

Environment for Transnational Education
Partnerships and UK Qualifications:
Challenges and Opportunities

China and UK

Findings and recommendations
from primary research

Part of Going Global Partnerships



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1. Introduction

This report considers some of the important challenges for higher education institutions (HEIs) in China and the UK in further developing, extending, and supporting joint international partnerships in education. These include partnerships to provide quality programmes from undergraduate to doctoral level in China, subject to the permissible regulatory environment. The report aims to better understand the environment for such partnerships.

To do this, a review of the legislative, regulatory and policy frameworks for international higher education was undertaken. Interviews were then conducted with higher education stakeholders in both countries. These included government representatives, sector agencies, higher education leaders, partnership managers and academic course leads. The report contains their views relating to the opportunities and the main challenges and how these might be addressed. Their contributions in the interview discussions inform the recommendations.

1.2 The state of UK TNE in China

China is the largest host country for UK transnational education (TNE) programmes. In 2020-21, it hosted 59,265 students on such programmes¹. This report uses data from the UK's Higher Education Statistics Agency (HESA) Aggregate Offshore Record (AOR) 2022, which provides information on the position of transnational education provision for the academic year 2020-21.

To ensure consistency in the reporting of TNE programmes, we are using the programme typology used by the Universities UK International². In this report, we have substituted the term used by HESA, 'Other arrangements including collaborative provision', with 'Collaborative provision', to make it consistent with the sector reporting.

Our analysis shows continued growth across all types of TNE delivery in China. The most notable increases are in the numbers of students on collaborative programmes and those registered at overseas partner organisations over the past three years.

1 <https://www.hesa.ac.uk/data-and-analysis/students/where-from#tne>

2 Universities UK International (2021), The scale of UK transnational education provision 2019-20: Analysis of HESA data (https://www.universitiesuk.ac.uk/sites/default/files/uploads/UUKi%20reports/Scale%20of%20UK%20HE%20transnational%20education%202019-20_final.pdf), p8.

Figure 1: Number of TNE students from 2018-19 to 2020-21

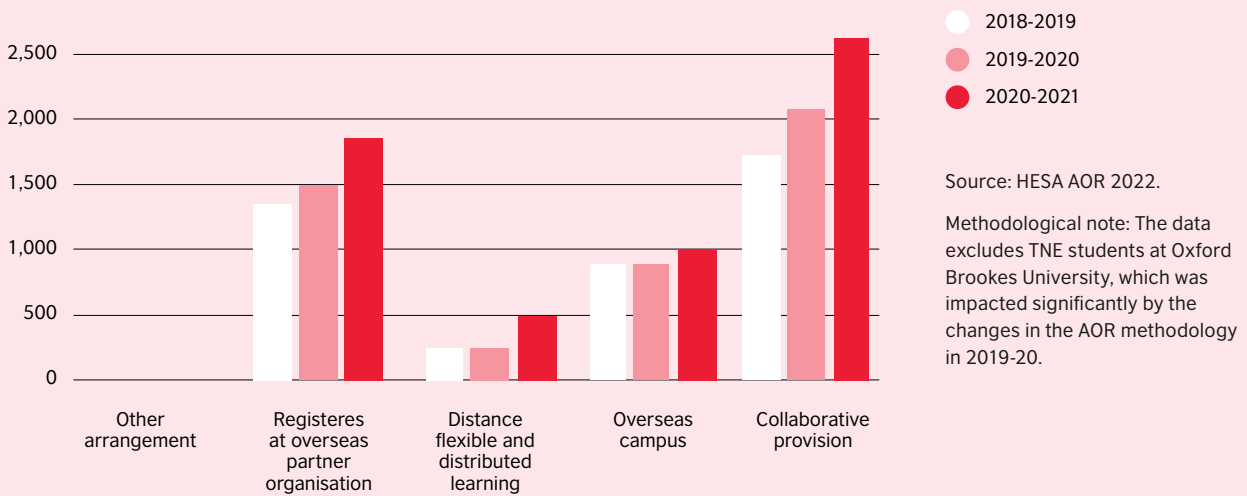
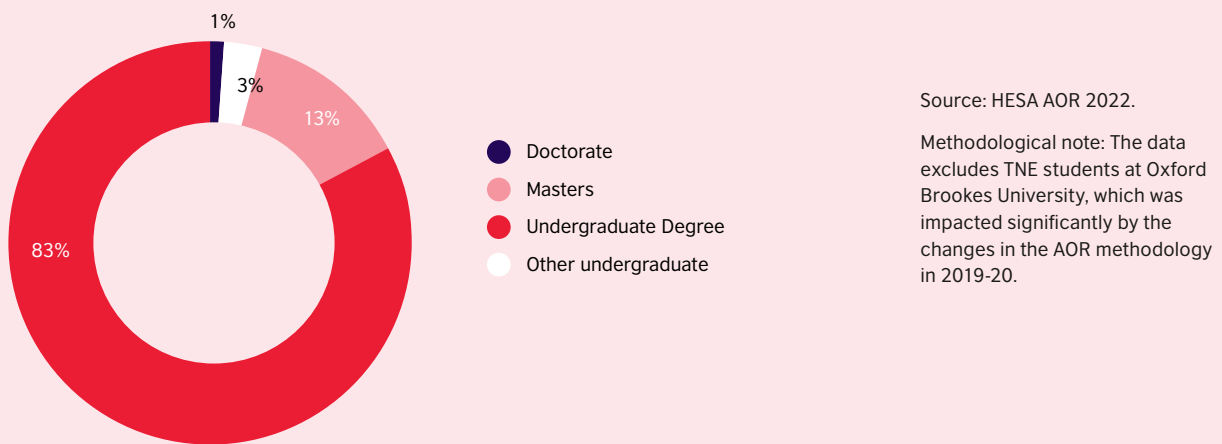


