



Innovative models of Transnational Education (TNE) in future: looking beyond COVID

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***UK Vietnam HE Partnership webinar series –
Sustaining partnership for the future***

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recognising international expertise

About UK NARIC



The Designated National Agency responsible for providing advice and expert opinion on international education systems and qualifications and their comparability to the UK

Managed on behalf of the Government, it was established when the UK signed the 1997 Lisbon Convention

Mission: support the internationalization of education by facilitating the recognition of qualifications of demonstrated quality and standards.

NOTE: UK NARIC membership base includes providers of higher and vocational education from about 60 other countries



United Nations
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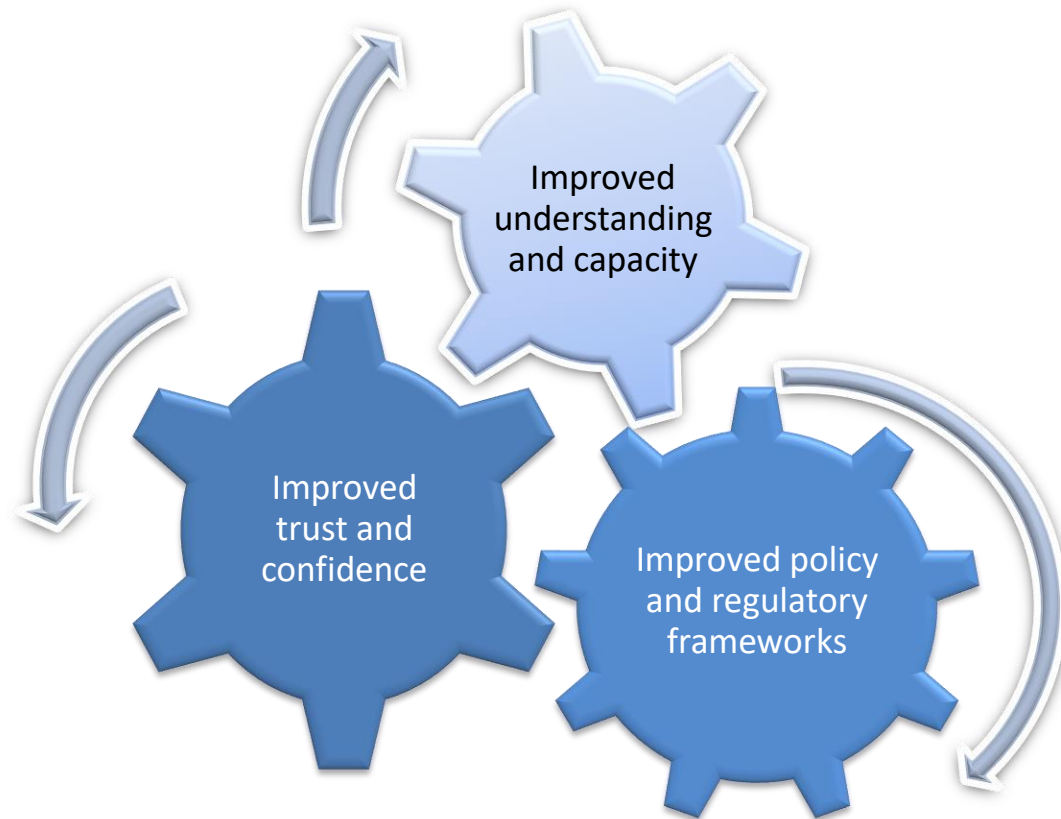


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Impact of COVID 19

Online teaching and learning has become the focus of education practice, theory, and policy – contributing to enhance institutional and regulatory capacity and public confidence



Looking ahead: growth in online and blended forms of delivery (and quality assurance)

On the basis of the education sector experience in responding to the COVID crisis we can expect :

- Growing demand and supply for online delivery as its quality, public perception, regulatory climate improve
- Growing online delivery, and in fact TNE delivery in its different forms, as a risk mitigating strategy for providers
- Growth in blended/hybrid forms of TNE delivery
- Growing links between TNE and international student recruitment
- Growth in blended forms of TNE management and quality assurance (both internal and external)

Looking ahead: face-to-face engagement won't disappear

Studies containing practical elements will still require in person engagement

Visits to delivery sites will still be important for TNE awarding bodies as well as quality assurance/accreditation bodies

The motivation to study abroad and have an international experience, beyond gaining a foreign degree, will remain

Learning outcomes vs. learning experience

The recent focus on online learning has allowed us to better appreciate that it is possible to achieve the same standards or learning outcomes, through very different learning environments...

...allowing us to overcome a traditional barrier to the recognition of TNE: the idea that learning experience of TNE students should be as comparable to that of the experience of students at the home campus

While the comparability of learning outcomes should be an uncompromisable expectation for TNE, the learning experience, over beyond the necessary support for achieving the learning outcomes, should be regarded more as a matter of student expectation and choice (and possibly costs)

The TNE Quality Benchmark (TNE QB)

A learning outcomes based independent peer-review scheme aimed at offering international reassurance about the standards, quality and relevance of TNE provision, and ultimately improve confidence in and recognition of benchmarked TNE provision.



Underpinned by international standards and international cooperation, it intends to be an international tool that can satisfy the quality assurance needs of multiple stakeholders, in this way improving the recognition and global portability of TNE qualifications

29 July UK NARIC [Webinar](#) on MQA and KHDA approaches to online learning

[Guide to Recognition Issues in International Distance Learning](#)

Q & A

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