APAIE 2024

PERTH, AUSTRALIA   4-8 MARCH 2024

#APAIE24

Collaborating for sustainable impact: partnerships across the Asia Pacific

APAIE Perth 4 - 8 March 2024

APAIE
Asia-Pacific Association
for International Education

Internationally Local: Ensuring quality TNE for a strong student experience

Fabrizio Trifiro
Ecctis / UK ENIC, UK

Chris Bandy
Acumen, Australia

Hayley Shields
Edified Education, New Zealand

Guy Perring
i-Graduate, Malaysia

Chair
Fabrizio Trifiro
Ecctis / UK ENIC, UK

APAIE 2024

Collaborating for sustainable impact: partnerships across the Asia Pacific

APAIE Perth 4 - 8 March 2024

APAIE
Asia-Pacific Association
for International Education

Supporting TNE through global recognition

**Dr. Fabrizio Trifiro',
Head of International Quality Reviews and Stakeholder Engagement,
Ecctis/UK ENIC**

**INQAAHE Board Member
Member of the BAC Accreditation Committee**

Ecctis
recognising international expertise

APAIE 2024
PERTH, AUSTRALIA 4-8 MARCH 2024

*Towards a sustainable future for international education in the Asia
Pacific*
APAIE Perth: 4-8 March 2024

APAIE
Asia-Pacific Association
for International Education

About Ecctis

Since 1997 we manage on behalf of the UK Government the national qualifications recognition function, UK ENIC, as per UK commitments associated with the Lisbon Recognition Convention

As the *UK National Information Centre* we are the designated national agency for providing information and advice on international qualifications and skills, and their comparability to the UK

We also operate the **UK Visas and Nationality** services on behalf of the Home Office

APAIE 2024
PERTH, AUSTRALIA 4-8 MARCH 2024

Towards a sustainable future for international education in the Asia Pacific
APAIE Perth: 4-8 March 2024

APAIE
Asia-Pacific Association for International Education
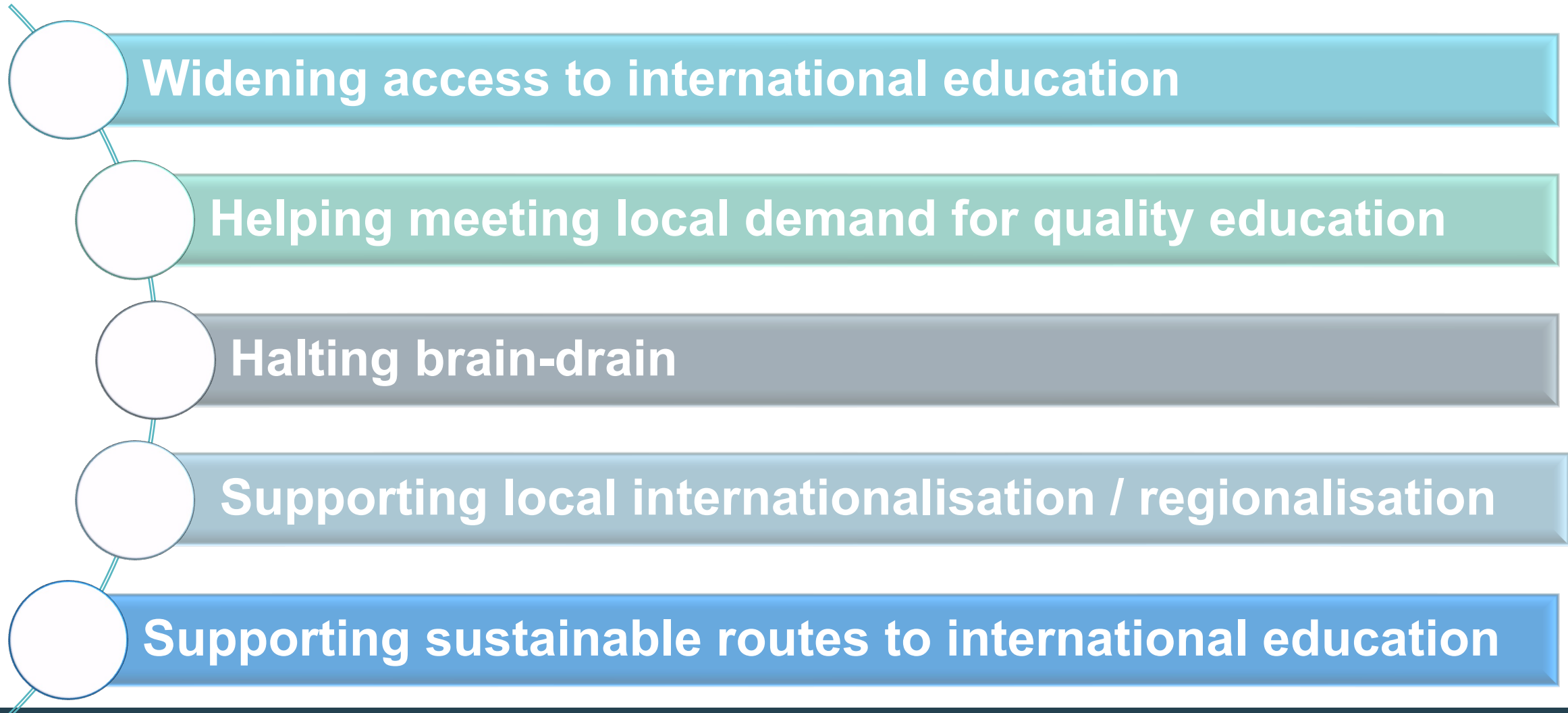
Ecctis' International Mission