Figure 2: The level of study of TNE students in 2020-21



Almost all UK HEIs engaged in TNE are active in China. The HESA AOR shows that 133 institutions delivered TNE programmes in 2020-21. However, more than half of the students were concentrated in five UK universities. The most significant number of students are enrolled on bachelor programmes (84 per cent), followed by masters' students (13 per cent).

1.3 Primary data collections

This report summarises the contribution of 10 interviews to a set of semi-structured questions. The interview respondents included stakeholders from the Chinese Ministry of Education, national-level regulatory and professional bodies; officials from two provinces; and joint institutes and tertiary education institutions from the UK and China involved in the collaborative delivery of UK degrees and qualifications. A wide range of UK universities were also interviewed in this study, with collaborative and partnership-based activities involving substantial TNE in China. Given the focus of the report on international collaborations, the study did not include articulation arrangements, which draw on the recognition of prior learning.

In addition, this analysis draws on an online survey about transnational education provision in China, which attracted responses from 18 Chinese institutions.

All HEIs interviewed for this research were familiar with the relevant regulatory provision and compliance rules in China. They were well versed in the differences in conceptual understanding of TNE in the UK and Chinese contexts. It is important to highlight that UK TNE activities, which include franchises, distance learning, articulation, and

branch campuses, are distinctly different from the highly regulated TNE activities in China, which are confined to joint programmes, joint institutes and cooperative universities. The regulatory environment in China encourages TNE development; TNE partnerships in China, irrespective of whether they are independent legal entities, need to be mindful of the legal environment and changes.

Overseas qualifications delivered by distance learning are not recognised in China and are unlikely to be in the foreseeable future. There was a temporary change in late January 2020, when mainland China postponed all educational activities, and the Chinese Ministry of Education (MoE) encouraged the use of online delivery as an alternative to face-to-face teaching. This was the first time online delivery had been permitted in China at scale and as part of formal education delivery. However, this change only applied to students admitted to traditional face-to-face programmes, while online and distance learning programmes remained unrecognised. Although UK distance learning qualifications are not officially recognised by the Chinese government, they are still valued by some private employers – particularly multinational companies – and in 2020-21, the UK online and distance education increased its proportion to 8 per cent of the overall UK TNE. The British Council and the UK Department for International Trade, in cooperation with the Open University of China, conducted research that aimed to support the UK HEIs' understanding of online and distance learning provision in China and how to better support the students on such programmes³.

2. Value of teaching partnerships

When asked how transnational education partnerships and teaching partnerships have changed or impacted the tertiary education landscape in China, respondents from HEIs in the UK and China, alongside officials from the MoE, recognised that the scale of joint programmes, joint institutes and cooperative universities is small in relation to an expanding higher education system. TNE, however, has been given a place structurally in China's extensive higher education system. The interviewees agreed that:

- TNE has a constructive role in international collaborations
- TNE enriches China's higher education system through different systems brought in by various countries
- TNE is acknowledged as an integral part of China's higher education system that makes quality education accessible to students who do not wish to go abroad.

TNE is credited as an impetus for China's higher education reform and development through enhancing capacity and capability.

More significantly, the value of TNE was perceived as follows:

1. Improving quality

Through active China-UK faculty collaboration, TNE partnerships enhanced the mutual understanding of the respective country's education system. The impact on quality through China-UK TNE partnerships is relative and is dependent on the breadth and depth of faculty collaboration. For example, in a curriculum setting, the quality assurance of the UK higher education system is embedded in the joint programme,

institute or cooperative university. The more integrated quality assurance is in TNE programmes, the more impact there is on student experience, teaching and learning and assessment, which are all at the heart of improving high-quality education provisions, as intended by the policy that regulates TNE in China.

2. Internationalisation of higher education

TNE is a relatively new concept in China, and many local institutions, students, and parents are unfamiliar with it. TNE is an integral part of higher education internationalisation and is gradually appreciated and understood by institutions showing more curiosity about how TNE could enhance their internationalisation besides student and faculty exchanges.

