Quality assurance in transnational education: protocols for business case development

Transnational education - Do you really want to do it?

AIEC 2005

Kevin Brett, University of Canberra
Matthew Taverner, Flinders University
Transnational Education QA
What to include?

“A National Quality Strategy for Transnational Education and Training” states that

Australian transnational education and training includes:

- the physical presence of instructors,
- the offshore campus, franchising, tailored training,
- partnership programs, twinning arrangements,
- distance education including a face to face component,
- any other training on behalf of an Australian provider.

55,000 university students in offshore courses
Transnational Education QA
The regulatory environment

GATS modes of supply – the trade in services, business case development & commercial practice

- Liberalisation and regulation of services’ trade enables universities and other institutions to meet growing demand for education (global and national business regulation),
- GATS does not limit the role of government in regulating higher education (Government and agency regulation),
- Role of professions in accreditation of transnational programs (professional accreditation)

Together provide the context for the business case analysis

Central role of the Universities in developing quality practice
Transnational Education QA
Quality assurance perspectives

*Political, strategic, economic, academic, client oriented, cultural and social*, see:
- Ward, Kayrooz & Milne (Oct 12) - cultural
- Connelly and Garton (Oct 13) – client perspective
- Responses to TNE discussion paper (Oct 14)
- Our emphasis on business model and the initiation phase
- Transnational education - Do you really want to do it?
GATS defines 4 modes of supply:

Mode 1. the service crosses the border
   eg distance education and online delivery

Mode 2. the consumer crosses the border
   eg ‘onshore’ students

Mode 3. a commercial presence abroad
   eg a USA campus in Adelaide.

Mode 4. the supplier crosses the border.
   eg visiting education professionals

Each mode of delivery requires different business case analysis

Our emphasis is on modes and 1 and 4.
Transnational Education QA: modes

**Clicks**
- Distance ed

**Clicks & Mortar**
- Flexible Delivery

**Mortar**
- Campus

---

**Mode 1:**
Service crosses the border: online learning; distance ed.

**Mode 4:**
Supplier crosses the border: visiting education professionals

**Mode 3:**
Commercial Presence: infrastructure

AIEC 2005: Brett & Taverner
Transnational Education QA
Student numbers

- National Quality Strategy doc: refers to ‘100,000 international students enrolled offshore in Australian courses each year’
- 2003 ‘55,000 university students and 18,300 vet’
- 2004 ‘55,000 higher education students offshore’ (DFAT) Modes 1,2,4 in ABS Survey of International Trade in Services.
- 2003 IDP report projects enrolment at 55,000 offshore students

- Can we disaggregate into distance education (mode 1), visiting professionals (mode 4) and campus developments – commercial presence (mode 3)?
Transnational Education QA
Distance learners

Transnational Offshore, Off Campus (Distance Learning)

Student Number

Semester

Australia
National Trend

AIEC 2005: Brett & Taverner
Transnational Education QA
Visiting faculty

Transnational Offshore, On Campus

<table>
<thead>
<tr>
<th>Semester</th>
<th>Student Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>'96</td>
<td>0</td>
</tr>
<tr>
<td>'97</td>
<td>1000</td>
</tr>
<tr>
<td>'98</td>
<td>2000</td>
</tr>
<tr>
<td>'99</td>
<td>3000</td>
</tr>
<tr>
<td>'00</td>
<td>4000</td>
</tr>
<tr>
<td>'01</td>
<td>5000</td>
</tr>
<tr>
<td>'02</td>
<td>6000</td>
</tr>
<tr>
<td>'03</td>
<td>7000</td>
</tr>
<tr>
<td>'04</td>
<td>8000</td>
</tr>
<tr>
<td>'05</td>
<td>9000</td>
</tr>
</tbody>
</table>

- Transnational On-Campus
- Linear (Transnational On-Campus)
Transnational Education QA
A declining rate of growth

Aust 3 Semester Moving Average Transnational and OnShore Full Degree Student Growth

<table>
<thead>
<tr>
<th>Semester</th>
<th>Transnational Growth</th>
<th>Full Degree Onshore Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1 '97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S2 '97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1 '98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S2 '98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1 '99</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S2 '99</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1 '00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S2 '00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1 '01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S2 '01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1 '02</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S2 '02</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1 '03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S2 '03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1 '04</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S2 '04</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S1 '05</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

AIEC 2005: Brett & Taverner
Transnational Education QA decision point?