To support the internationalization of education by improving **international understanding** of and **trust** in international qualifications of demonstrated quality and standards
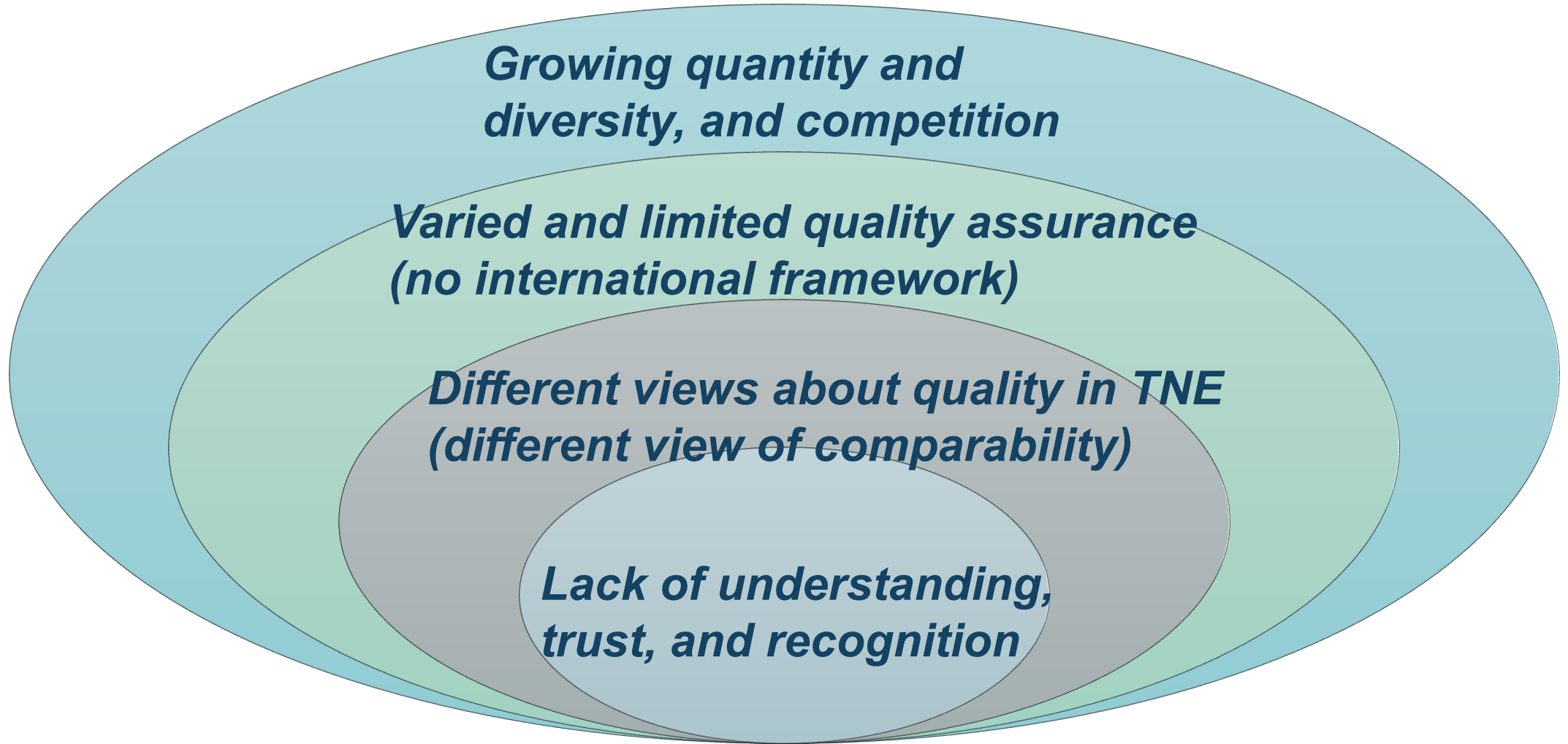
Key benchmarking activity

TNE Quality Benchmark

Untapping the progressive potential of TNE, …

- Widening access to international education
- Helping meeting local demand for quality education
- Halting brain-drain
- Supporting local internationalisation / regionalisation
- Supporting sustainable routes to international education

APAIE 2024
PERTH, AUSTRALIA 4-8 MARCH 2024

Towards a sustainable future for international education in the Asia Pacific
APAIE Perth: 4-8 March 2024

APAIE
Asia-Pacific Association
for International Education

The global TNE recognition challenge

Growing quantity and diversity, and competition

Varied and limited quality assurance (no international framework)

Different views about quality in TNE (different view of comparability)

Lack of understanding, trust, and recognition

APAIE 2024
PERTH, AUSTRALIA 4-8 MARCH 2024

Towards a sustainable future for international education in the Asia Pacific
APAIE Perth: 4–8 March 2024

APAIE
Asia-Pacific Association
for International Education

The golden rule of TNE: *comparability*

Learning outcomes vs. learning experience (inputs)

> *uncompromisable expectation* *vs* *student expectation*

Whilst **learning outcomes** *must be* safeguarded across modes / locations of delivery…

…with regards to the **learning experience,** should anything over and above what is required to support students in achieving the expected learning outcomes be regarded as a matter of *student expectation* (and choice)?

TNE Quality Benchmark (TNE QB)
a global solution to a global challenge

An **independent peer-review** of TNE providers, *regardless* of country of origin (or delivery), against **international standards**, aimed at supporting the growth of quality TNE by:

Improving international *understanding* and *trust*, thus **supporting recognition and portability of qualifications**

Helping quality providers ***stand out*** in an *increasingly complex and competitive landscape*

Offering a ***platform for cross-border cooperation*** between sending and receiving countries, and QA and recognition communities.

TNE
Quality
Benchmark
🌐 Ecctis

🌐 Ecctis

The TNE QB International Standards

Aligned with
[UNESCO/OECD Guidelines](#);
[UNESCO/CoE Code of Good Practice](#);
[UNESCO Global Recognition Convention](#)

Management of TNE operations

Standards of programmes of study

Quality of the student experience

Alignment with local requirements

Information to students and the public

Ecctis

International Association of Education Hubs

A platform for facilitating inter-hub cooperation

Founding members:

➢ EduCity Iskandar (Malaysia)
➢ Uniciti Education Hub (Mauritius)
➢ Incheon Global Campus (South Korea)

➢ *with involvement of experts from*
  o *Hainan International Education Pilot Zone*
  o *Knowledge and Human Development Authority Dubai*
  o *UNESCO*
  o *ASEAN Secretary*
  o *Ministry of Education of Vietnam*

THANK YOU

Internationally Local: Ensuring quality TNE for a strong student experience

Fabrizio Trifiro
Ecctis / UK ENIC, UK

Chris Bandy
Acumen, Australia

Hayley Shields
Edified Education, New Zealand

Guy Perring
i-Graduate, Malaysia

Chair
Fabrizio Trifiro
Ecctis / UK ENIC, UK

APAIE 2024

Collaborating for sustainable impact: partnerships across the Asia Pacific
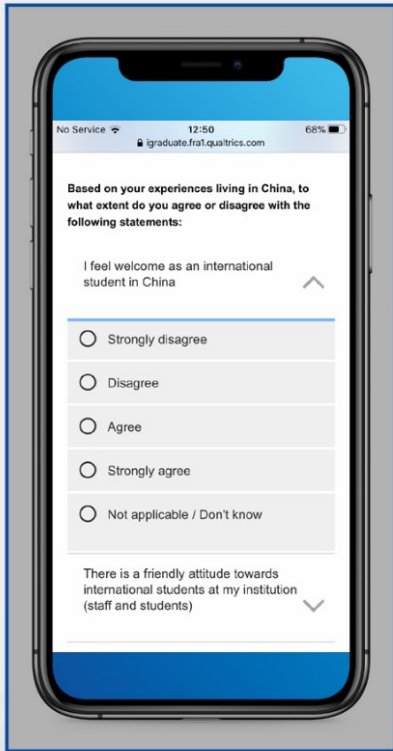
APAIE Perth 4 - 8 March 2024

APAIE
Asia-Pacific Association
for International Education

TRIBAL i-graduate

Providing comparative insights to the worldwide education sector to help institutions track, benchmark and improve student and stakeholder experience across the entire student journey.

