

Review of UK Transnational Education
Greece and Cyprus 2015



Overview

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Foreword

Transnational education (TNE) is education for students based in a country other than the one in which the awarding institution is located. It is a significant and growing feature of UK higher education: according to data published by the Higher Education Statistics Agency (HESA), in 2014–15 there were 665,993 students on UK TNE programmes, which equates to around one fifth of all UK higher education qualifications.

During 2015, the Quality Assurance Agency for Higher Education (QAA) undertook a review of UK TNE in Greece and Cyprus. The purpose of TNE review is to safeguard the reputation of UK higher education in these countries and elsewhere by demonstrating a robust, independent approach to its quality assurance, and, by doing so, to support the further growth of high quality UK provision internationally.

QAA started work on the review of UK TNE in Greece and Cyprus in December 2014 by analysing data on UK provision. This revealed that the predominant type of UK TNE in those countries was collaborations between UK awarding institutions and delivery partners.¹ Following this initial scoping exercise, we selected seven institutions for review whose provision represented the range of UK TNE on offer in Greece and Cyprus. These seven institutions provided standard information sets, which formed the basis of the review team's initial desk-based analysis.

The review visit to Greece and Cyprus took place during 1–15 November 2015. Our review team met staff and students at the delivery partners, providing an opportunity to follow up on issues identified during the desk-based analysis as well as to look more directly at the student experience. The review team was made up of a group of senior staff from UK institutions, a student reviewer and staff from QAA.

The findings of the review are published as reports on the seven individual partnerships (see Annex 2). In addition, two case studies have been developed (see Annex 3). The first explores the different approaches taken by two UK institutions in offering qualifications involving more than one degree-awarding body. This follows the guidance published by QAA in *Characteristics Statement: Qualifications Involving More Than One Degree-Awarding Body*. The second case study provides a short overview of the experience of operating in Greece and Cyprus, drawing on interviews held with UK institutions operating in one or both of the two countries, and who have recently been involved in other QAA review activity.

The findings from this review are brought together and presented in this overview report. QAA would like to extend its thanks to the institutions and partner colleges who took part in the TNE review.

The seven links visited and reviewed were:

- Cardiff Metropolitan University and Perrotis College
- University of Derby and Mediterranean College
- University of East London and AKMI Metropolitan College
- Queen Margaret University and AKMI Metropolitan College
- St George's, University of London and the University of Nicosia
- University of St Mark and St John and University of Nicosia
- University of Sheffield and City College.

¹ Other types of TNE include branch campuses and distance learning.

The links visited in the case study considering qualifications involving more than one degree-awarding body were:

- University of Central Lancashire and University of Central Lancashire (Cyprus)
- The Open University and American College of Greece, Deree College.

Those UK institutions involved in interviews were:

- University of Greenwich
- Heriot-Watt University
- University of Hertfordshire
- University of London International Programmes
- London Metropolitan University
- Middlesex University
- University of the West of England, Bristol.

In addition to the UK universities and their partners, QAA worked during the review with a number of other organisations in Greece and Cyprus. QAA would like to thank the following for their ongoing cooperation and support:

- British Council Greece
- Ministry of Education in Greece
- Hellenic Colleges Agency
- Cyprus Ministry of Education and Culture.

In September 2015, QAA published the report, *Developing a Strategic and Coordinated Approach to the External Quality Assurance and Enhancement of UK Transnational Education*.² This review has started to implement the recommendations established in that report, with the case studies in particular providing opportunities to build on previous review activity undertaken by QAA, and to expand on guidance published by QAA.



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² *Developing a Strategic and Coordinated Approach to the External Quality Assurance and Enhancement of UK Transnational Education*, available at: www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2978

Higher education in Greece and Cyprus

Greece

1 Under the Greek constitution, education at university level must be provided exclusively by fully self-governed public institutions under the supervision of the State. Public higher education providers are divided into universities, and higher educational institutes and Technological Education Institutes (TEIs). Both types of institutions award their own degrees and can also take part in collaborative activity to deliver awards from other providers, including those delivered with UK providers. At the time of the review there were 24 public universities and 14 TEIs. TEIs are considered vocationally oriented higher education institutions.

2 Greek private colleges are licensed to operate if they have a formal partnership with a European provider. This is automatically conferred on sight of a Memorandum of Understanding issued by the European provider, and following a check on operational aspects of the provision, including health and safety arrangements and facilities.

3 A large number of these colleges offer UK higher education qualifications, working in collaboration with UK universities. Approximately half of the colleges collaborating with UK universities are members of the Hellenic Colleges Association. The Association currently has 11 members. It aims to coordinate the activities of its members in areas specific to that in which it works, in particular in relation to the promotion and recognition of the qualifications offered by the member colleges.

4 After students have graduated from a UK university in the UK, academic recognition of their UK awards is entrusted to the Hellenic National Academic Recognition Information Centre (NARIC), which is DOATAP. UK degrees are recognised, but differentially. A three-year degree is recognised as the equivalent of a TEI degree. An undergraduate degree and a postgraduate degree (that is, four years' study) is recognised as equivalent to a Greek state university degree, which also includes four years' study. Students who graduate with a UK qualification from a private college in Greece through a TNE arrangement are able to seek professional recognition for their qualification.

5 In Greece, post-compulsory, or upper secondary, education lasts for three years and there are two different options, with transfer between paths possible. Unified upper secondary school (Eniaia Lykeia) lasts for three years and leads to the Apolyterio of Eniaio Lykeio. Since May 2011 there have been two forms of Apolyteria, one with and one without the pan-hellenic external examinations. However, only the former is sufficient for access to Greek public higher education, with marks of at least 10 out of 20 leading to the first year of higher education within a university or TEI. Programmes in Technical Vocational Educational Schools (TES) last for two or three years, providing both general education and specialist technical and vocational skills to prepare pupils for the labour market.

The Republic of Cyprus

6 At the time of the review in the Republic of Cyprus (referred to throughout this report as Cyprus), higher education in Cyprus was offered by both public and private universities, as well as by public and private institutions of higher education that are not universities. The universities, made up of three public universities and five private universities, operate under the auspices of the Ministry of Education and Culture (MOEC). The five private universities, including the University of Central Lancashire Cyprus, had their programmes, procedures and buildings evaluated and accredited by the Evaluation Committee of Private Universities (ECPU). Non-university public institutions operate under the supervision of four

ministries, but academic responsibility remains the responsibility of MOEC. Non-university private institutions of higher education, some of whom collaborate with UK universities to offer UK qualifications, were required to submit their programmes to the Council of Educational Evaluation - Accreditation (SEKAP), which was responsible for programme approval and for accreditation of these institutions.