3. Government's role and governance at the institutional level

The government sets out clear regulations. The broad regulatory framework also allows individual host universities to position the joint programme, institute or cooperative university. For example, cooperative universities are bona fide independent legal entities. These institutions are given ample room and flexibility in deciding their management structures. The regulatory framework also requires them to establish their governing boards with mutually agreed terms of reference, codes of practice and rules of procedures in governance, which is a marked difference from domestic institutions. The international partnerships through TNE are encouraged to deliver high-quality education and explore transformational higher education for the future.

The interviewees from UK institutions highlighted that the following internal considerations at the institutional level were important lessons learned for the UK sector as a whole:

- **Transparency:** Universities must be transparent about their motivations and unarticulated objectives when they embark on a TNE venture.
- **Timescale:** Delivering TNE is time-consuming, and the timeframe to realise TNE objectives often takes longer than the tenure of a vice-chancellor or chancellor.
- **Internal resources allocation:** Rather than a venture being led by the international office or a faculty team only, other professional services need to be brought in from quality assurance, library, finance, human resources, internet connectivity etc.
- **Overheads:** Properly accounting for the full cost of TNE (for example, the overheads referred to above) could pose challenges in realising TNE objectives.
- **Leadership:** It is important to have the right people based in China who are capable of effective management of resources, identifying the right partners and ascertaining their motivation in collaboration.

3. Evolution of the international collaboration policy landscape

This section provides a historical overview of TNE policy in China. It shows how the higher education landscape has evolved over the past two decades, and its maturity has shifted the priorities of TNE from demand absorption in the early 2000s to the quality of higher education. This is reflected in how the regulatory framework is enforced in the country.

The development of TNE in China went through three stages in the past three decades:

- Before 1995: laissez-faire development
- Between 1995 and 2003: progressive standardisation
- Between 2003 and the present: progressive legalisation and regulation with a growing emphasis on quality over quantity of higher education

In 1995, the MoE released Interim Provisions for Chinese-Foreign Cooperation in Running Schools. This formally included TNE in the Chinese higher education system by specifying the necessity of regulating TNE activities in China. When China joined the World Trade Organisation in 2000, the Chinese education market was officially opened to the world. Accelerating access to tertiary education opportunities through franchise and articulation to overseas degree and higher degree programmes prompted the Chinese government to introduce a legal framework for TNE development and associated activities.

On 1 September 2003, the State Council proclaimed the People's Republic of China Regulations on Chinese-Foreign Cooperation in Running Schools (hereafter referred to as 'Regulations 2003'). These regulations encouraged local universities to 'cooperate with renowned foreign higher education institutions in launching new academic programmes designed to introduce excellent overseas educational resources to local institutions' (Regulations 2003, Chapter 1, Article 3). TNE in China also includes 'activities of cooperation between foreign educational institutions and Chinese educational institutions

in establishing educational institutions within the territory of China to provide education service mainly to Chinese citizens' (Regulations 2003, Chapter 1, Article 2).

In 2004, the MoE issued Implementation Measures for the People's Republic of China Regulations on Chinese-Foreign Cooperation in Running Schools (hereinafter referred to as 'Implementation Measures 2004'). Implementation Measures 2004 provided the executive details of Regulations 2003 and covered requirements of detailed information relating to mission, establishment, organisation and administration, governance, education and teaching, assets and financial matters, alteration, termination, and legal liability. According to Implementation Measures 2004, approved joint programmes, joint institutes, and cooperative universities should submit an annual report in March, which should include detailed information on student recruitment, curricula, faculty, and teaching quality, and a financial report. An annual report is put to public consultation for at least five days to enhance the transparency of the TNE operation and ensure that total compliance is observed. Moreover, TNE programmes and institutes undergo a comprehensive evaluation every five years. The evaluation outcomes determine whether a programme is renewed for another term.

In 2007, the Ministry of Education issued a Notification of the Ministry of Education on Further Regulating Chinese-Foreign Cooperation in Running Schools (hereafter referred to as 'Notification 2007'). In 2009, MoE published a quality assurance manual (trial version) (hereafter referred to as 'Quality Assurance Manual 2009'). This manual set out the requirements that would be used to determine the administration, reporting, periodic and comprehensive review, and approval of the three types of TNE activities, namely joint programmes, joint institutes and Chinese-foreign cooperative universities. Quality assurance for TNE in China is administered through a stringent approval system. The establishment of new programmes and licence

renewal for TNE at the undergraduate level and above is approved by the MoE. The provincial educational bureau approves TNE programmes below the undergraduate level.

Regulations 2003, Implementation Measures 2004, Notification 2007 and Quality Assurance Manual 2009 became the predominant regulatory and compliance frameworks of TNE activities in China. Thus, they marked the progressive legalisation and regulation development from 2003 to the present, emphasising quality TNE over quantity, from education marketisation to the recognition that education is a common good and is not for profit.