LEARNING EXPERIENCE:

Measures how satisfied students are with over 30 aspects of the Learning experience at the institution, including teaching quality, facilities and assessment methods.

ONLINE LEARNING EXPERIENCE:

How satisfied students are with a range of online learning indicators such as lectures and group work.

LIVING EXPERIENCE:

The extent to which students are satisfied with over 20 aspects of the Living experience, from accommodation cost and quality of internet to making friends from other countries and transport links. It also includes questions on how welcome international students feel.

SUPPORT SERVICES:

How satisfied students are with the institution's personalised list of support services, such as the library, catering and careers service.

CAREERS SUPPORT: *

Measures the expectations of students around careers support and then how satisfied students are with that support in terms of guidance, training and placements.

STUDENT WELLBEING:

The extent to which students are stressed, anxious or have concerns about completing their studies. Institutions can provide contact details in case students need to speak to someone.

RECOMMENDATION:

Students are asked if they would actively encourage or discourage others of applying to the institution, as well as if their course represents good value for money.

INCLUSIVITY: *

Invites students to say if they have experienced any form of discrimination including discrimination based on race, nationality and gender.

Pre-Arrival

Decision Factors

Key Influencers

Application, Agents & Visas

Experience

Arrival

Learning

Online Learning

Living
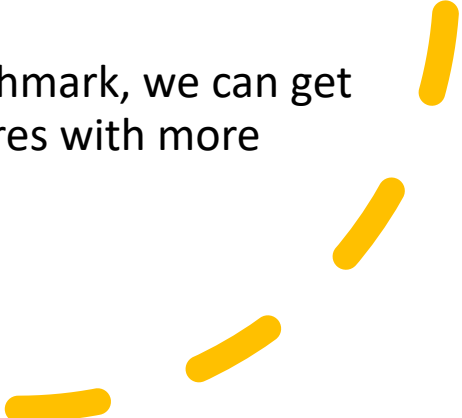
Support
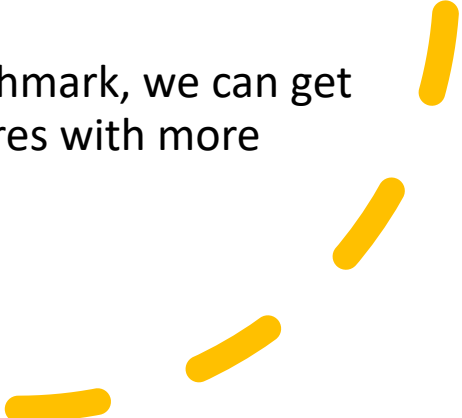
Support Services
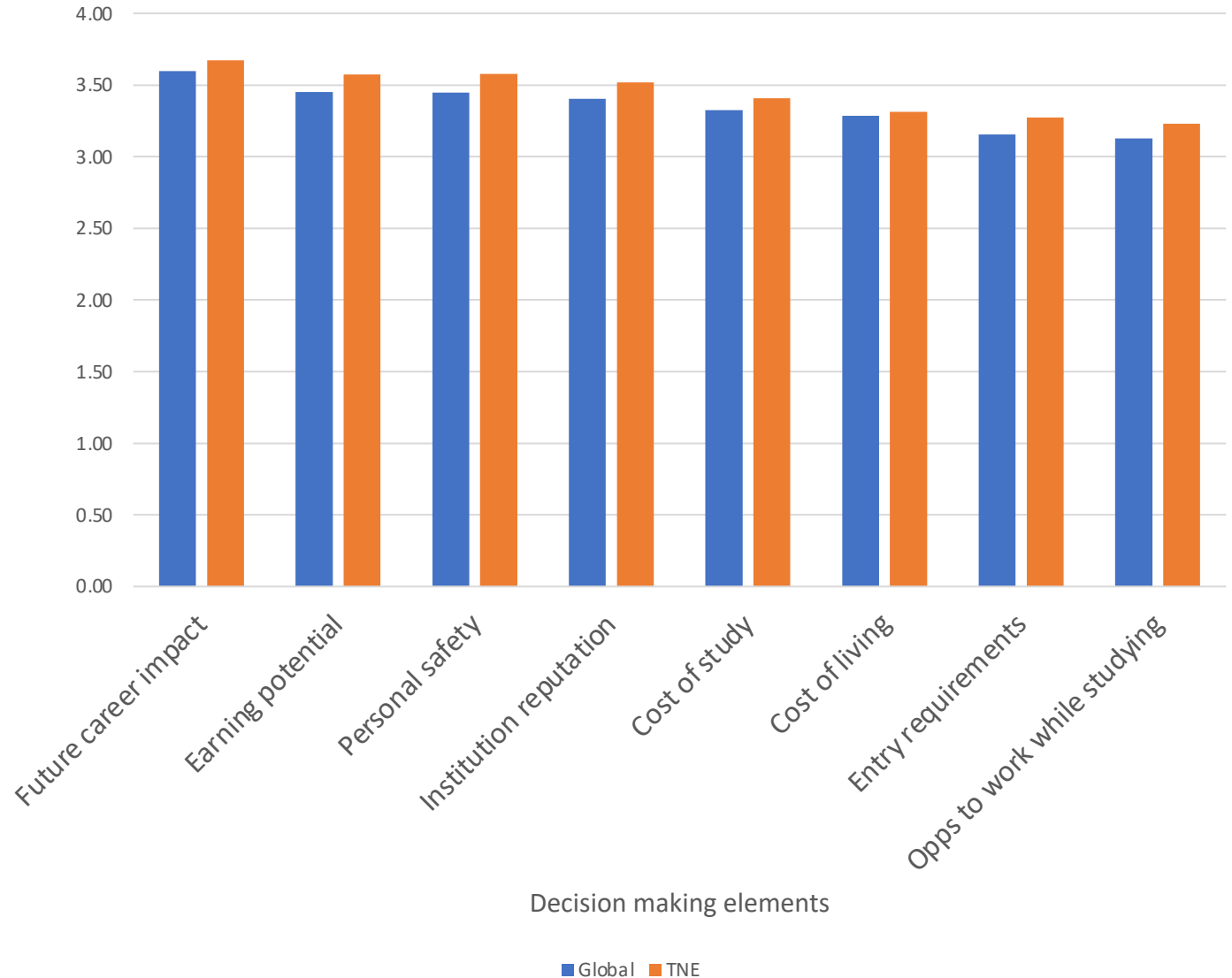
Careers & Future Plans

Student Wellbeing & Inclusivity

- The student barometer is the largest survey of students globally.

- The database stretches for nearly 20 years and now has **over 4 million responses.**

- Unprecedented insight into the evolving views of students in both their university experience and their motivations in choosing a particular institution or country.