7 In November 2015, the House of the Representatives voted for the establishment and operation of an overarching Agency of Quality Assurance and Accreditation in Higher Education. This Agency has taken on the functions of the ECPU and SEKAP, as well as those of The Advisory Committee for Tertiary Education. This acts as a consultative body for the MOEC, with a membership that draws on a wide composition of people with a direct interest in higher education. As well as taking on these roles, the Agency is responsible for the quality assurance of higher education in the Republic of Cyprus, with the aim of enhancing internal and external quality assurance procedures and adhering to the European Standards and Guidelines.

8 A UK university is required to inform the Agency in detail about the programme of study leading to the award of a title. The Agency may share the information and data provided to the Cyprus Council for the Recognition of Higher Education Qualifications (KYSATS), which is the competent independent, national council for the recognition of higher education qualifications obtained in Cyprus or overseas, for the recognition of the title. However, the individual holder of the TNE qualification is required to submit his/her own application to KYSATS for the recognition of his/her individual qualification.

9 In the Republic of Cyprus, post compulsory, or upper secondary, education constitutes either three years' Lykeio or Secondary Technical and Vocational Education. Access to public higher education institutions of Cyprus is coordinated through the Pancyprian Examinations. The Pancyprian Examinations are part of the Apolytirion, which is considered a minimum requirement for both public and private institutions of higher education.

10 More information on the higher education systems in Greece and Cyprus, and the experience of UK universities operating in these two countries, can be found in a separate case study (see Annex 3 for more information).

UK higher education in Greece and Cyprus

11 In January 2015 QAA undertook a survey of UK degree-awarding bodies to identify at partnership and programme level the amount and type of TNE provision that is offered in Greece and Cyprus. Discounting institutions that recorded minimal TNE provision in either country, the survey identified 36 UK institutions offering TNE programmes in Greece and 18 in Cyprus.

12 In Greece, a significant number of institutions have a large number of students studying on their TNE programmes, with four institutions each recording over 1,000 students. In Cyprus there are fewer UK institutions delivering TNE programmes.

13 Collaborative provision is the most common model of UK TNE delivery in Greece and Cyprus, typically described as either franchise or validation arrangements. In addition, there is one UK branch campus in Cyprus and one international faculty of a UK university operating in Greece. Five UK institutions also work with Greek or Cypriot institutions to offer qualifications involving more than one degree-awarding body, such as joint or dual awards.

14 As is typical with TNE programmes, the subject area of business and administration is popular in both Greece and Cyprus. In Cyprus over three quarters of students study programmes in this area. In Greece there is a broader range of subjects, with a significant number of students studying in other subject areas including biological sciences and subjects allied to medicine.

15 A more detailed statistical analysis of UK TNE provision in Greece and Cyprus can be found in Annex 1.

Key findings

Introduction

16 The review of TNE in Cyprus and Greece during November 2015 provided the QAA review team with the opportunity to analyse a wide range of models of delivery of TNE. The focus of this overview report is on collaborative provision, where the review team analysed UK degree-awarding bodies offering their qualifications by working with a partner institution in Cyprus or Greece. The responsibilities of the partner institution vary, and the overview report explores how the UK degree-awarding bodies manage these arrangements.

17 The review team also included in its analysis provision delivered at a branch campus of a UK university, provision offered at an international faculty of a UK university and provision delivered online, with the UK university validating the provision through a partner institution that provides the online teaching infrastructure. All three examples could also be described, at least in some parts of how the provision is set up, as collaborative provision, having evolved or been adapted to meet the requirements of the institutions involved in delivering the provision, and the operating environment in which they are located. While considering these examples, a crucial point for the review team was not to focus on whether the arrangements in place fitted into a predefined definition of TNE, but more to consider how each UK university assured itself of its own academic standards and quality through each arrangement that was reviewed.

Models of delivery

18 Most of the collaborative arrangements reviewed in Greece and Cyprus fall into one of two categories, described by the UK universities involved as franchised or validated provision. In general, the universities' definitions for franchised and validated models reflect those used in nationally recognised documents, for example in the glossary of Chapter B10 of the Quality Code. One partnership has a mix of both franchised and validated provision, reflecting the respective strengths of the two partner institutions regarding the programmes on offer.

19 It is not uncommon for partnerships to be set up as franchise arrangements, with a large part of the academic responsibility being held by the UK university. As the partnership evolves, there may be discussions about changing some parts of the model of delivery from a franchised to a validated model. One collaboration has taken this further, the TNE provision having become a faculty of the UK university, with the same autonomy and oversight provided to it as to the other faculties of the university in the UK.

20 UK universities point to, and the review team identified, a number of reasons for this evolution. Most noticeable was that the academic expertise and quality assurance systems within the partner institution in Cyprus or Greece have matured to such an extent that the UK university feels confident in providing the institution with more responsibility to develop and manage programmes of study. There are examples of partners that have developed suitably robust quality assurance processes that enable the UK university to be assured that the partner can take on the necessary responsibility. There are also a number of examples of where UK universities are able to trust their partners to advise on both the need for new degree programmes, and their content. This evolution of approach can generally be considered a positive development, although some decisions regarding approach can also be the result of tensions regarding the control each model affords the respective partners.

21 A particular feature in Greece is the length of time for which the Greek colleges have been offering UK higher education qualifications. A number of the colleges have been operating for more than 20 years, with some of the collaborations considered in this review having been set up more than 15 years ago. UK universities were able to point to partners who have a good understanding of the UK higher education system, and, in particular, familiarity with the quality assurance processes that UK universities operate. In Cyprus, the review team considered collaborations between UK universities and Cypriot private universities who have their own degree awarding powers. In both Cyprus and Greece it is therefore noticeable that the partner institutions generally have a good understanding of quality assurance processes, in most cases specifically UK processes, and in some cases have set up quality assurance systems that mirror those of the UK partner university. On the whole, this familiarisation enables UK universities to develop effective and mature collaborations that offer enhanced TNE provision to students.

