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ROQA TNE

Robust Quality Assurance of Transnational Education

Transnational education — presentation of the study findings

TPG C meeting, Yerevan, 17 November 2026

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ROQA-TNE project

Introduction

Robust Quality Assurance of Transnational Education (ROQA-TNE)

- Funding: ERASMUS-EDU-2024-EHEA-NARIC - transnational cooperation projects
- Period: 1 October 2025 – 30 September 2028 (36 months)
- Consortium: ENQA – the project coordinator, QAA (the UK), ANVUR (Italy), ACQUIN (Germany)

ACQUIN
AKKREDITIERUNGS-, CERTIFIZIERUNGS- UND QUALITÄTSSICHERUNGS-INSTITUT

Agenzia Nazionale di Valutazione del sistema Universitario e della Ricerca
anvur
National Agency for the Evaluation of Universities and Research Institutes

QAA

Introduction

Policy background

Lisbon Recognition Convention

- 2022 monitoring report includes TNE
- Council of Europe and UNESCO updated the Code of Good Practice in the Provision of Transnational Education (2025)

2005 OECD/UNESCO Guidelines

- 2025 monitoring report concludes patchy awareness and implementation
- Recommendation to focus on strengthening use rather than updating the guidelines

Global Recognition Convention

- Operational Guidelines, include provisions and guidance on TNE
- Agreement in 2025 to develop a draft subsidiary text on quality assurance, including that of transnational education

2024 Tirana Communiqué

EHEA Ministers committed to promoting a...

"more robust and transparent quality assurance of transnational education delivered worldwide, in line with the ESG, to protect the interests of students"

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Introduction

Project's aims and objectives

Promote more robust and transparent quality assurance of transnational education delivered worldwide, in line with the ESG, to protect the interests of students.

Specific objectives

- Explore and map **current approaches** to the QA of TNE by EHEA sending countries, in terms of legal frameworks and methodologies and to better define and understand the **implementation challenges**
- Facilitate the **exchange of experience and peer learning**, and share examples of good practice, between national authorities and QA agencies in the EHEA, with input from receiving countries outside the EHEA.
- Extend, update and disseminate **guidance on QA of TNE** for QA agencies and national authorities to promote a robust and transparent QA of TNE in line with the ESG.
- Support QA agencies in reflecting on their own **policies and methodologies for QA of TNE** and identifying areas for improvement, with a particular focus on transparent and accessible information provision.

Focus

The project particularly focuses on TNE delivered by sending institutions in the EHEA to receiving countries outside the EHEA

Introduction

Defining TNE

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Survey definition of TNE

Transnational education is any learning activity in which the students are mainly based in a country different from that in which the institution providing the education is located

Online/distance education (?)

Education is moving

Scope of the project → **outgoing TNE outside of the EHEA**

Learning mobility

Learning mobility refers to the physical movement of the student to a country other than the country of residence for part or all of a programme of study. It may also take the form of traineeships, apprenticeships or youth exchanges as long as they are embedded in higher education programmes. [...] (WG I&M draft 2025)

Student is moving

Not automatically TNE

Cross-border QA

CBQA is the external QA activities of a QA agency carried out in a country other than the one in which it is based or primarily operates. For higher education institutions, this may be a voluntary process or part of the national mandatory external QA (ENQA, 2017).

QA activities are moving

Not TNE

Introduction

Methodology

- **Two surveys addressed to:**
  - National authorities responsible for higher Education in the European Higher Education Area (EHEA)
  - Quality assurance agencies

  The survey to ministries received 40 valid responses, covering 40 EHEA members (80%), while the survey to quality assurance agencies yielded 38 responses covering 32 EHEA members (65%)