4. Regulatory framework for transnational higher education in China

4.1 Regulatory framework for transnational education and labour market recognition of qualifications

There is a consensus amongst the interviewees and survey respondents that the regulatory framework is not a challenge. As discussed in Section 3, this framework has remained unchanged over the past 20 years. This is reflected in several evaluation studies includes as part of the British Council's Global Gauge series, the outputs of which are available on the Global Gauge portal⁴.

The challenge, however, is the enforcement and implementation of the legal framework, understanding what the legal environment and relevant regulations are and keeping abreast with the changes in requirements. In addition, regulatory requirements at the national and regional levels in China are not confined to academic affairs. Still, they cover every aspect of the education operations including human resources, student recruitment, admission services, library, finance, procurement, campus development, audit, social media, information technology, marketing and communication, etc.

It is essential to highlight that approval for joint partnerships is conducted on a case-by-case basis. The lack of evenly enforced regulatory function gives the respective policymakers the freedom to adapt the implementation of the rules to suit the respective higher education (HE) priorities. Section 3 of this paper illustrated how TNE in the country evolved to reflect a shift from the demand absorption function in the early 2000s, when China's Gross Enrolment Rate in tertiary education was 8 per cent, to 2020, when it was 58 per cent. The HE policy priority has thus

shifted from the demand absorption 20 years ago, characterised by fairly liberal and standardised implementation rules, to a heightened focus on the quality of HE programmes in the present day.

The 'four one-thirds rule', stipulating the requirement for international partners to commit no less than one-third of teaching and education resources to the individual joint programmes, institutes and cooperative universities, was mentioned by the majority of the interviewees. Whilst the 'four one-thirds rule' is perceived to be comprehensive, it is also seen as strict, rigid and inflexible. However, the institutions' interviewees all managed to find innovative ways to honour the requirement of the high proportion of undergraduate teaching. For example, one joint institute made a tremendous effort to tailor the new programme and, by design, ensure it is fully integrated to meet not one-third but 50 per cent of teaching requirements. The UK university has locally based staff in China who are on tenure-track with honorary status at the UK university, including authorship of published papers being accounted for. This deliberate arrangement provided stability to the student experience and mitigated the absence of flying faculty during the COVID-19 pandemic.

This section considers the responses from 18 Chinese universities to an online survey. Seventy-eight per cent of respondents said that the national agencies had either a developed or well developed understanding of different delivery models. However, 24 per cent said that favourable immigration rules were not developed. The latter may be a reflection of the travel restrictions imposed in response to COVID, which had a significant impact on international students in China.

Figure 3: Interviewees’ perceptions of enabling conditions, part one

How well developed are the following enabling conditions in this country?