22 In a separate case study to this report the review considers two collaborative arrangements that deliver qualifications offered jointly by a UK university and a collaborating partner. Clearly, there is a benefit in being able to draw more closely on the expertise of two institutions through such arrangements, although it was interesting to note in these two examples that the initial rationale for setting up the arrangements was one of necessity. In the example in Cyprus, the setting up of a UK branch campus requires by law that the campus has its own degree awarding powers in Cyprus. In this case this results in the offer of two qualifications to students who graduate, one from the UK university and one from its branch campus in Cyprus. In the Greek example, the Greek college sought a UK partner to validate its qualifications, which already had US accreditation. Validation of programmes by European partners is required so that graduates can obtain qualifications that are professionally recognised in Greece and throughout Europe.

23 In addition to these two examples, described more fully in the case study, there are a number of examples of partnerships evolving to the extent that the institution in Greece or Cyprus is in a position to offer degrees jointly, either because it has gained degree awarding powers or because it has evolved sufficiently to use its degree awarding powers to offer degrees jointly with a UK university. As institutions with which UK universities collaborate mature, and as governments provide the institutions with the necessary degree awarding powers, the move to awarding degrees together may increasingly be an approach that will enable institutions to maintain some of their collaborative partnerships.

Setting up the collaboration

24 A number of collaborations considered during the review have been operating over a long period of time, with one set up more than 20 years ago. Other collaborations considered during this review were set up within the last five years. In almost all cases, the processes UK universities use to set up collaborations have changed or evolved since the time the collaborations in this review were set up, reflecting more widely the changing nature of TNE and how UK universities approach the delivery of collaborative provision. This, in turn, reflects both the increasingly global ambitions of UK universities and their growing experience of managing risk in transnational collaborations.

25 Some UK universities take what could be described as a global approach to collaborative partnerships, including the way in which they are set up, and this is a feature that has been noted in previous QAA reports. In identifying and setting up a partnership, the university processes ensure that each partnership is consistent with the strategic aims of the university, and due diligence checks and other processes are set to a standard template. Thus, the model of delivery is familiar to the university and it is able to more easily identify the support it will need to give to the partner institution to make the partnership successful.

26 For other collaborations considered during the review in Cyprus and Greece, the provision under review was a newer experience for the UK university, either because the university is new to offering collaborative provision or because the provision is being offered through a new model of delivery.

27 In some cases a lot of prior work had gone into considering how the collaboration would operate, so that the UK university could assure itself that the partnership could deliver the desired outcomes. In other cases the review team identified that more could have been done by the university in the first instance to assure itself of the future success of the partnership. In this review, this is a particular feature of institutions new to collaborative provision as well as being relatively new to having degree awarding powers.

28 A particular feature of some collaborations when setting up the partnership, as well as during the ongoing management of the partnership, is the focus of academic due diligence conducted at programme level, while not considering in sufficient detail the suitability of the collaboration at institutional level. In one case this led to the realisation, within three years of the collaboration being set up, that the two institutions are not strategically aligned. In other instances the partnerships have, on the whole, been successful, and in one instance it could be argued that thorough and robust processes at the programme level have enabled the partnership to succeed despite challenges that were not fully explored or understood at the time of initial approval. However, in particular where a partnership is set up as, or evolves into, the delivery of more than one programme, the review team noted that having formal processes during both the set up, and the ongoing monitoring, of the provision at a partnership level is more likely to strengthen the robustness and long-term sustainability of a partnership. Such processes will support the UK university from the outset in being able to identify the suitability of a partner, and reduce the risk of entering into a partnership that does not fit with the university's strategy.

29 Whether the collaboration is part of a wider approach to offering global TNE provision, or more of a unique venture for the UK university, having a clear agreement in place between partners, for example a Memorandum of Agreement, is an essential way to help assure the quality of the partnership. In addition to such agreements, the review team identified some very good examples of the processes required of the UK university, set out in regulation handbooks and operating manuals. A number of UK universities develop a standardised approach, whereby these manuals apply across their entire collaborative provision. Examples of these handbooks were commended both for the way in which they outline from the start the expectations and responsibilities of each institution and for how they are used in practice at a detailed operational level at the partner institutions. In one example, these respective responsibilities are set out in a series of comprehensive yet clearly articulated operation manuals, tailored to provide the relevant information in relation to the specific partnership.

30 In some collaborations, these roles and responsibilities are less clearly defined from the outset. At the time of the review a number of UK universities noted that clarity was required, in particular as the partnership evolves, and they are working towards a solution.

31 One aspect that needs to be absolutely clear in the partnership agreement is how the UK university ensures that it retains ultimate responsibility for the setting up and maintenance of the academic standards of its qualifications. In one example, the Memorandum of Agreement is not clear regarding who is ultimately responsible, stating only that both institutions have responsibility for maintaining these standards. However, in general, the responsibility for academic standards is set out clearly, indicating that UK universities have ultimate responsibility for the academic standards of their own qualifications.

32 In having ultimate responsibility for academic standards, it is also important to ensure that these are clearly understood and implemented. If this is not constantly managed, there remains the continued potential for confusion around academic standards, and this could have a negative impact on students' understanding of what they are achieving.

On the whole, UK universities have suitable systems in place. However, in some cases, while the agreements between the partners may be clear, there is confusion over how some of the detail is implemented, with examples of systemic confusion around the level on *The Framework for Higher Education Qualifications in England, Wales and Northern Ireland* (FHEQ) at which a student is studying, as well as how, and if, a credit system is being operated. It is important to get this right for the students, most of whom are unfamiliar with the UK academic system. This enables them to understand what they are achieving but also provides them with the correct and necessary information if they wish to proceed to further study upon completion of the UK TNE programme.

33 There was a strong recognition throughout the review of the importance to UK universities of external examiners in maintaining the UK academic standards. However, there was one example of an over-reliance on the knowledge of the external examiner in maintaining the academic standards, due to the UK university no longer having the appropriate expertise among its own staff. The role of external examiners is explored further in specific relation to provision delivered in the Greek language.

Managing the partnership

34 The previous QAA TNE review in the Caribbean identified a number of examples of where the UK universities were normalising the management of their collaborative provision into their centralised management and quality assurance processes. The review in Greece and Cyprus again saw a number of examples of UK universities who have worked over recent years to manage their TNE provision through centrally managed departments or offices, with oversight provided through central UK university committees.