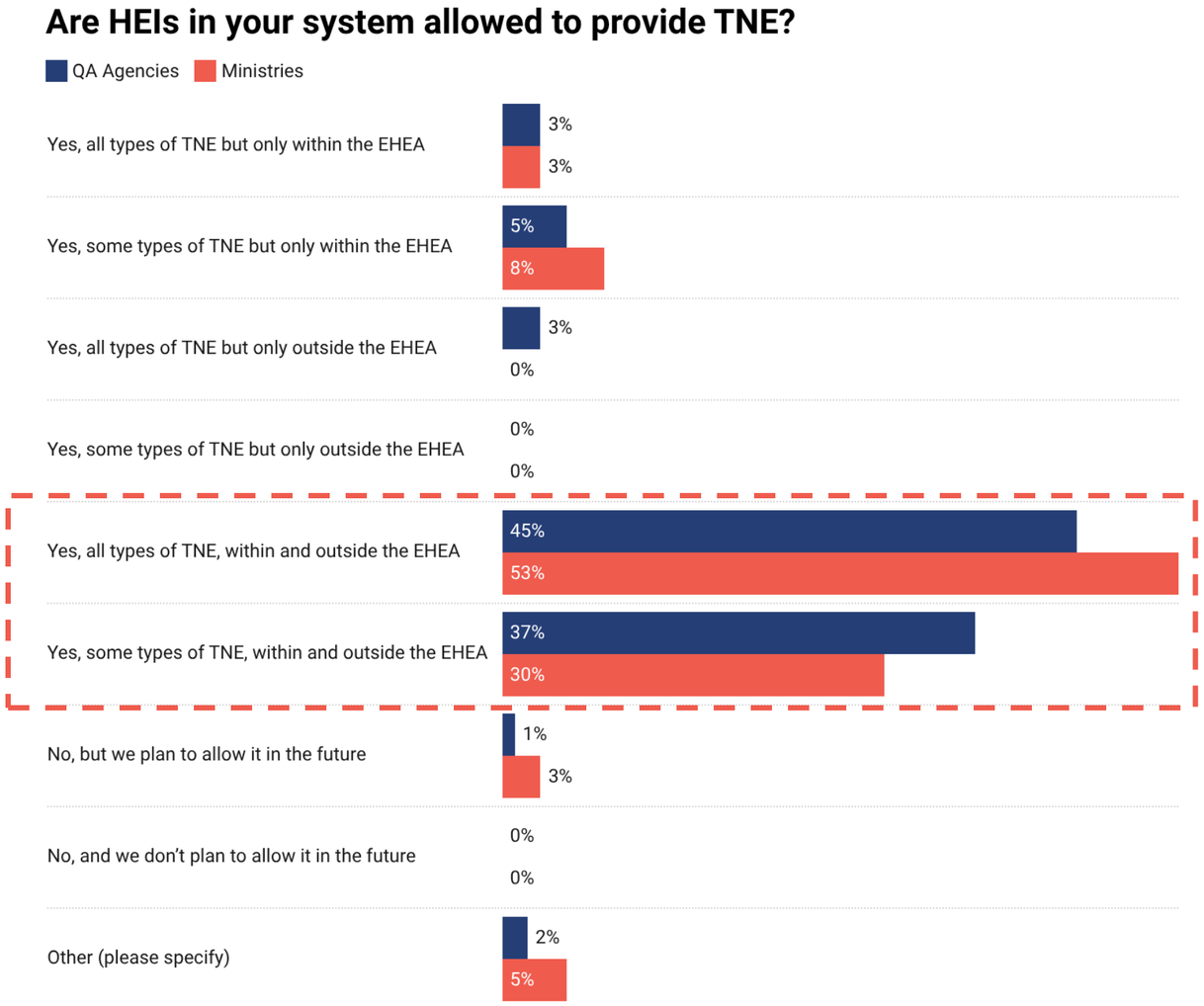
- **Two PLAs:**
  - 32 participants representing 21 QA agencies and 11 ministries

