  - TNE affiliation models
  - Findings from quality audits
  - Considerations for affiliates
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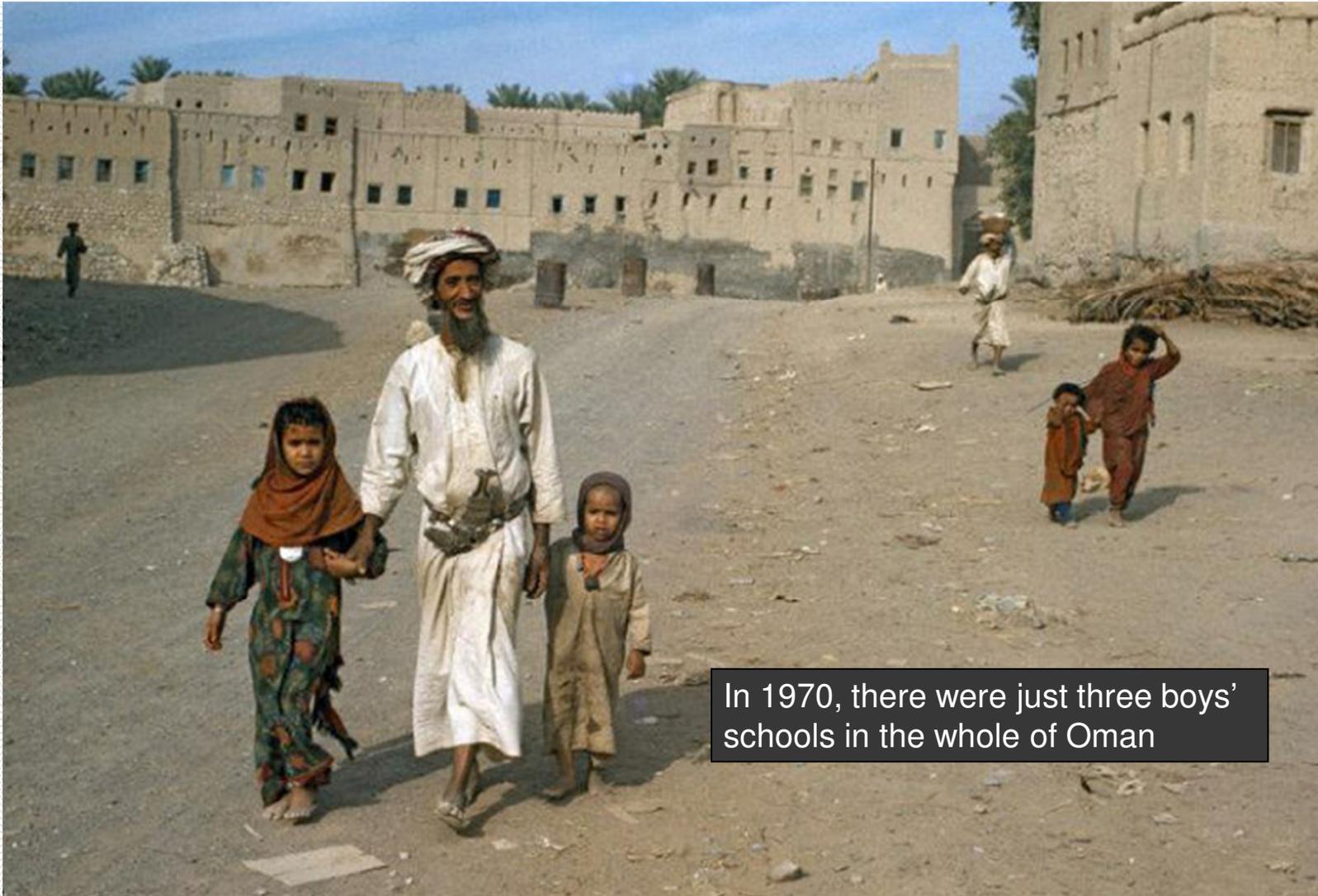


## Oman Context

**Ruler:** Sultan Qaboos bin Al Said (since 1970); monarchy with two advisory councils (one of which is elected)

**Population:** 4 million:  
2.233 million Omanis  
1.767 million non-Omanis  
(growth rate of 6.4%)  
(NCSI June 2014)

**Main income:** Oil and gas continue to be an important source of revenue: 84% in 2013 (9.32bn OMR)



In 1970, there were just three boys' schools in the whole of Oman



In 2015, there are over 1300 public and private schools; and over 60 public and private institutions offering post secondary education leading to higher education qualifications