35 In one UK university this goes as far as having a separate TNE subcommittee of the Governing Board. Another example demonstrates what is probably a unique approach taken by a UK university to normalising its provision. As the university's partnership with the Greek college has evolved, it now forms the sixth faculty of the university, and the university manages the provision as it would with any other faculty of the university. Other UK universities have developed clear procedures, policies and committees for the management of their collaborative provision. They produce detailed periodic reports, providing effective oversight of their TNE provision. This centralised approach provides for a robust management of their collaborations, both in being able to identify problems and enhance their collaborations across their TNE provision, and also by establishing a level of consistency in their global collaborative offer.

36 Irrespective of how a UK university manages its collaborations, the review team noted the importance of maintaining oversight of each collaboration at institutional level. Some of the issues identified in the review in relation to the management of collaborations arose from the fact that monitoring by the UK university takes place only at programme level, with not enough consideration given to how the collaboration is operating at the overall partnership level. In one example, the lack of necessary oversight has subsequently had an impact on the operation of the partnership at programme level.

37 As when a partnership is being set up, a lack of focus on formal ongoing monitoring being carried out at the overall partnership level can lead to UK universities not having the necessary procedures in place to identify how a partnership is evolving and how the collaboration should adapt to these circumstances. During periods of stability partnerships may continue to work well with infrequent periodic institutional reviews, but TNE relationships in general evolve quickly, and for this reason the majority of UK universities have periodic review cycles of three to five years, depending on the perceived level of risk of the collaboration.

38 In one other example, while the processes to monitor at partnership level are in place, the fact that the partner institution operates across a number of sites means that in some cases the monitoring at programme level takes place only with respect to each individual site, and again there is no overall monitoring of some of the programmes being delivered at the partner site. As partnerships become more complex, for example when delivery is spread over a number of sites, UK universities need to ensure they are able to maintain necessary oversight of the collaboration.

39 There are some positive examples of how UK universities conduct effective monitoring arrangements with partners, including with those who have operated over a number of years. In a number of cases, the mature operating nature of several of the institutions with whom UK universities collaborate leads to a positive environment for monitoring, providing a process that is mutually beneficial and enhancing to both institutions. A number of UK universities work well with the committees of their partner institutions, with interaction ranging from almost daily informal contact between respective departments to the formal use of partner institutions' committee findings to support the management of the partnership. This strong staff working relationship between collaborating institutions is identified by the review team as an important feature in being able to enhance the student learning opportunities, by identifying and acting on issues, and so improving the general learning environment.

40 There is a clear emphasis in a number of collaborations on the importance of staff development, to both support this interaction and improve the provision being delivered at the partner more generally. There are a number of examples where the UK university has provided the environment and the resources to encourage staff to develop their relevant skills, for example by supporting teaching staff at the partner institution to undertake a Postgraduate Certificate. This support extends to administrative staff, with one example where the UK university provides exam-specific training for the assessment team in the partner institution.

Focus on students

41 As noted in previous TNE reviews, the review in Cyprus and Greece confirms that UK higher education continues to be well regarded globally. Students whom the review team met commented on the global reputation of UK higher education, the recognition of UK higher education qualifications within the EU, the interactive learning and teaching style (including the size of classes and availability of staff), the importance of critical thinking, the use of virtual learning environments, and the availability of some niche subjects not available in local universities. A number of students also noted the specific benefit of undertaking a TNE programme, highlighting the reduced costs of studying for a UK degree in Cyprus and Greece as opposed to the UK.

42 A number of UK universities recognise the value of providing opportunities for students in Cyprus and Greece to engage in the student representation system in the UK. A number of collaborations have developed effective systems of student representation that link closely with university representative systems in the UK. These include developing links with the Students' Union in the UK, in some cases leading to visits being made to enable the representatives to meet face-to-face to discuss issues and more general aspects of their respective learning environments. One example highlights the emphasis the UK university puts on using the student voice in the annual monitoring process to enhance the provision. Developing and maintaining such systems takes significant effort, in particular when students are located in multiple locations globally. This is particularly noticeable when a cohort is studying by distance learning. In one example, while the UK university has a system for the representation of students studying on a distance learning programme, this was not being put into practice.

43 TNE students in Greece and Cyprus were positive about the opportunities afforded to them to be part of the wider UK university community. This includes formal examples, such as having the opportunity to take part in university-wide awards, to the more informal,

where students feel able to develop relationships with students and staff in the UK, including through visits from staff, and in one case external examiners, to meet students at the partner institution. The review saw positive examples of UK universities investing significant time and resources to develop this notion that students are part of their wider community. In one case, a student guide developed by the UK university for all students studying in a collaborative arrangement provides accessible and relevant information about studying on the university's programmes. In other examples, students are positive about the efforts of the link tutor to provide the bridge to them being part of the university community in the UK.

44 However, meetings with students demonstrated that there is always more that can be done. In two collaborations that the review team and students otherwise considered commendable in their approach, students continue to request more interaction with the UK, for example by having increasing face-to-face interaction with lecturers in the UK.

45 Regarding student expectations, there is a balance to be struck between developing an approach tailored to the local needs of the students while at the same time providing the UK experience, and the review team notes some very positive examples of how universities provide a UK experience for the TNE students in Greece and Cyprus. More generally, the continued enhancement of the student experience is demonstrated by most UK universities included in this review, with the student representation systems providing the appropriate environment to enable these improvements to be identified and happen in practice.

A relevant curriculum

46 There are a number of positive examples of UK universities working to make the curriculum relevant to the students studying TNE programmes in Cyprus and Greece. In some cases this involves extending the same opportunities offered to students in the UK, while in others the UK university is able to rely on the expertise of the partner institution to contextualise the curriculum and assessment design to the local, as well as the international, context in an appropriate way.

47 A number of UK universities have secured recognition from professional, statutory and regulatory bodies (PSRBs) for the qualifications awarded in Greece and Cyprus. In one case the UK university has gained PSRB recognition for a significant proportion of programmes offered at the partner institution, in a range of subject disciplines. In another, the UK university, with their collaborating partner, has set up rigorous processes and systems that led to recognition by the General Medical Council (GMC). While this is a requirement of the GMC for the university to franchise its programme in Cyprus, the corresponding management plan set up by the partner institution in Cyprus provided a strong structure which the UK university can rely on to assure itself in conjunction with its own quality assurance structures.