- Captures the experience of transnational education students and in the 2023 iteration captured the opinions of **over 14,500 students in TNE provision**.

- Students in campuses in Mauritius, Singapore, Malaysia, Dubai and China as well as partner institutions in local colleges and universities in Singapore, Malaysia, Greece, Vietnam, Trinidad and Tobago and Hong Kong.

- With **over 86,000 students** in the global 2023 benchmark, we can get some insights into how TNE provision globally compares with more traditional forms of HE delivery.
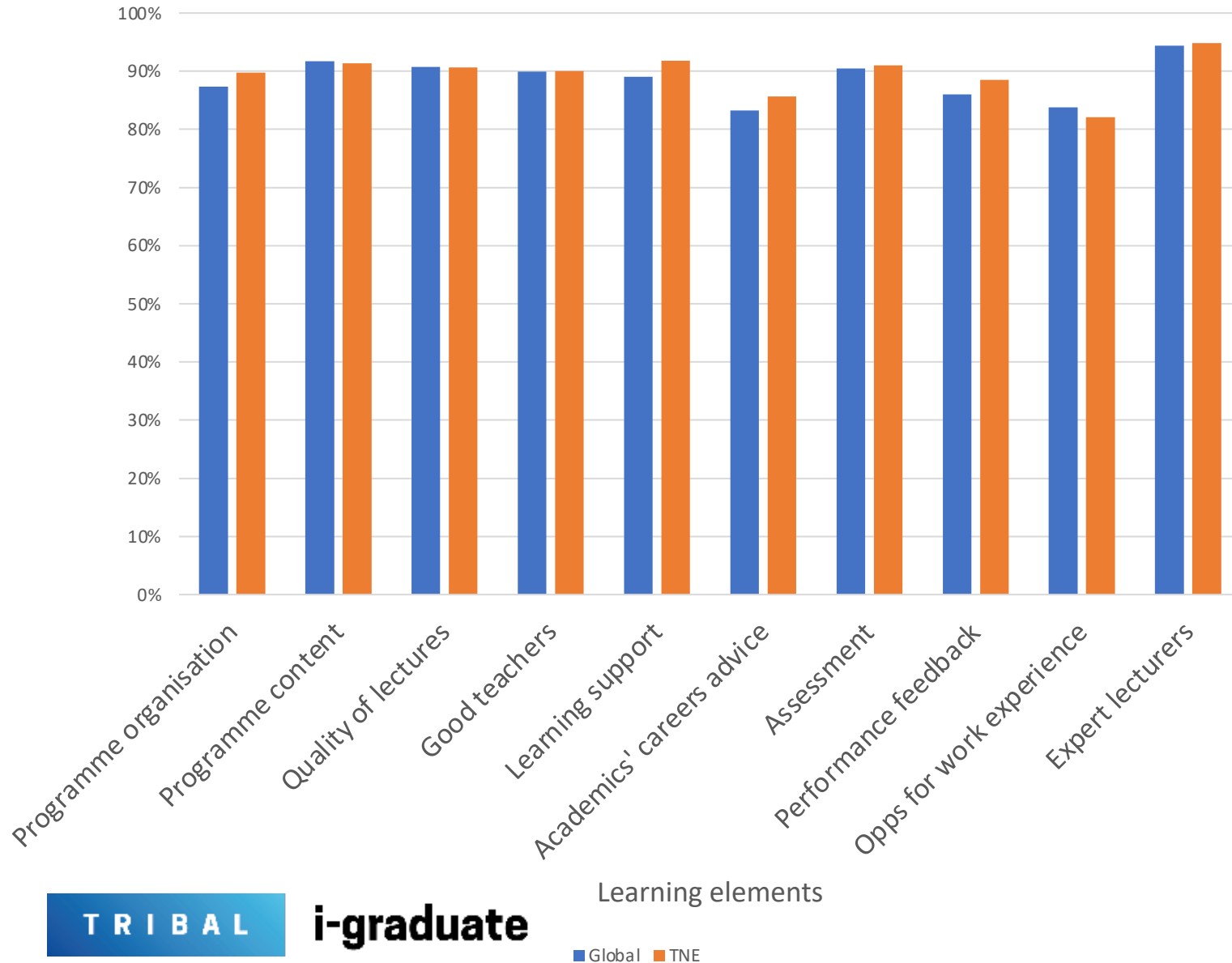
- Cost of living and cost of study are slightly more significant for TNE students.

- The key decision-making factor is future career impact and future earning potential.

- Note also entry requirements may vary across TNE provision.
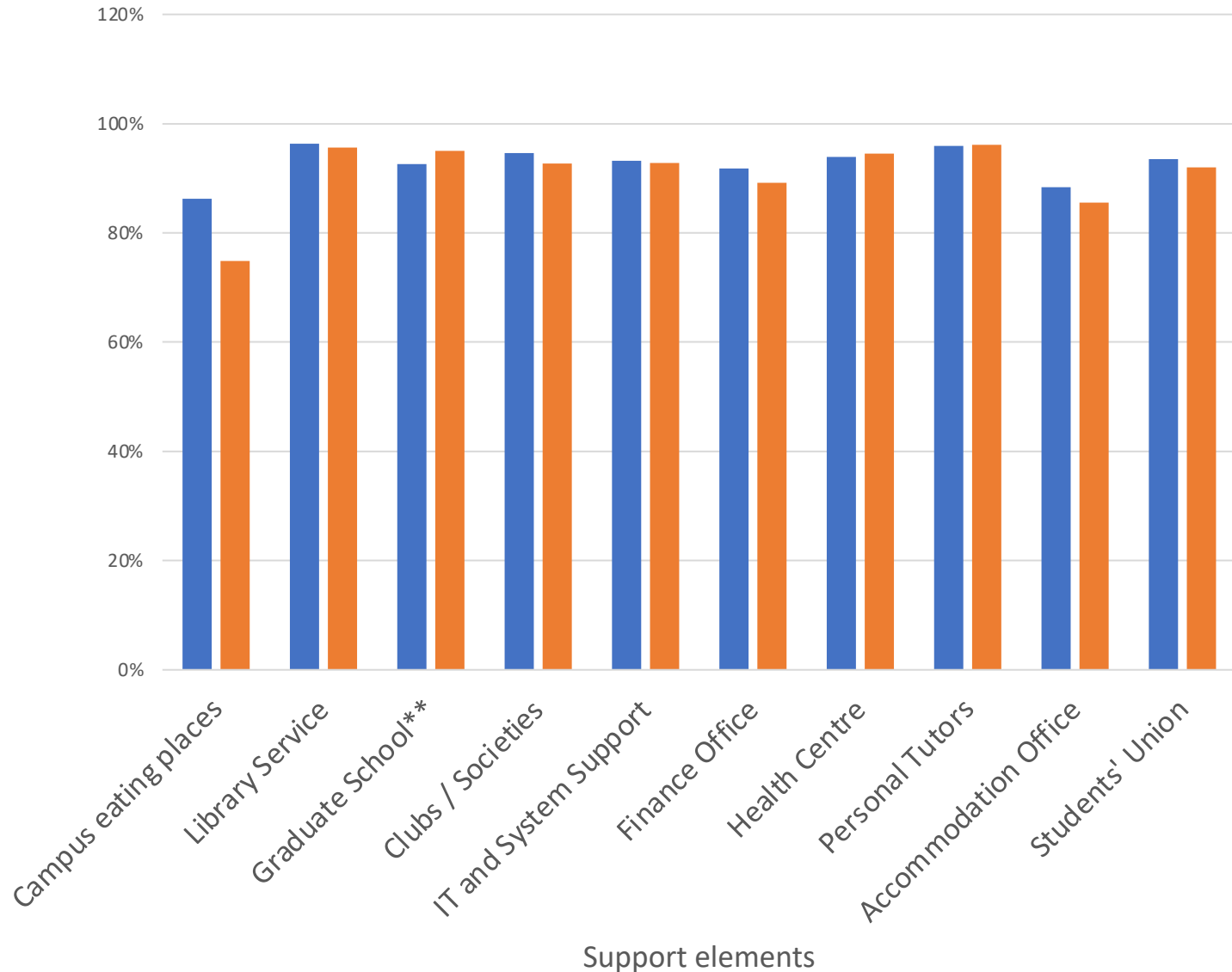
- Also opportunities to work is a key consideration.