- **International stakeholders' perspective:**

- **Four case examples**

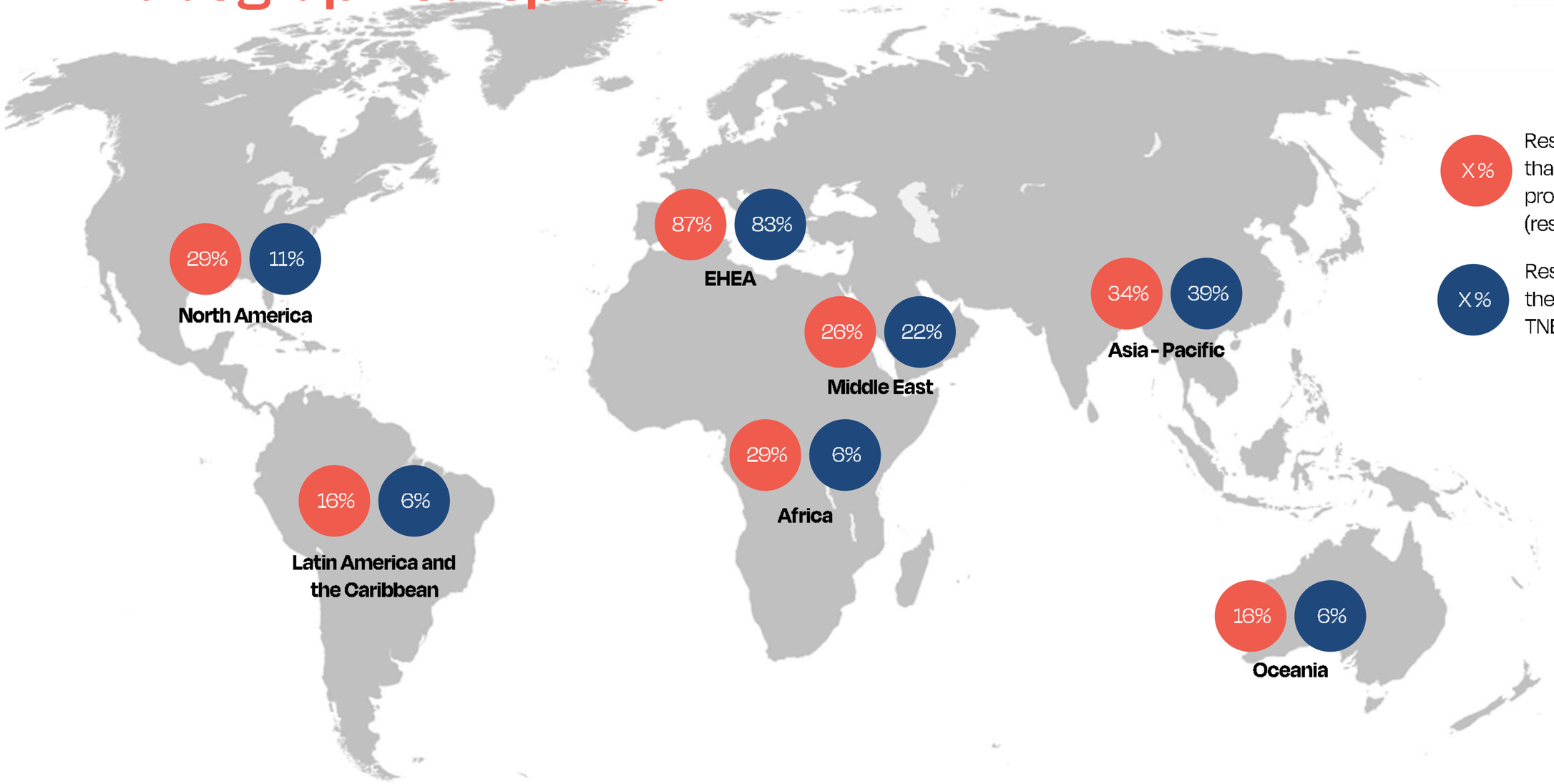
Current situation

Status of provision



Current situation

Geographical spread



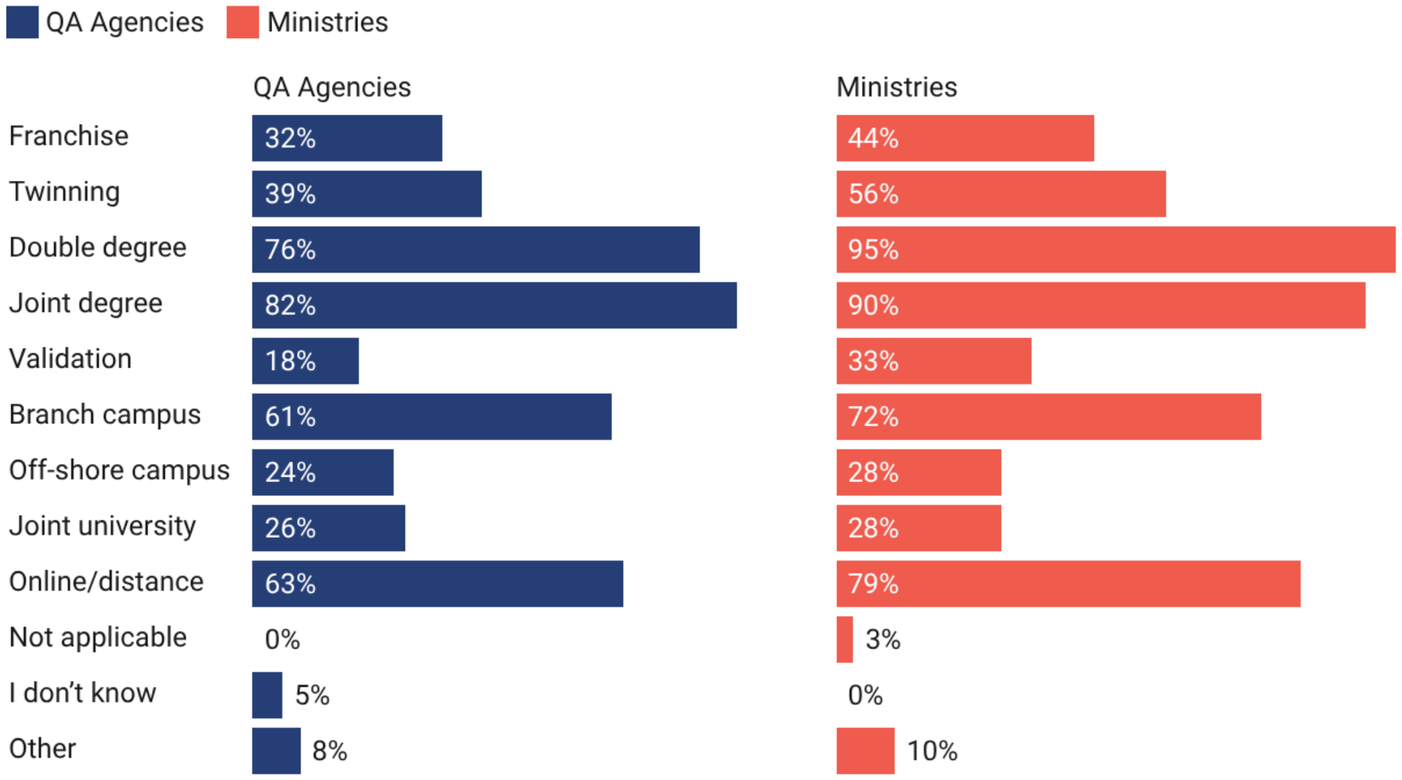
X % Respondents indicating that HEIs are