48 There are also some examples of UK universities taking steps to contextualise the curriculum. In one example, while the timing of the delivery of the franchised provision in Cyprus is synchronised with the delivery of the same programme in the UK, the partner institution is still able to adapt the content to address the issues relevant for students in Cyprus. In other examples, the reasons for developing validated programmes, as opposed to franchised provision, are due to the collaborating partner having greater expertise in the subject area within the local context.

49 A number of UK universities consider it a strength of the collaboration that they are able to rely on the partner institutions to provide in-depth knowledge of the local context, and a number of the partner institutions consider themselves better placed to identify new course opportunities relevant to the local environment. More generally, UK universities are able to draw on the expertise of their collaborating partners in Cyprus and Greece, in particular where they have built up the necessary academic and operational experience. In a number of cases, the review team saw positive input into the design of programmes and assessment provided by the collaborating partner.

50 In addition to contextualising the curriculum in the classroom, there are a number of examples of students benefitting from work placements and visits to employers. This both supports students' learning and prepares them for employment. There are a number of examples where the collaborative partner of the UK university took the initiative, either through its existing work placement schemes, or by organising events such as student fairs.

Language of study

51 Some of the UK universities operating in Greece offer students the opportunity to study either part or all of their programme in Greek. The transitional model, whereby the programme is taught initially in Greek and then in English, allows students to develop proficiency in English over time and, given the demand for English language skills in international labour markets, may serve as an additional incentive to study these kinds of UK TNE programme. Teaching fully in Greek, meanwhile, affords students the opportunity to gain a UK qualification within their own language.

52 Having effective policies and procedures in place for the delivery of provision in a language other than English is important in being able to maintain academic standards and quality. Two particularly strong examples demonstrate that a large amount of consideration has gone into considering the risks of teaching in another language, and clear policies have been developed that are well understood by the UK universities and by their collaborating partners.

53 As well as having policies and procedures, it is also important to ensure that these can work well in practice. In relation to assessment and the UK universities' involvement through, for example, the process of moderation, there seem to be two options open to them. One is to have the necessary assignments translated so that they can be moderated in the English language. The other option is to use bilingual staff within the UK university, as well as relevant external representatives, in particular external examiners, who can undertake this activity.

54 Translation is expensive and there is an onus on the translator being able to represent students' work as valid and reliable. Clearly the translator needs to be independent of the students and institutions. In one example, the UK university's translation policy is particularly effective in specifying the steps necessary in the assessment process undertaken in the Greek language and indicating how the translations will be managed effectively and independently.

55 The use of bilingual staff and examiners would appear to mitigate against the risks involved in assessment being undertaken in another language. The challenge for UK universities is not to be overly reliant on bilingual external examiners, and to have enough in-house expertise to provide internal moderation by bilingual staff who are also specialists in the relevant discipline. Resource implications and scalability are clearly issues here if subject-specialist, bilingual staff need to be appointed for every language in which a UK university delivers its qualifications.

56 While some UK universities appear to have invested in language competence by appointing a number of Greek speakers to their permanent staff, others appear to rely more heavily on part-time, non-core staff. A further issue was identified where a UK university relies solely on bilingual external examiners. In this example, there were no formal processes that ensure external examiners, appointed to consider the assessment of Greek language students' provision, see samples of English language students' provision on the same programme based in the UK, although the university was able to point to instances where it does happen in practice. It is clear that not being able to compare work in such examples would impact on external examiners being able to comment on the comparability of student achievement.

57 One university has taken a more robust approach. While the university is able in general to rely on the Greek language expertise of staff and external examiners, it continues to have a sample of work translated, in particular to support the effectiveness of its external moderation process. Taking such a comprehensive approach would appear to be the most effective way of assuring academic standards when assessment is undertaken in another language.

58 Some UK universities operating in Greece have decided to teach their programmes solely in English. This was particularly true for UK universities operating in Thessaloniki in northern Greece, where collaborating partners have been successful in attracting international students from nearby countries to study on the UK programmes, with one UK university taking this further and setting up teaching centres in some of these countries, overseen both by the collaborating partner in Greece and the university in the UK. Teaching in Greek would not be a viable option for students from these other countries.

59 Where UK universities offer programmes delivered solely in English, there is usually some form of support offered to enable students to access these programmes. The collaborations generally have effective admissions processes that are able to identify where such support will be required. In one example the UK university has set up an English language department that, as well as offering undergraduate English language qualifications, provides support to test students' language skills at the admissions stage and then delivers the necessary English language skills training during their studies.

60 Support to students prior to and during their studies is provided more generally to prepare students for studying on a higher education programme. This often comes in the form of an initial year of study prior to the programme starting, with a focus on soft skills as well as English language. At one UK university's branch campus this is an obligatory year of study, while for others it is optional, and often dependent on results from admissions tests. An interesting example arose from one UK university's collaboration with a medical school, where a large part of the student population is international, from outside of Cyprus. Students are provided with support to improve their Greek language skills, which is particularly important when they go out on placements to medical sites in Cyprus.

61 Language is also important when considering the information provided on certificates and transcripts. The review team noted on a number of occasions that it is preferable for certificates to make necessary reference to the details of the qualification, or at least to refer to a transcript that provides this detail. Location of study is one piece of information that would provide greater transparency about the nature of the qualification. It would appear to be particularly important that relevant reference is made on the documentation when the qualification is taught and assessed in another language, in this case Greek. Similarly, as noted in the case study, in the interest of transparency, relevant information should be made clearly available when the qualification involves more than one degree-awarding body.

Conclusion

62 The overseas review of TNE in Cyprus and Greece in November 2015 provided the QAA review team with the opportunity to analyse a wide range of models of TNE delivered by UK universities. A large proportion of the provision offered by UK universities in Greece and Cyprus can be described as collaborative provision, operating in partnership with a local institution. Collaborative provision is therefore the focus of the key findings in this overview report.

63 A noticeable feature of this review was the positive examples of how partnerships had developed to become more truly collaborative arrangements, with an increasingly mutual approach to the design and delivery of the programmes offered to students. In some cases, this approach reflects the academic and operational experience of the Greek and Cypriot institutions, and in others, it reflects the increasing responsibility given to the institutions by, for example, their local national agencies. The onus, however, still remains on the UK university to maintain its academic standards and quality as these partnerships are set up and developed.