Human Development Report 2010  
20th Anniversary Edition

**The Real Wealth of Nations:**  
Pathways to Human Development

 Published for the  
United Nations  
Development  
Programme  
(UNDP)

The “Top 10 Movers” highlighted in the 2010 HD Report - those countries among the 135 that improved most in HDI terms over the past 40 years - were led by Oman, which invested energy earnings over the decades in education and public health

# TNE Affiliates

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- Private higher education sector
    - Introduced 1995 to meet demand
    - No national quality assurance system
    - Colleges and university colleges required to have affiliates to assure standards and quality
  - Public institutions and private universities
    - Not required to have affiliates
    - Many choose to do so
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There are 27 private HEIs comprising universities, university colleges and co

# Quality assurance and institutional accreditation

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- Developing higher education sector
  - Oman Academic Accreditation Authority  
<http://www.oaaa.gov.om/Default.aspx>
  - Quality audit first stage institutional accreditation
  - Institutional and program standards developed
  - International affiliations in quality audit and accreditation assessment scope
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# Institutional Accreditation Stage 1: Quality Audits



*A Quality Audit Panel at work*

By the end of 2014, most public and private HEIs had been through the quality audit process. Quality Audit reports are published on the OAAA website.



## TNE affiliate data

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- ❑ 2008-2014 quality audits of 55 HEI's resulted in 43 reports
  - ❑ Number of international affiliations 37 from 14 countries
  - ❑ Some HEI's more than one affiliate
  - ❑ Affiliates from UK, India, Australia, USA, Lebanon, Jordan, Austria, New Zealand, Germany, Canada
  - ❑ Most reports contained conclusions on affiliate's role
  - ❑ Conclusions on good practice and significant opportunities for improvement highlighted
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# TNE affiliation models

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## □ Conventional delivery models

- Branch campuses, joint degrees, twinning, franchised program, validated program, distance learning

## □ Additional models

- Localised twinning, affiliation for quality assurance, and affiliate as a consultant

## □ Models in transition

- Quality assured program *to* affiliate as a consultant and supportive critical “friend”
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## Findings from quality audits

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- ❑ Scope for differing models of affiliations
  - ❑ Quality assurance most effective when international affiliate awarded qualification
  - ❑ Need to clarify degree awarding powers of HEI and affiliate “attestation” particularly with students
  - ❑ Need for receiving institutions to have
    - clear policies and procedures to establish affiliations
    - clearly defined roles and responsibilities for both parties
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# Considerations for institutions from sending countries

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- Clarity of strategic motivation
  - Oversight of academic standards
  - Agreement on monitoring and review systems which identify performance expectations and mutual obligations
  - Supporting the receiving HEI's to develop systems for QA and benchmarking
  - Supporting curriculum development, contextualization, review, assessment and moderation.
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# Considerations for institutions from sending countries

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- Supporting staff secondments, exchanges, professional development
  - Study pathways for students.
  - Providing information resources to support student learning.
  - Examining the suitability of intensive teaching models
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# Considerations for institutions from sending countries

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## □ Impact of

- Maturing models of institutional TNE engagement on receiving countries
- Changes in national regulatory and quality assurance framework

## □ Developing a model of affiliation that

- Changes over time
  - Is mutually beneficial
  - Acknowledges the rate of development of the receiving country's education system
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## Concluding comments

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- ❑ Oman developing education system
  - ❑ Use of TNE affiliates from over 14 countries to support development
  - ❑ Data from quality audits of 55 HEI's
  - ❑ Findings have implications for sending institutions and countries on effective TNE affiliations
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# Acknowledgements

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  - Trevor-Roper, S, Razvi, A, Goodliffe, T (2013) Academic affiliations between foreign and Omani higher education institutions: learning from OAAA quality audits, IQAAHE Conference 2013

See [http://www.oaaa.gov.om/Conference/1paper\\_trevor-roper-razvi-goodliffe%20final2.pdf](http://www.oaaa.gov.om/Conference/1paper_trevor-roper-razvi-goodliffe%20final2.pdf)

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Thankyou

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Questions?

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