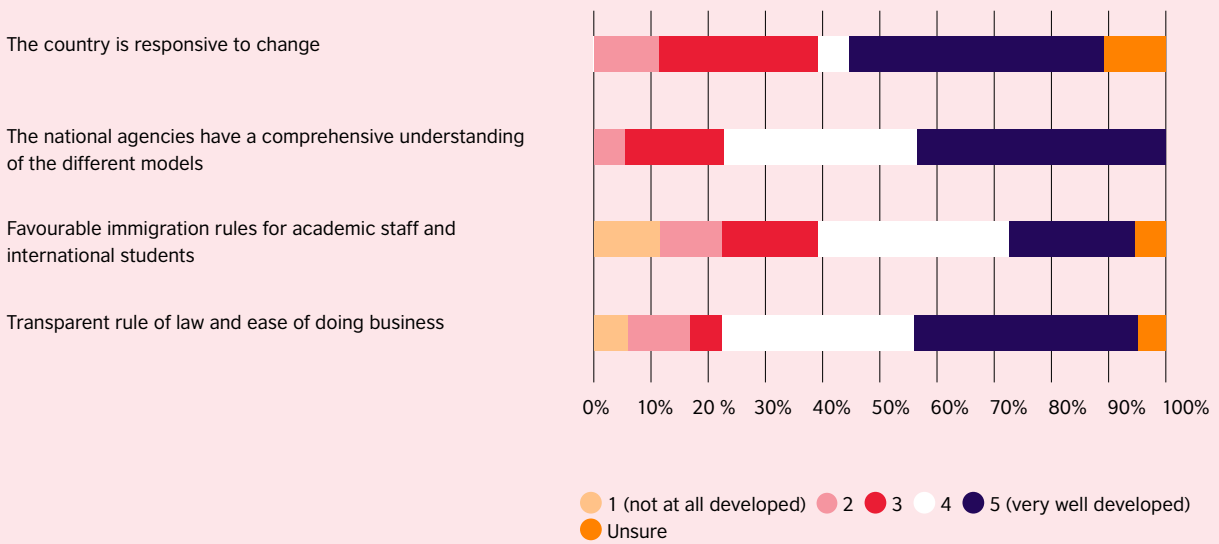
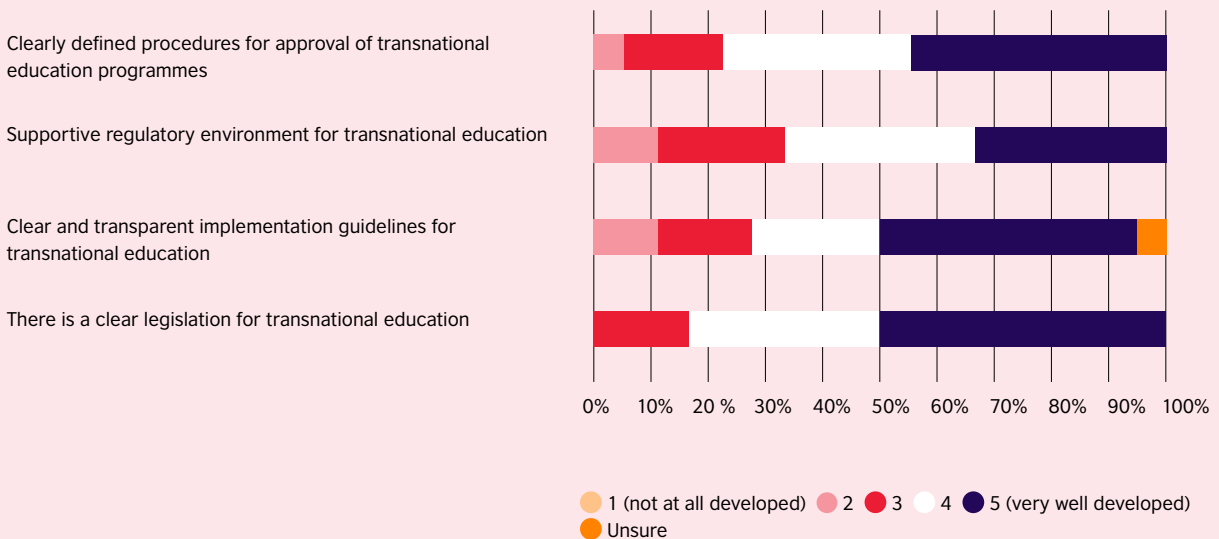


Figure 4: Interviewees’ perceptions of enabling conditions, part two

How well developed are the following enabling conditions in this country?



In terms of enabling conditions, 83 per cent of respondents said that the legislation in China is well developed for transnational education. However, 12 per cent said that the implementation of guidelines was not developed in the country. The latter reflects the case-by-case implementation of the regulatory environment.

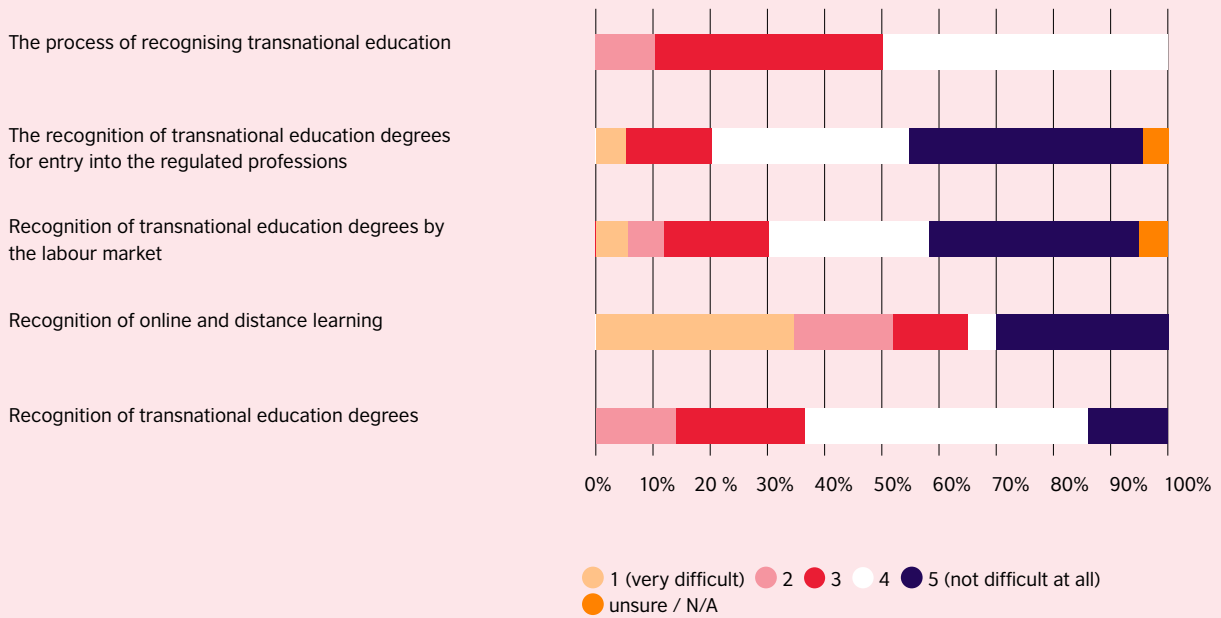
One respondent to the semi-structured interview questions highlighted the challenge generated by a mandatory requirement of systemic Chinese Communist Party development in tandem with the development of joint institutes and cooperative universities. The mandatory requirement is an integral part of the joint institutes and cooperative universities' articles of association and agreements.