64 In setting up and managing such collaborations, UK universities generally take two approaches. Some take what could be described as a global approach to setting up and managing their partnerships, managing them through a centralised office. For others, their partnerships in Greece and Cyprus are new or unique models. It is important for UK universities to outline what the key roles and responsibilities are, and to ensure clarity is provided from the start to avoid misunderstandings. Memoranda of Agreement, and additional handbooks, can be effective in outlining in detail the roles and responsibilities of institutions and staff.

65 UK universities need to be confident in their relationship with their collaborating partners. In some instances, in particular for some universities that are new to setting up and managing such collaborations, due diligence is focused at the programme level, with little formal consideration given to the sustainability and management of the partnership at institutional level. Formal consideration at both programme and institutional level provides the best opportunity to develop and maintain a sustainable partnership. The review team identified some very good examples of effective systems for the management of partnerships, conducted both formally through strong committee structures and informally through building staff relationships.

66 Students in Greece and Cyprus are attracted to the strong reputation of UK higher education and the style of teaching and learning that it offers. They welcome the effective student representation system UK universities have established within their collaborative partnerships, and also the work done to integrate students in Greece and Cyprus into the UK student community where possible. This approach requires significant effort and resource from the UK university.

67 In developing the curriculum, there is a balance to be struck between offering a wholly UK experience and providing local context. Students welcome the fact that they are receiving a UK qualification, and getting relevant PSRB recognition is seen as an additional bonus. However, as the partnerships and institutions evolve, there appears to be an increasing trend of using the academic expertise and market intelligence of the collaborating partner to develop new programmes more relevant to students in Cyprus and Greece.

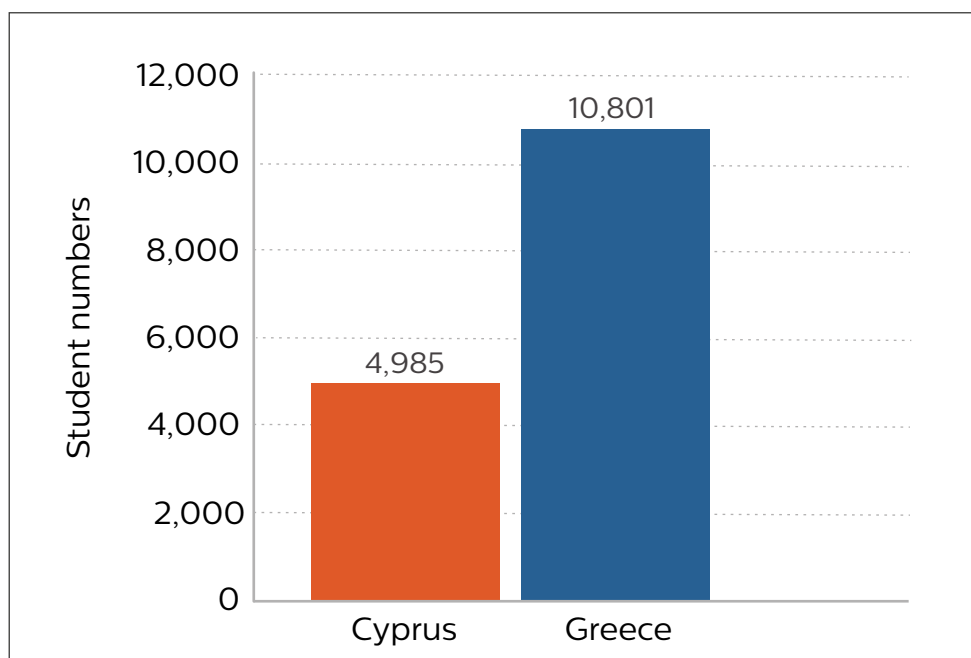
68 In Greece, some UK universities offer the option to study at least part of their programmes in the Greek language. Universities need to be clear on both the rationale for, and risks of, teaching in another language. The options for delivery are either to offer the programme solely in Greek, or to start in Greek and shift to English part-way through the programme. Both options can be operated effectively, although the second option provides a sounder basis for comparing standards across delivery sites. In managing academic standards for provision in Greek, and in particular in relation to assessment and moderation, UK universities again appear to have two options, by either relying on translation or by using bilingual staff and external examiners. The most effective approach identified by the review team includes a combination of both of these. While it requires significant resource, it is most effective in reducing the risk to the maintenance of academic standards.

Annex 1: Statistical analysis

The Higher Education Statistics Agency (HESA) Aggregate Offshore record indicates that a significant number of students studied for a UK higher education qualification in Cyprus or Greece in 2013-14. Greece was at position 13 of the top 20 countries within the HESA record for that year. Following an analysis of the HESA record, in January 2015 QAA undertook a survey of UK degree-awarding bodies to identify at partnership and programme level the amount and type of transnational education (TNE) provision that is offered in Greece and Cyprus.