How important were the following factors when deciding where to study?

Decision making elements

■ Global   ■ TNE

Learning elements

Pleasing to see that TNE provision in 2023 scores well compared to the global benchmark.

Focus on our learning indices - there are over 25, focus on 10 key factors.

.The percentage figures represent those who are both satisfied and very satisfied.

Aggregated figures flatten out some of the variances and it is important for individual providers to examine their own scores and look at strengths and weaknesses.
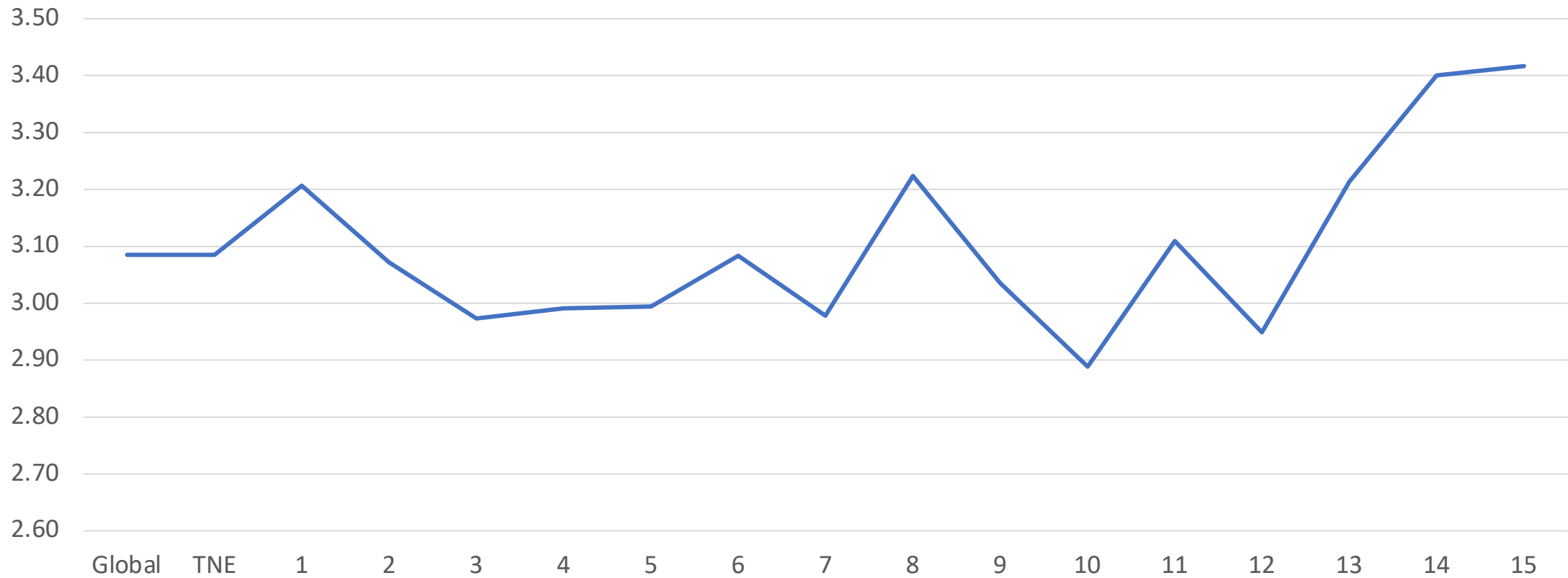
TRIBAL **i-graduate**

Satisfaction with 'Support Services'

Global provision and TNE provision score well over 80% satisfaction for the vast majority of elements.

Campus eating places is the one that stands out!!

My experience having visited most TNE campuses in Asia are that the local food offerings are so cheap, plentiful and delicious that the on-campus offering cannot compete which is often not the case in the UK or Australia!

Variations across TNE Provision

Overall Satisfaction

Some Closing Thoughts

It is crucial that institutions who are serious about student experience across their campuses and TNE provision should take into account the student voice and listen to their views about the provision in all its complexity.

The whole idea of educational benchmarking is comparing provision across a range of different context, cultures and locations where we can't expect a 'mirror' of the home campus, but we would hope high levels of satisfaction with the student experience.

You need both comparable data across provision as well as externally benchmarking.

Enabling institutions to enhance the provision wherever it is!

Session 6D: Weds 6th March, 8:30 – 9:15

Internationally Local: Ensuring quality TNE for a strong student experience

Fabrizio Trifiro
Ecctis / UK ENIC, UK

Chris Bandy
Acumen, Australia

Hayley Shields
Edified Education, New Zealand
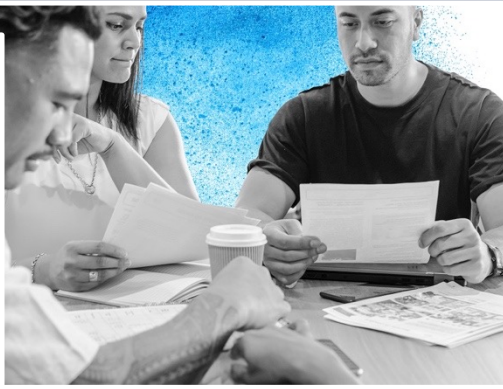
Guy Perring
i-Graduate, Malaysia