allowed to provide TNE in the region (response rate 95%)

X % Respondents indicating that the QA agency conducts QA of TNE in the region

Current situation

Types of TNE allowed

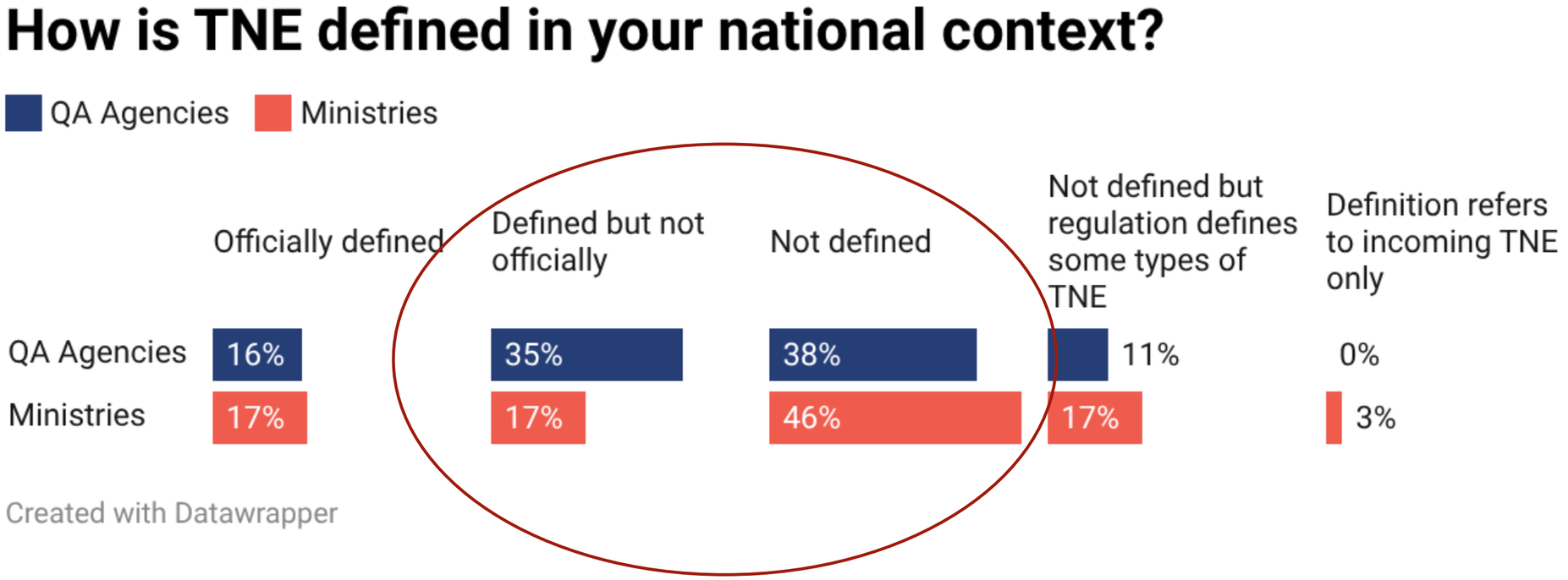
Which types of TNE are HEIs in your system allowed to provide?