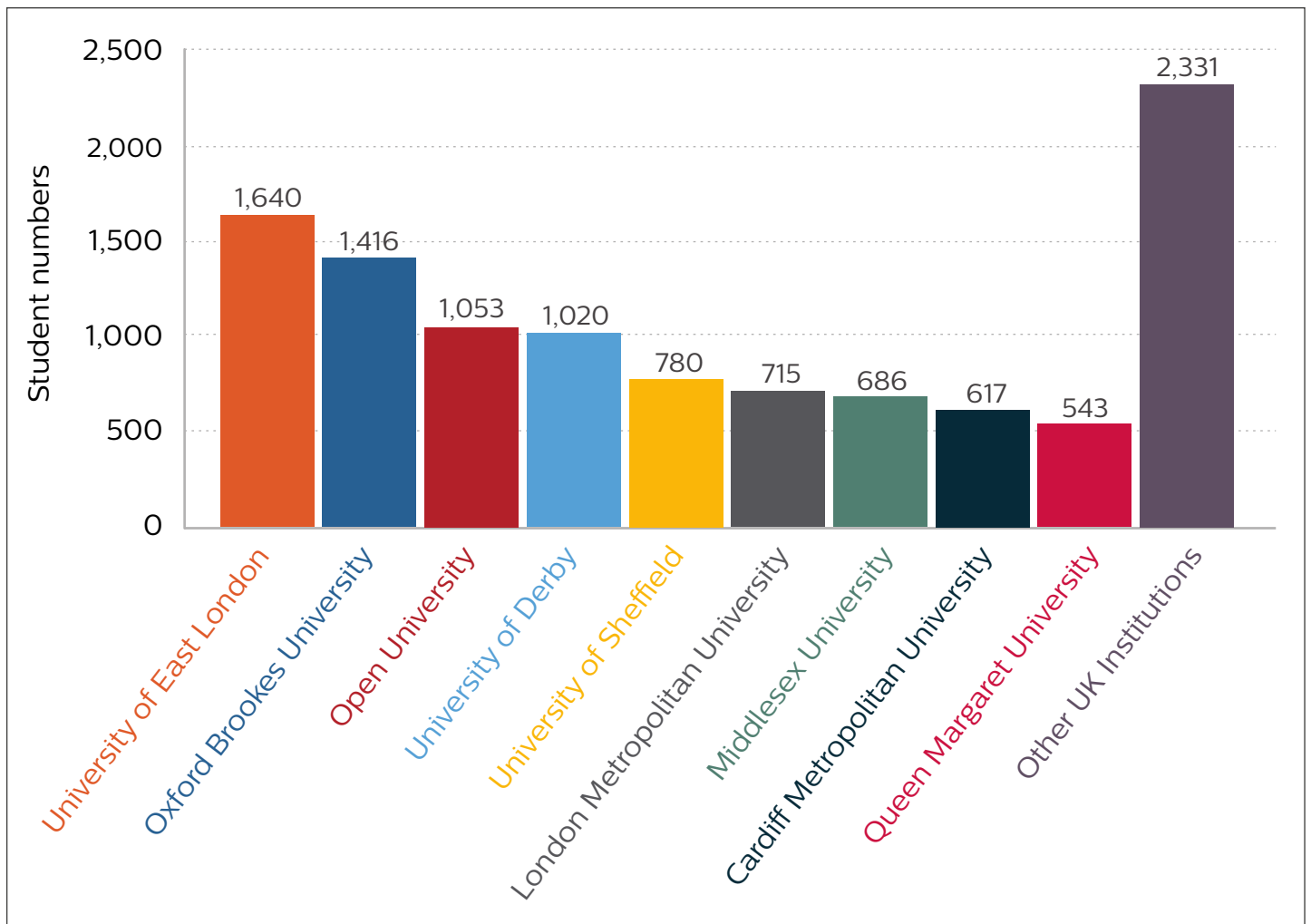
The findings presented in this section of the report represent the analysis that was undertaken of this survey data. The data itself is taken from the returns of 42 UK degree-awarding bodies, and represents 96 per cent of the TNE provision offered in Cyprus and Greece, as measured in the HESA return. Other UK degree-awarding bodies responded to the survey to indicate that they had minimal TNE provision within both countries. The survey undertaken by QAA identified 36 UK institutions that offer TNE programmes in Greece and 18 UK institutions offering programmes in Cyprus. A number of these institutions operate in both countries.

Figure 1: Student numbers by country



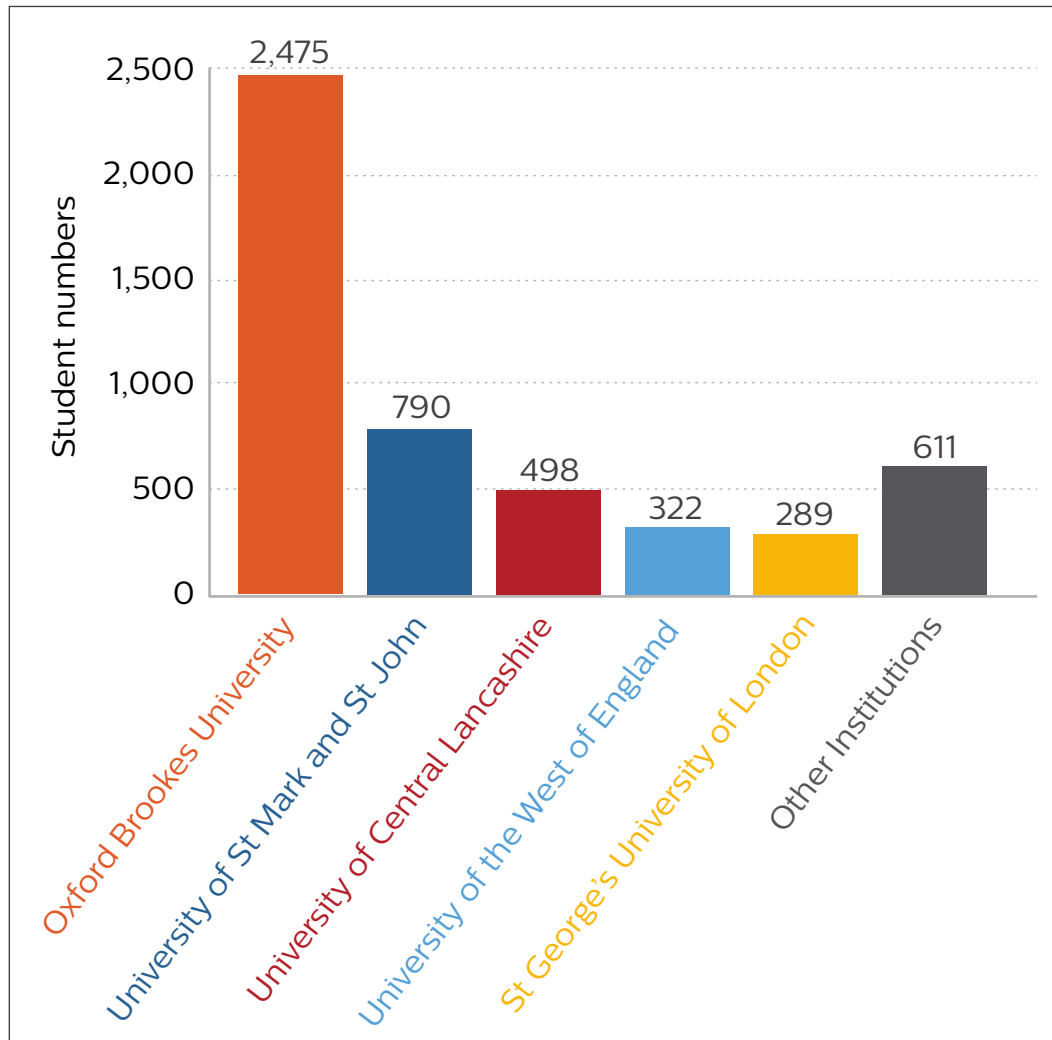
Of the 10,801 students recorded as studying in Greece in January 2015, 43 per cent were studying for an award at one of the five UK institutions that formed part of this review. A number of UK universities have significant numbers of students studying in Greece, with four institutions each recording more than 1,000 students.