On the labour market, interviewees cautioned that first and foremost, it is essential to understand the basic principle of Chinese qualification recognition. This is that, while China supports higher education conducted through various long-distance means (Article 15, Higher Education Law, 2009), TNE programmes by online or distance learning or part-time study are not supported in the regulatory framework for TNE. This is because TNE programmes, institutes and cooperative universities are legitimised through approval obtained from the MoE. It is essential at this juncture to note that during COVID, online education was permissible as a mitigation measure only, and only included campus-based students.

When asked about difficulties in the recognition of transnational degrees in China in the online survey, over 80 per cent of the respondents stated that the recognition of online and distance learning was the most difficult. However, 76 per cent said that the recognition of transnational degrees for entry into the regulated professions was not a challenge.

Figure 5: Interviewees’ perceptions of challenges to recognition

How difficult or challenging is the recognition of transnational education degrees in this country?



The mandatory qualification verification process managed by the Chinese Service Centre for Scholarly Exchange under the MoE aims to prove three essential criteria. They are the authenticity of the qualification obtained by graduates, duration of study overseas, and that the graduates studied and lived abroad. The qualification verification document is essential to graduates (and their parents) upon their return to China. It acts as an official proof to ensure they are not disadvantaged from accessing benefits introduced by both public and private sectors, in provinces and cities that have incentive schemes and entitlements to attract and retain talents. These include, for example, one-off special allowances, tax relief, registered residency ('hukou'), the right to purchase properties, access to education for their children, etc.

Finally, geopolitics in recent years between China and the USA, the UK, the EU, etc., are perceived by interviewees based in China as a barrier to the advancement of TNE. The travel ban imposed since COVID has hindered student mobility to the UK, flying faculty to China and faculty-to-faculty collaborations. The medium- to long-term implications of the travel ban could mean students are less enthusiastic about spending time in the UK to complete their studies. It might require more incentives to motivate flying faculty to travel and teach in China. The absence of face-to-face interaction between students and faculty stretches the current mechanisms and measures of quality assurance.

4.2 Perceptions of transnational qualifications by stakeholder groups

4.2.1 UK institutions

The following risks and external challenges that required management and mitigation were highlighted by respondents:

Protection of personal data and adherence to intellectual property law is necessary in accordance with the UK's General Data Protection Regulation.

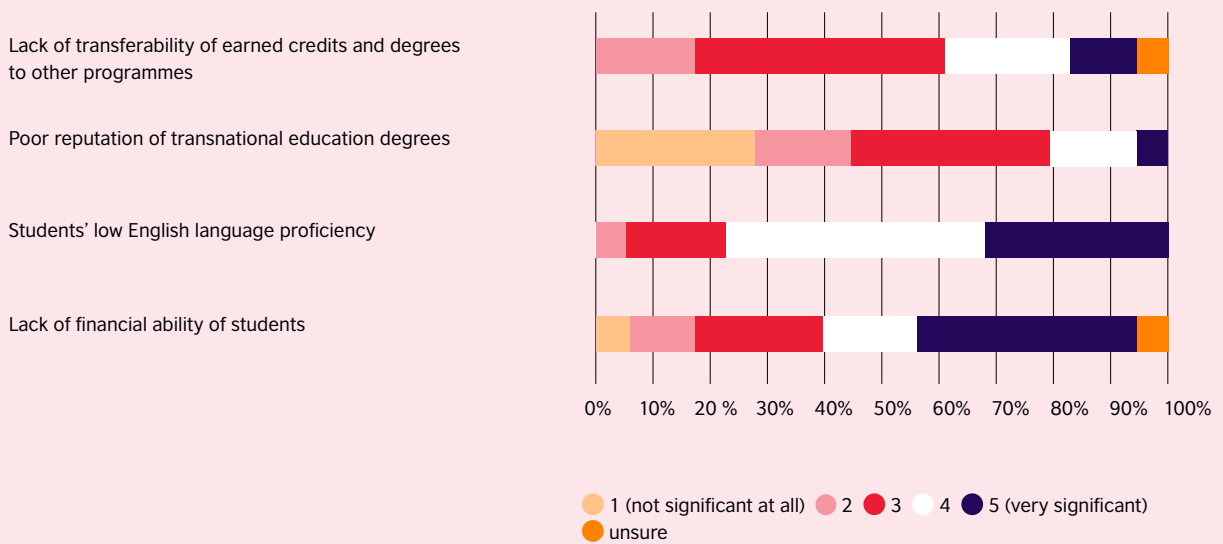
In professional education, the UK higher education sector must not assume UK qualifications will prevail in other jurisdictions. UK HEIs need to be mindful of compliance with local professional qualifications and bodies, and the location where students want to go for employment.