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Current situation

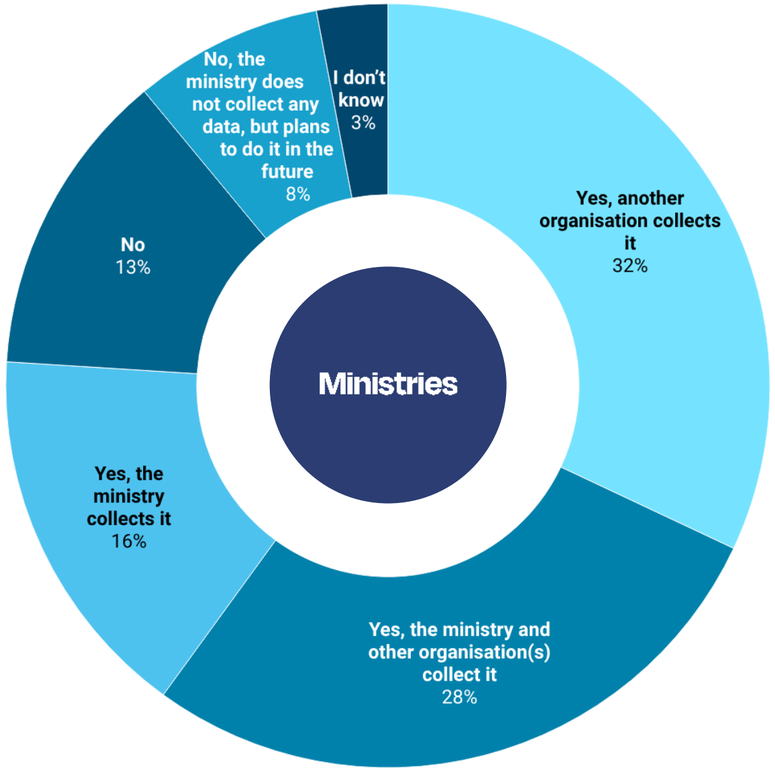
Definitions of TNE



Current situation

Data availability

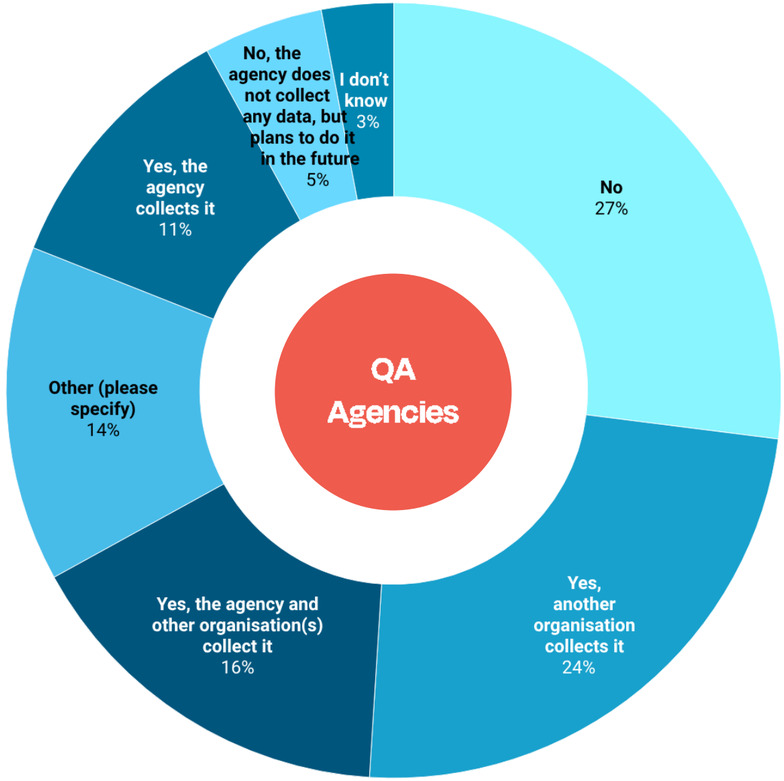
Does your ministry or any other organisation in your system collect data regarding TNE?



Yes, another organisation collects it | Yes, the ministry and other organisation(s) collect it | Yes, the ministry collects it | No | No, the ministry does not collect any data, but plans to do it in the future | I don't know