Chair
Fabrizio Trifiro
Ecctis / UK ENIC, UK

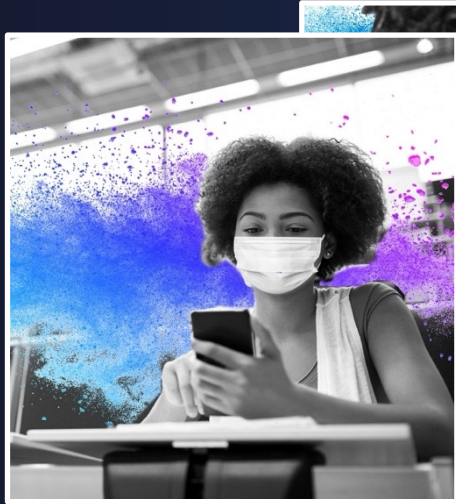APAIE 2024

Collaborating for sustainable impact: partnerships across the Asia Pacific

APAIE Perth 4 - 8 March 2024

APAIE
Asia-Pacific Association
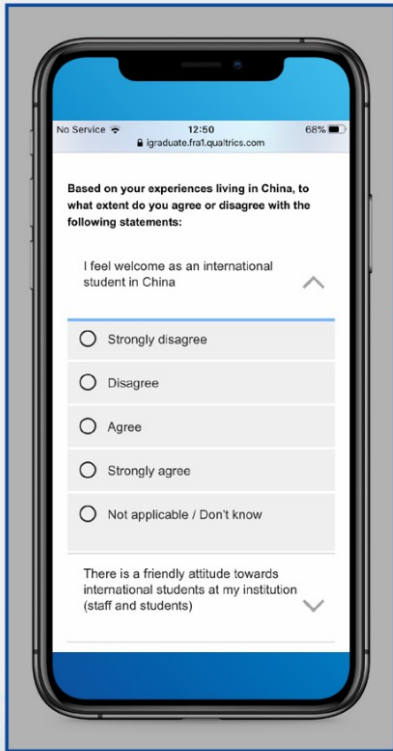for International Education

TRIBAL i-graduate

Providing comparative insights to the worldwide education sector to help institutions track, benchmark and improve student and stakeholder experience across the entire student journey.

LEARNING EXPERIENCE:

Measures how satisfied students are with over 30 aspects of the Learning experience at the institution, including teaching quality, facilities and assessment methods.

ONLINE LEARNING EXPERIENCE:

How satisfied students are with a range of online learning indicators such as lectures and group work.

LIVING EXPERIENCE:

The extent to which students are satisfied with over 20 aspects of the Living experience, from accommodation cost and quality of internet to making friends from other countries and transport links. It also includes questions on how welcome international students feel.

SUPPORT SERVICES:

How satisfied students are with the institution's personalised list of support services, such as the library, catering and careers service.

CAREERS SUPPORT: *

Measures the expectations of students around careers support and then how satisfied students are with that support in terms of guidance, training and placements.

STUDENT WELLBEING:

The extent to which students are stressed, anxious or have concerns about completing their studies. Institutions can provide contact details in case students need to speak to someone.

RECOMMENDATION:

Students are asked if they would actively encourage or discourage others of applying to the institution, as well as if their course represents good value for money.

INCLUSIVITY: *

Invites students to say if they have experienced any form of discrimination including discrimination based on race, nationality and gender.