Other external challenges include the quality assurance regime to partner countries' quality assurance, recognition of awards, human resources, the tax issues of the host countries, transfer pricing, and income tax covering the home country.

Students' low level of English language proficiency is a significant challenge, according to 78 per cent of the respondents to the online survey. This finding contrasts with the least significant challenge of the poor reputation of transnational education degrees, at 44 per cent. While reputation helps to recruit students, universities engaged in TNE partnerships should not take recruiting students with suitable English language proficiency for granted.

Figure 6: Interviewees' perceptions of barriers to student demand

How significant is each of the following barriers limiting student demand for transnational education?



4.2.2 Local institutions

Interviewees from local institutions shared a common theme in their responses, which reiterates the importance of international partners' ability to adhere to Chinese higher education law and respect Chinese culture. They all gave high prominence to the quality of education programmes, staff and international partners, and mutually beneficial collaboration that is not for profit.

4.2.3 National-level stakeholders (government, regulatory bodies, professional associations)

Table 1 lists the stakeholders considered and named by respondents as instrumental to the establishment and development of TNE.

'All things are possible within the regulations and compliance framework. Innovation and strength of programmes are critically important. The university's partners' ability to lobby the government.'

Anonymous interviewee

Table 1: Significant stakeholders

China	UK and Global
Ministry of Education	Quality Assurance Agency for Higher Education – until March 2023 ⁵
Department of International Cooperation and Exchange, MoE	Scottish Qualification Agency
China Education Association for International Exchange	Economic section of the UK Embassy
China Scholarship Council	UK Department for International Trade
Chinese Service Centre for Scholarly Exchange	British Council
Provincial and municipal governments	Ecc ⁶
Local education departments and bureaus that are the key drivers in areas including financial, student quotas and local external stakeholders	Grok Global market research
Agencies that offer help in language training and applications	China-Britain Business Council

⁵ The registration of the Quality Assurance Agency for Higher Education is valid until 30/06/2023 (listed since 23/10/2013). For details, see <https://www.eqar.eu/register/agencies/suspended-entries/>

⁶ Ecc⁶ is a provider of services in the recognition and evaluation of qualifications and skills, formerly UK NARIC. <https://www.ecc⁶.com/About%20Us/Default.aspx>

The majority of the respondents have longstanding relationships with the British Council and perceived it as very important in China with its valuable support and advice. The British Council's primary focus on education seemed to give it a much more comprehensive scope than other organisations mentioned by various respondents and listed in the table above. For example:

'The British Council has played a crucial role in connecting Chinese students with those abroad. The English Language is one carrier promoting communication, collaboration and building trust.'

'British Council has been playing a very active and constructive role in promoting TNE and international cooperation between Chinese Universities and the UK universities.'

'British Council plays a vitally important role in the coordination between two sides. We have identified a lot when the British Council organised a series of lectures and activities to our 2017 cohort student, and we hope to keep close contact with the British Council.'

'The British Council is a facilitator to the MoE. It generates mutual understanding, provides policy briefing, links local interested parties to UK institutions, provides guidance to successful partnerships, and lobbies and facilitates in aspects such as visas and (student) recruitment.'

'British Council plays a key role in Sino-UK education cooperation. It is very good in adding value, awareness-raising, networking, marketing intelligence sharing, government lobbying, partnership matching and helps the university take collaboration to the next level.'

Various anonymous interviewees

In response to the question on the impact of COVID on TNE, respondents saw both opportunities and challenges brought by the pandemic.

‘COVID showed UK and partners what is possible. COVID helps to remove barriers.’

‘The pandemic sped up the timeline of the university’s plans to move toward a new learning ecosystem that we envision for [its] future. It is one that blends the best of online and onsite education methodologies and therefore increases opportunities for more people to engage in higher education.’

‘No institution could manage to overcome the barrier that COVID-19 brings to the joint education institutes as far as I know.’

‘Student experience has suffered due to the travel ban. For the last three years, students and faculty have not seen each other. Our staff are looking forward to going back to China to reconnect with students and partners.’

‘COVID-19 has presented a wide range of challenges to international collaboration which impaired the international collaboration readiness of the HE sector in China, for example, the reduced international mobility, the restrictions on international travel, the campus shutdown and the surging anti-globalisation sentiments.’