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Does your agency or any other organisation in your system collect data regarding TNE?



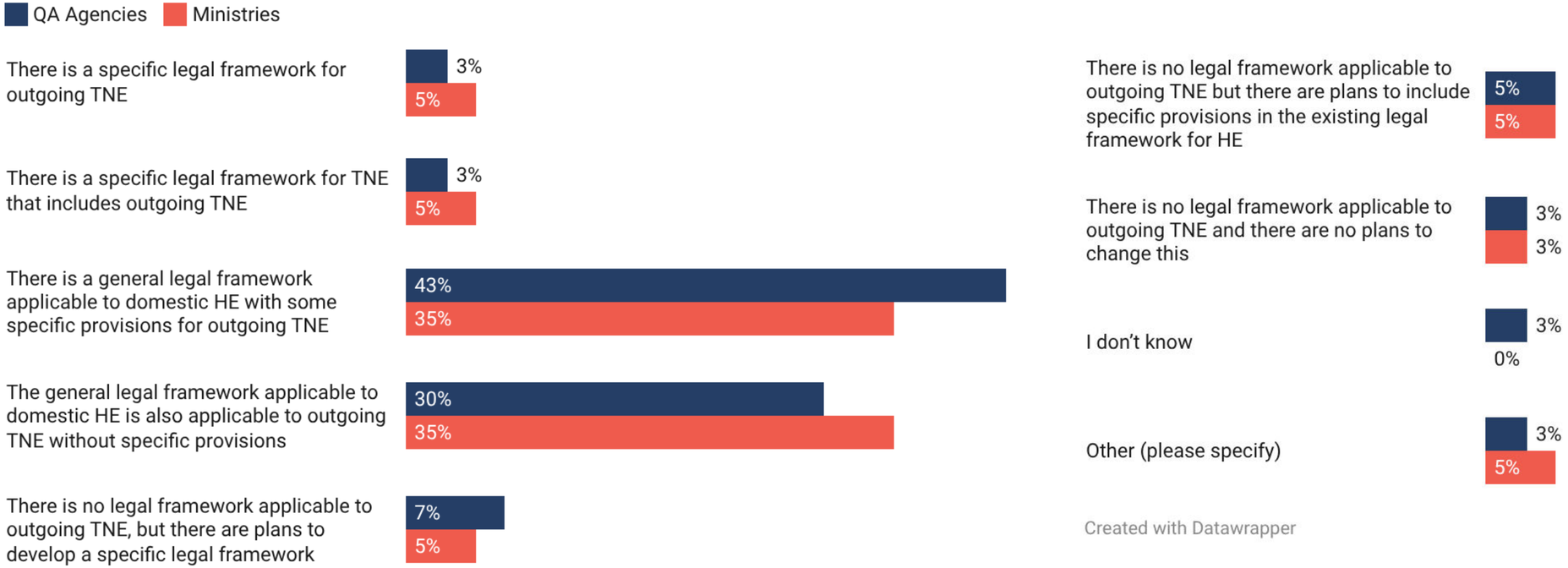
No | Yes, another organisation collects it | Yes, the agency and other organisation(s) collect it | Other (please specify) | Yes, the agency collects it | No, the agency does not collect any data, but plans to do it in the future | I don't know