- the pre business case development stage in transnational programs
- principles, filters & protocols that determine whether to move from a conversation to a business case
- International Office perspective “custodian of university international strategy and performance”
- academic colleagues are the key program deliverers and client relationship managers
Transnational Education QA complexities, opportunities or junk mail?

- Unlimited opportunities – What would you like?
  I want whatever you have!
- Email, telephone, lunches, dinners, visiting delegations, institutional visits and more lunches
- Referrals, unsolicited, new partners, existing partners, alumni, government requests
- Definitions: twinning, articulation, credit transfer, joint, dual or double degrees, in a 1 + 2, 2 + 2, 2 + 1 and 3+0
- The stakeholders - the partner, faculties, administrative units and the corporate
Transnational Education QA
strategy, partner, market

Three steps in the due diligence risk management with an emphasis beyond the financials and before the detail

1. Strategic fit – the internal synergies, capacity and commitment to deliver
2. The partner check – accredited, compatible, with shared goals and educational mission
3. The market – supply, demand and segments
Transnational Education QA strategic fit

- Existing in-country presence and relationships (transnational, research, staff and student mobility)
- Channel conflict (twinning and articulation)
- Client relationship management capacity
- The brand (where it is now and where we want it to be)
Transnational Education QA
the partner

- The Background when established, public / private, programs offered, accreditation
- Existing partners (the company one keeps)
- Existing collaborative programs if any
- Perceptions within local community (socially responsible)
Transnational Education QA
the market

- The product – competition

- Emphasis on natural persons – the technology transfer model in capacity building markets

- Different markets different needs - not more moderation!

- Education reform, and policies and emerging educational hubs
Transnational Education QA protocols and systems

- Hot, warm and cold filters and brief impact assessments
- Institutional knowledge (current, prospective and failed / rejected) country reports, central files, committees and working groups, web enabled business development portals to support academic approval and project management systems
- AEI support – third party assessments, bona-fides, offshore legislative frameworks and market updates impacting offshore delivery
- Financial checks – probity checks, partner financial statements and credit references
- Role of International Office tools, resources to make informed and risk adverse (internal and external)
Transnational Education QA
Projected growth?

Demand for International Higher Education in Australia
Demand for Australian Transnational Education

People
0
100,000
200,000
300,000
400,000
500,000
600,000

Transnational Education QA: protocols and systems

Transnational On and Off Campus

Students

Year

Year

Transnational On Campus

Transnational Off Campus

AIEC 2005: Brett & Taverner
Transnational Education QA
Market risks

- BAF: Australia will have one university that is recognised for its excellence in transnational education
- In practice? Engagement of universities in multiple programs in multiple sites.
- Programs operating in Vietnam, PRC, Middle East, Malaysia, South Africa.
- Drivers other than commercial interests.
- Entrepreneurial, exploratory, innovative curriculum, dual language – “teaching and learning projects?”
- What literature is being collected on practice, on the experience of Universities in these ventures?
Transnational Education QA
Principles of business case analysis

- National Quality framework
- AUQA Contract issues:
  Authorisation: “Was a thorough due diligence undertaken first?”
  Management: “Is the contract subject to review?”
- AUQA comments
  Institutions would benefit from a transnational teaching and learning QA plan, strategic plans

- Taverner & Brett:
  Transnational education:
    Do you really want to do it?
    Why?