Various anonymous interviewees

5. Recommendations

The Chinese higher education sector remains in demand for high-quality education programmes in science, technology, engineering and maths, such as life sciences and artificial intelligence. From Chinese stakeholders' perspective, the regulatory and compliance framework created a conducive environment to legitimise TNE activities and to enable innovation in international collaborations through the three clearly defined TNE activities stipulated by the MoE – namely joint programmes, joint institutes and cooperative universities. For UK higher education providers that are committed to TNE and interested in collaborating with universities in China, this section recommends three fundamental considerations derived from the responses gathered through the semi-structured interviews and online survey in this study:

1. Gain deep knowledge and knowhow of the regulation and compliance landscape.
2. Seek advice and expertise from independent third parties.
3. Explore the possibilities of a joint China-UK quality assurance manual and review.

Gain deep knowledge and knowhow of the regulation and compliance landscape

Regulation 2003, Implementation Measures 2004, Notification 2007 and Quality Assurance Manual 2009 chart the regulation and guidance that govern TNE activities as not for profit, and of the highest quality provisions to improve students' choice and education opportunities, in the past two decades.

However, two decades on, UK universities are still in search of a definitive guide to effectively and efficiently executing the implementation measures in a highly regulated environment where the English language is not the lingua franca. To ease UK education establishments into the TNE landscape in China, the regulatory body in China could consider supplying official translated versions of Regulation 2003, Implementation Measures 2004, Notification 2007, Quality Assurance Manual 2009 and any important and subsequent communications in relations to changes in regulations and compliance. Official English language versions would significantly bridge the current gap in understanding for UK stakeholders in accessing and interpreting the regulation and compliance framework. They will also promote mutual understanding of the definition and expectation of transnational education in China, and facilitate direct and meaningful discussion among faculty and professional services in their specific subject domains.

'The UK should treat China as a strategic market and will be rewarded when they do so.'

Anonymous interviewee

Likewise, the UK tertiary education sector could benefit from input and support from trusted regulatory bodies in the UK to offer guidance notes in the interpretation of the regulations in China. In addition, structured training, and support networks to help institutions in navigating the education, cultural and compliance landscape with ease and success, could be considered.

Seek advice and expertise from independent third parties

It is evident from Implementation Measures 2004 and Quality Assurance Manual 2009 that the regulatory and compliance framework for TNE activities in China is not confined to academic affairs. To ensure success, partnerships need to involve staff with the right skills at home institutions and secure the engagement of experienced law professionals, human resources, taxation, financial modelling, and audit. This is in addition to expert recruitment of staff and students.

This recommendation applies to stakeholders in both China and the UK. Both Chinese and UK universities need professional advice and expertise from established and reputable professional services organisations and service providers on legal matters, health and safety for staff and students, external audits, faculty recruitment, taxation, social security, student number planning, student recruitment and student services. In addition, TNE partnerships can be enhanced with research collaborations to secure greater impact. China is the UK's largest TNE operation and second largest research partner after the US. This will cement the long-term benefits of China-UK education partnerships in the foreseeable future.

‘The Government sets out very clear regulations. The broad regulatory framework also meant it created room for individual universities to position their joint programmes/institutes/cooperative universities.’

Anonymous interviewee

‘TNE requires a whole range of stakeholders with expertise. It’s professional work.’

Anonymous interviewee

Explore the possibilities of a joint China-UK quality assurance manual and review

The Quality Assurance Manual 2009 is a trial version. Several interviewees from Chinese institutions suggested that a working group could be considered and convened to explore a pilot of a common quality assurance framework and review cycle which meets both the regulatory and mandatory requirements set out by the MoE in China and the UK's Quality Assurance Agency for Higher Education and Scottish Qualification Agency. The assessment report for the establishment, and the regular review report for licence renewal of China-UK TNE programmes, institutes and cooperative universities using the common framework, could be made available to both the Chinese and UK institutions in partnership, to raise awareness and deepen understanding of the two education systems in relation to TNE. There is a desire expressed by the interviewees in China that such a pilot would be welcome from a quality assurance perspective. This signals the focus in China on the quality of HE.

The piloted common framework could be a long-term endeavour and would involve engagement and consultation with, potentially, a large number of stakeholders at multiple levels in the UK and China. The UK higher education sector has the highest number of collaborations and students through TNE activities in China. Given the political will, leadership, and sufficient multi-year investment, the pilot could be the world's first sustainable transnational education partnership framework.

Finally, the China-UK joint quality assurance manual and review framework would transcend quality assurance to include all the regulatory and mandatory requirements set out in Quality Assurance Manual 2009, issued by the MoE, and meet the TNE policy, which intends to improve access of high-quality higher education programmes in China through international collaborations.

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Acknowledgements

Author: Winnie Eley

Edited by Janet Ilieva

Additional analysis Rebecca Finlayson

Project owners at British Council: Liz Dempsey & Kevin Van-Cauter

Research carried out by Education Insight

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