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Policy framework

Approaches to regulation of outgoing TNE

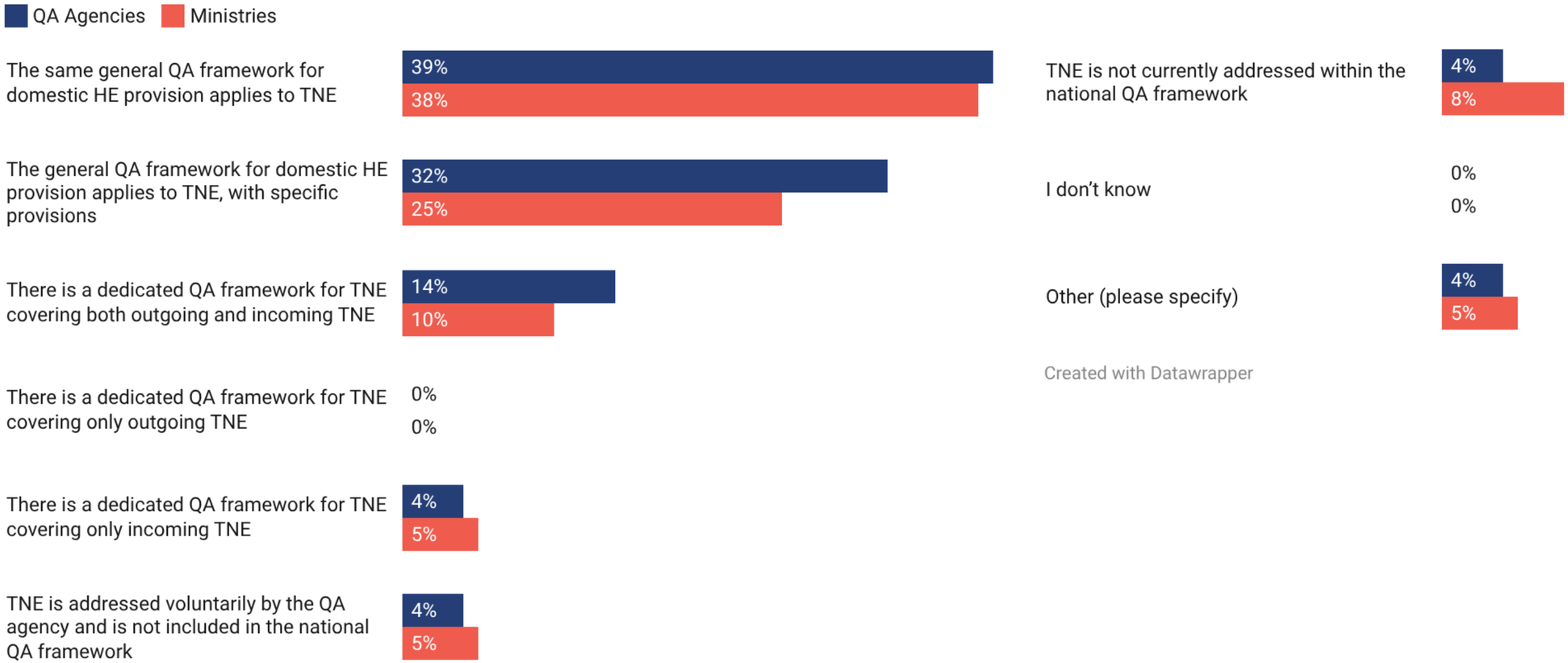
How is outgoing TNE regulated in your national legal framework?



Policy framework

Inclusion of TNE in the QA framework

How is QA of TNE addressed in your QA framework at national and/or agency levels?



Implementation of QA of TNE

Standards and methodologies

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Standards

91% of respondents use the **same standards/criteria for evaluation of TNE** as for domestic higher education.

