



UK Quality Assurance and Transnational Education

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British Council UK Vietnam Higher
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The UK Quality Code for HE

Expectations for standards		Expectations for quality	
<p>The academic standards of courses meet the requirements of the relevant national qualifications framework.</p> <p>The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.</p>		<p>Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.</p> <p>From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.</p>	
Core practices	Common practices	Core practices	Common practices
The provider ensures that the threshold	The provider reviews its core practices	The provider has a reliable, fair and	The provider reviews its core practices
<h2>Expectations for standards</h2> <p>The academic standards of courses meet the requirements of the relevant national qualifications framework.</p> <p>The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.</p>		<p>regularly and uses the</p> <p>to drive improvement and</p> <p>ement.</p> <p>provider's approach to managing</p> <p>takes account of external</p> <p>e.</p> <p>vider engages students</p> <p>ally and collectively in</p> <p>velopment, assurance and</p> <p>ement of the quality of their</p> <p>onal experience.</p>	
and secure irrespective of where or how courses are delivered or who delivers them.		quality of their educational experience.	
The provider uses external assessment and classification that are reliable, fair and tra			
		Expectations for quality	
		<p>Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.</p> <p>From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.</p>	
		The provider supports all students to achieve successful academic and professional outcomes.	



UK Context



Northern Ireland
Assembly



Northern
Ireland



Llywodraeth Cymru
Welsh Government



The Scottish
Government



Transnational Education, TNE

Higher
education
delivered
overseas

80%+ HEPs
involved

200 countries
worldwide

TNE Review

Country focus

Liaison with
agencies

TNE – Consultation

CONSULTATION ON UK TRANSNATIONAL EDUCATION LAUNCHED

Date: 16th October 2019

Ensuring the quality and reputation of UK higher education as a high-value export is the subject of a consultation launched today and running until 3 January 2020. Four out of five universities offer overseas higher education programmes in 225 locations worldwide, delivering UK higher education to three-quarters of a million students and contributing more than £600 million to the UK economy.

The popularity of transnational education (TNE) is directly connected to the reputation of UK higher education. Universities UK, GuildHE and the Quality Assurance Agency for Higher Education (QAA) now want to hear from universities about how UK TNE can be delivered most effectively.

Rowena Pelek, QAA's Director of Nations and International, said: "The quality and excellence of the UK's higher education sector underlie the demand for UK transnational education. This joint consultation will help ensure that the way in which we support and enhance that reputation is developed in collaboration, delivering for higher education providers in the UK and internationally."

Vivienne Stern, UUK's Director, said: "The success of the UK's transnational education provision is testament to the high quality of the degrees delivered overseas by UK universities. For the UK to strengthen its global position as the TNE partner of choice, we must seek to continuously enhance our offer by responding to the needs of students and partners overseas."

David Llewellyn, Chair of GuildHE and Vice-Chancellor of Harper Adams University, said: "UK higher education is delivered across the globe and has an international reputation for excellence. We must constantly reflect on how we safeguard and develop this reputation and we are therefore pleased to consult the sector on the quality enhancement arrangements for transnational education."

HOW TO RESPOND

The consultation document is published below and responses should be submitted via our [online survey](#).

A MS Word version of the consultation questions is also provided for those who would like to prepare their answers before submitting the online survey.

The closing date for responses is **Friday 3 January 2020**.



CONSULTATION ON FUTURE APPROACHES TO THE EXTERNAL QUALITY ASSURANCE OF UK HIGHER EDUCATION TRANSNATIONAL EDUCATION

Publication Date: 16 Oct 2019

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TNE CONSULTATION SURVEY QUESTIONS

Publication Date: 16 Oct 2019

[View details](#)

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Qualification

Qualification examples

Doctorate

Masters

Bachelors

Foundation /
of HE

Certificate of

4.15 Descriptor for a higher education qualification at level 6 on the FHEQ: bachelor's degree with honours

The descriptor provided for this level of the FHEQ is for any bachelor's degree with honours which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications at level 6 of the FHEQ, including bachelor's degrees, and graduate diplomas.

Bachelor's degrees with honours are awarded to students who have demonstrated:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student:
 - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
 - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).

Typically, holders of the qualification will be able to:

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and personal responsibility
 - decision-making in complex and unpredictable contexts
 - the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Credit Transfer – Example BSc/BA (Hons)

Level 4 (7)

- 120 credits

Level 5 (8)

- 120 credits

Level 6 (10/9)

- 120 credits

1 credit \Rightarrow 10 hours study

120 credits \Rightarrow 1200 hours study

Modules: e.g. 10,15,20,30 credits

Credit Transfer – between courses & institutions

Thank you





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