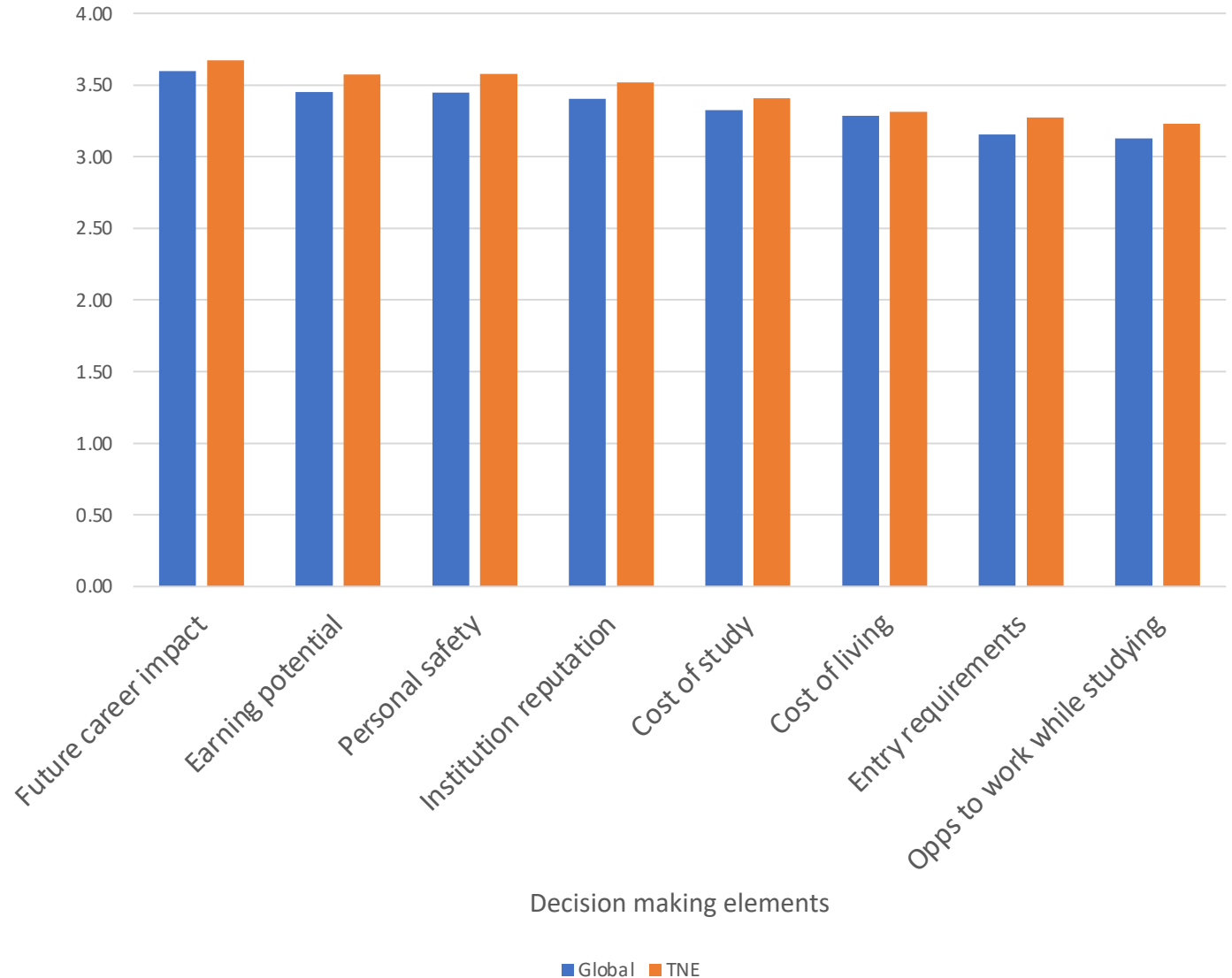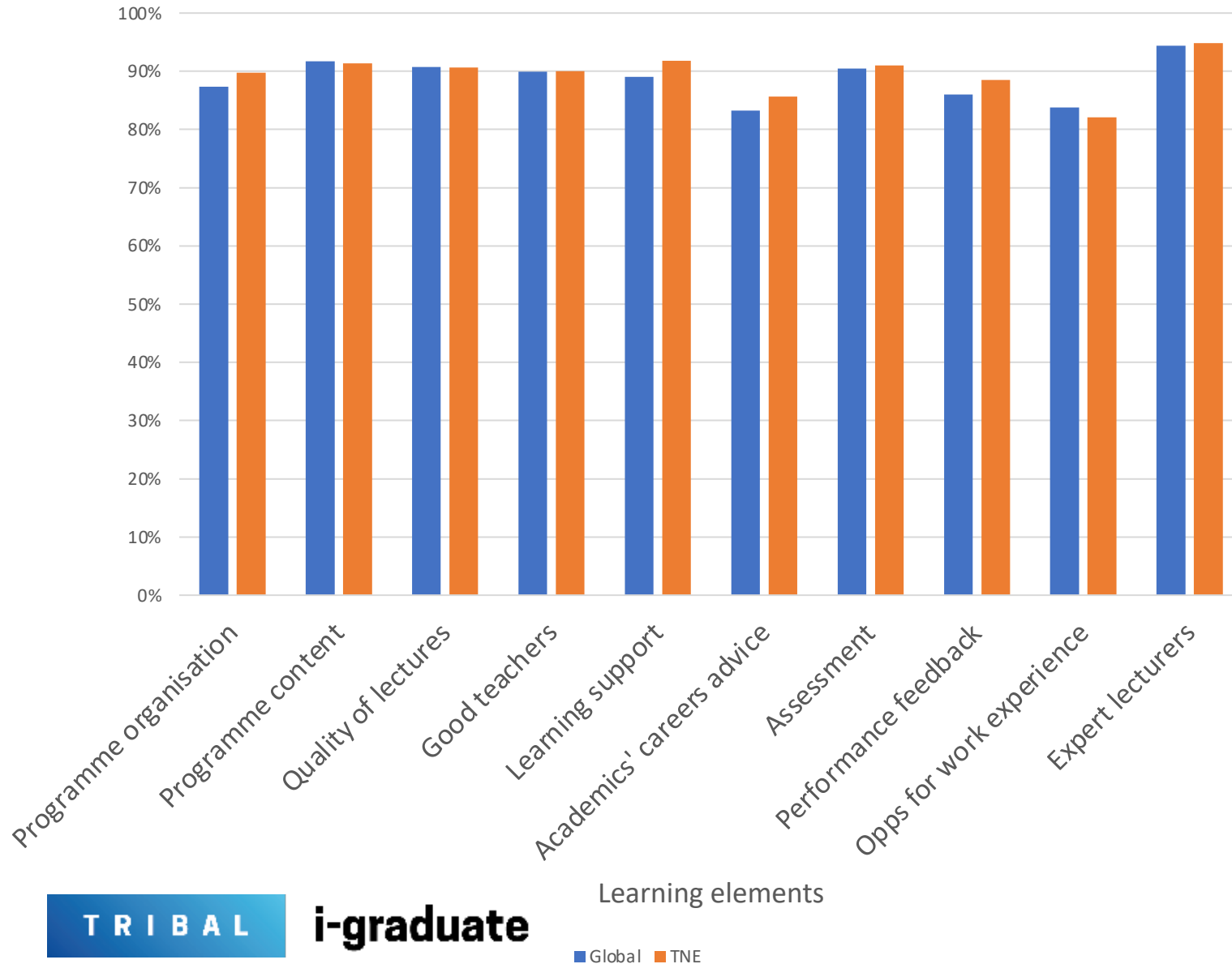| Pre-Arrival	Experience	Support
Decision Factors	Arrival	Support Services
Key Influencers	Learning	Careers & Future Plans
Application, Agents & Visas	Online Learning	Student Wellbeing & Inclusivity
	Living	

- The student barometer is the largest survey of students globally.

- The database stretches for nearly 20 years and now has **over 4 million responses.**

- Unprecedented insight into the evolving views of students in both their university experience and their motivations in choosing a particular institution or country.

- Captures the experience of transnational education students and in the 2023 iteration captured the opinions of **over 14,500 students in TNE provision**.

- Students in campuses in Mauritius, Singapore, Malaysia, Dubai and China as well as partner institutions in local colleges and universities in Singapore, Malaysia, Greece, Vietnam, Trinidad and Tobago and Hong Kong.

- With **over 86,000 students** in the global 2023 benchmark, we can get some insights into how TNE provision globally compares with more traditional forms of HE delivery.

- Cost of living and cost of study are slightly more significant for TNE students.

- The key decision-making factor is future career impact and future earning potential.

- Note also entry requirements may vary across TNE provision.

- Also opportunities to work is a key consideration.

How important were the following factors when deciding where to study?