- 55% have introduced **specific adjustments** for outgoing TNE

Methodologies

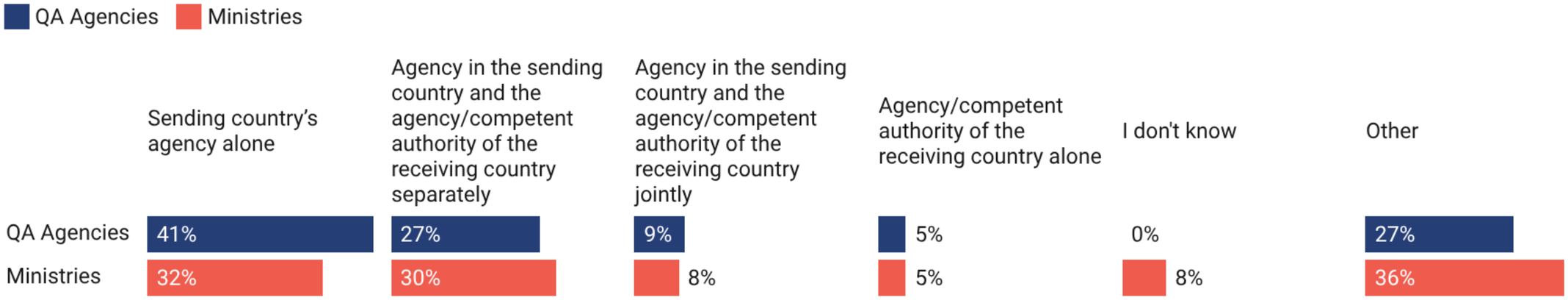
- 59% of respondents flagged that there are **no major differences** in the methodologies
- For those cases in which there are differences these concern:
  - Panel composition
  - Review experts' training
  - Selection/recruitment of review experts
  - Site visit

Implementation of QA of TNE

Responsibilities

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Who usually conducts the external quality assurance of outgoing TNE?



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Implementation of QA of TNE

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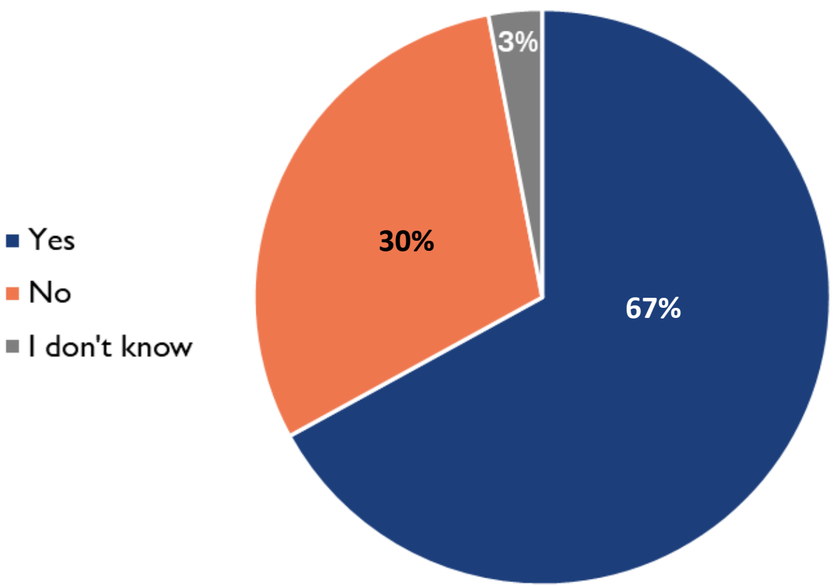
Challenges in implementing external QA of TNE

1. Differences in regulatory frameworks between countries
2. Difficulty of gathering reliable information about the local higher education context
3. Difficulty of ensuring consistent application of standards across borders
4. Legal or contractual constraints
5. Limited staff capacity

Cooperation

QA networks

Membership in QA networks outside the EHEA



Main reasons for joining

1. To exchange good practices and expertise in general
2. To strengthen international cooperation and partnerships
3. To gain insights into QA systems and developments outside the EHEA
4. To enhance the agency's international visibility and reputation
5. To exchange good practices and expertise on QA of TNE

Conclusions

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Key considerations

1. Balancing precision and flexibility in defining TNE
2. Safeguard consistency while allowing for contextualisation
3. Promote cooperation to reduce eventual duplications

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Thank you!

Want to learn more? Join our webinar on 23 November!

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