Decision making elements

■ Global ■ TNE

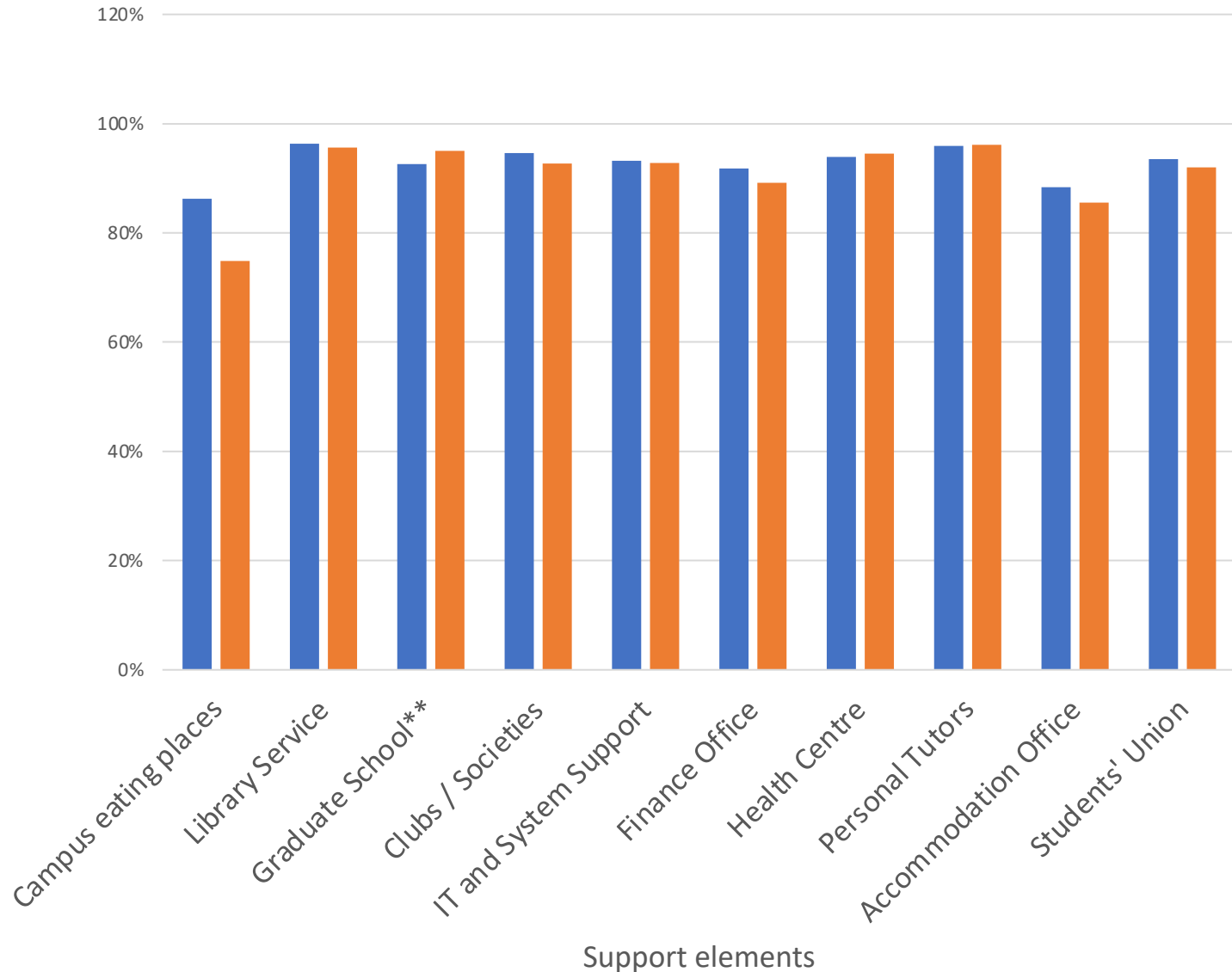**TRIBAL i-graduate**

Learning elements

Pleasing to see that TNE provision in 2023 scores well compared to the global benchmark.

Focus on our learning indices - there are over 25, focus on 10 key factors.

.The percentage figures represent those who are both satisfied and very satisfied.

Aggregated figures flatten out some of the variances and it is important for individual providers to examine their own scores and look at strengths and weaknesses.
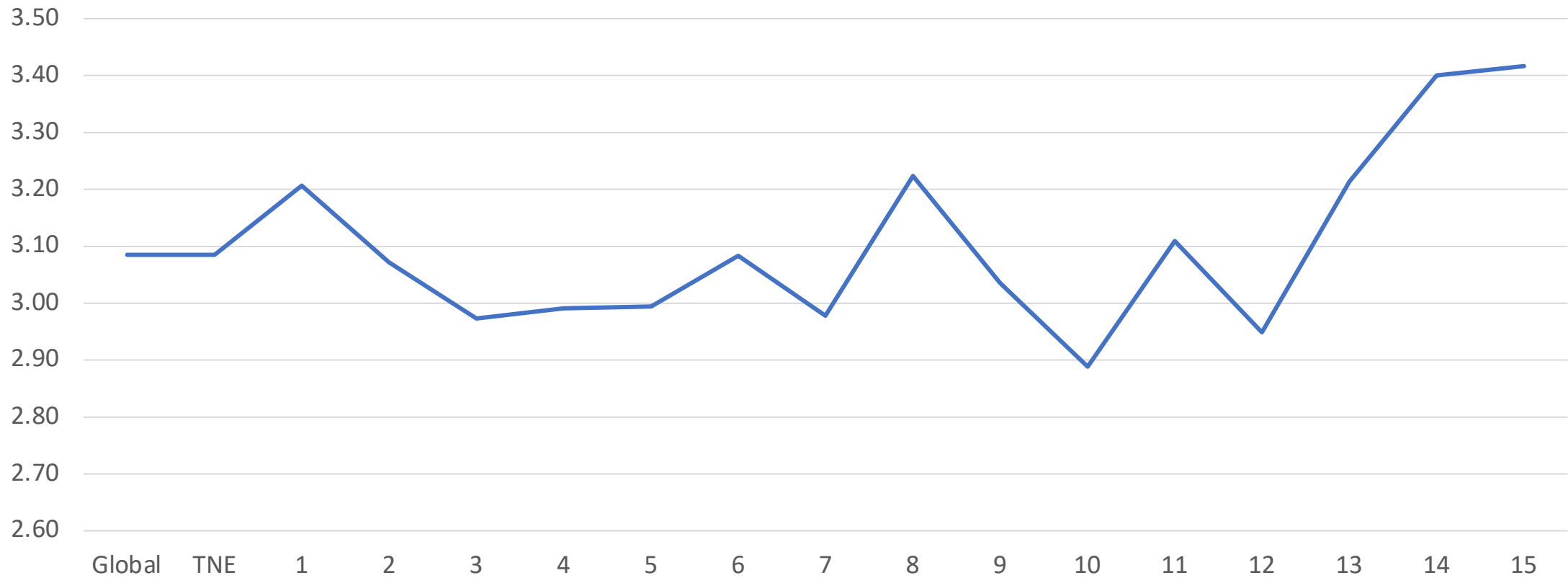
Satisfaction with 'Support Services'

Global provision and TNE provision score well over 80% satisfaction for the vast majority of elements.

Campus eating places is the one that stands out!!

My experience having visited most TNE campuses in Asia are that the local food offerings are so cheap, plentiful and delicious that the on-campus offering cannot compete which is often not the case in the UK or Australia!

Variations across TNE Provision

Overall Satisfaction

Some Closing Thoughts

It is crucial that institutions who are serious about student experience across their campuses and TNE provision should take into account the student voice and listen to their views about the provision in all its complexity.

The whole idea of educational benchmarking is comparing provision across a range of different context, cultures and locations where we can't expect a 'mirror' of the home campus, but we would hope high levels of satisfaction with the student experience.

You need both comparable data across provision as well as externally benchmarking.

Enabling institutions to enhance the provision wherever it is!

TRIBAL **i-graduate**

Internationally Local: Ensuring quality TNE for a strong student experience

Fabrizio Trifiro
Ecctis / UK ENIC, UK

Chris Bandy
Acumen, Australia

Hayley Shields
Edified Education, New Zealand

Guy Perring
i-Graduate, Malaysia

Chair
Fabrizio Trifiro
Ecctis / UK ENIC, UK

Diamond Sponsors

Platinum Sponsor

APAIE 2024

Collaborating for sustainable impact: partnerships across the Asia Pacific

APAIE Perth 4 - 8 March 2024

APAIE
Asia-Pacific Association
for International Education