Figure 2: Student numbers in Greece by UK institution



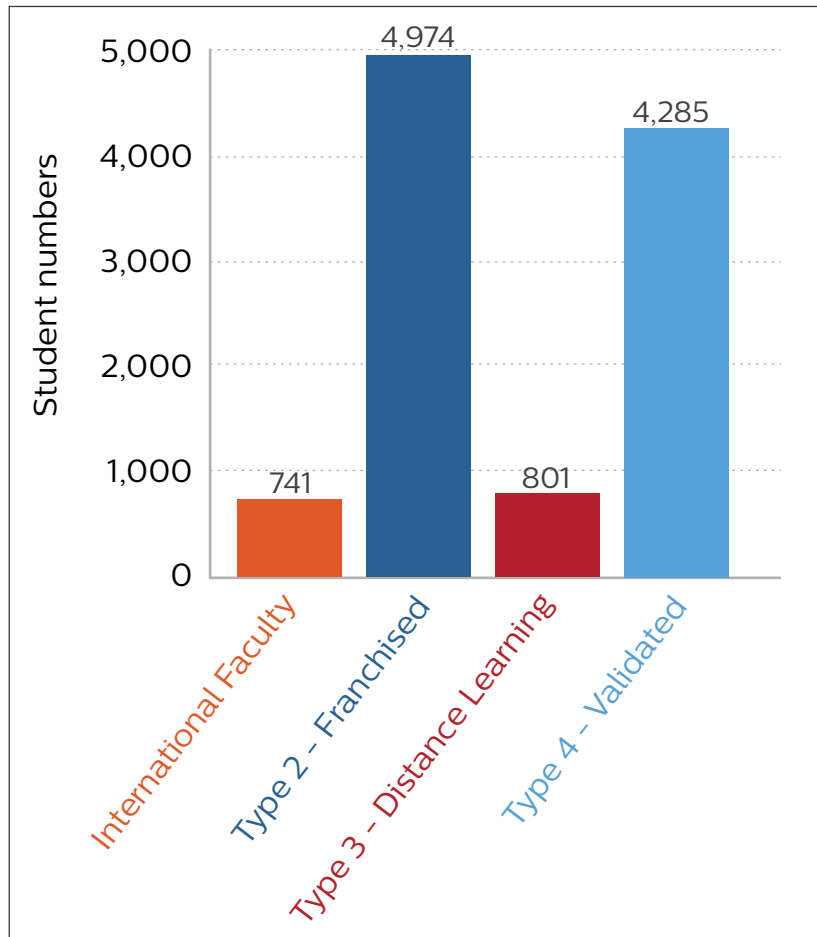
In Cyprus, of the 4,985 students recorded as studying for a UK higher education award in January 2015, 88 per cent were studying for an award at one of five UK institutions. Oxford Brookes University is the largest UK partner, with programmes delivered in collaboration with the Association of Chartered Certified Accountants (ACCA). Three of the other four UK institutions were included as part of the QAA TNE review.

Figure 3: Student numbers in Cyprus by UK institution



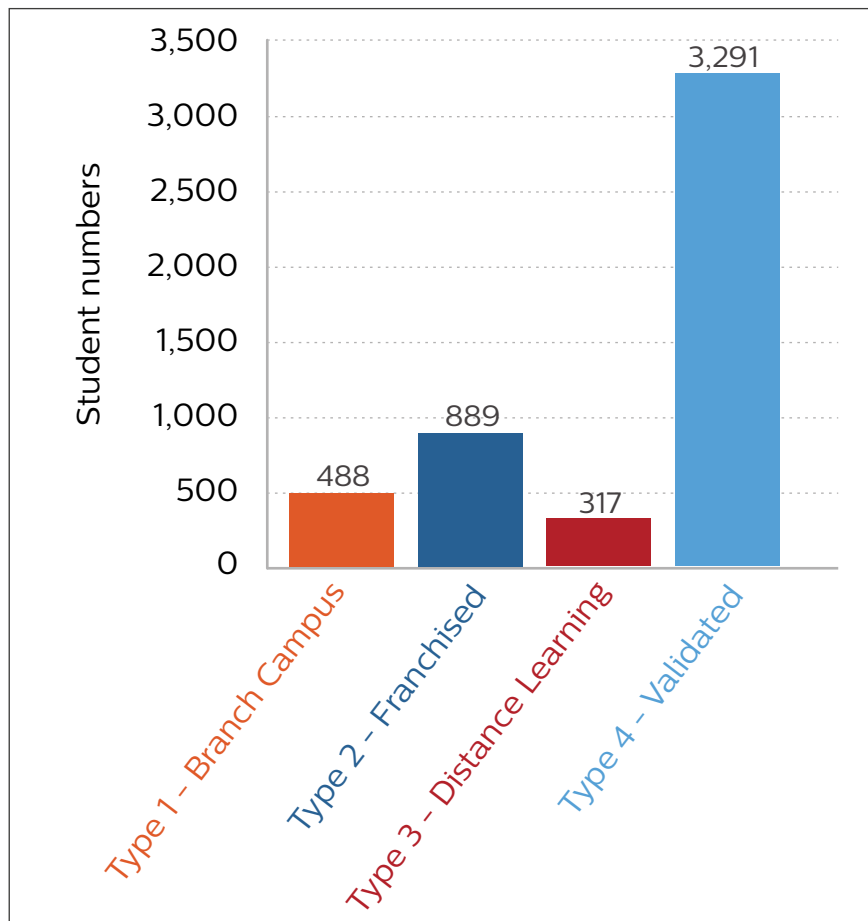
In Greece, 86 per cent of UK higher education provision recorded in January 2015 was provided either through HESA Type 2 partnerships (often described as a franchise arrangement) or through HESA Type 4 partnerships (often referred to as validation). Five UK institutions each have two collaborative partners, and one institution has three collaborative partners. The University of Sheffield has an International Faculty.

Figure 4: Student numbers in Greece by delivery type



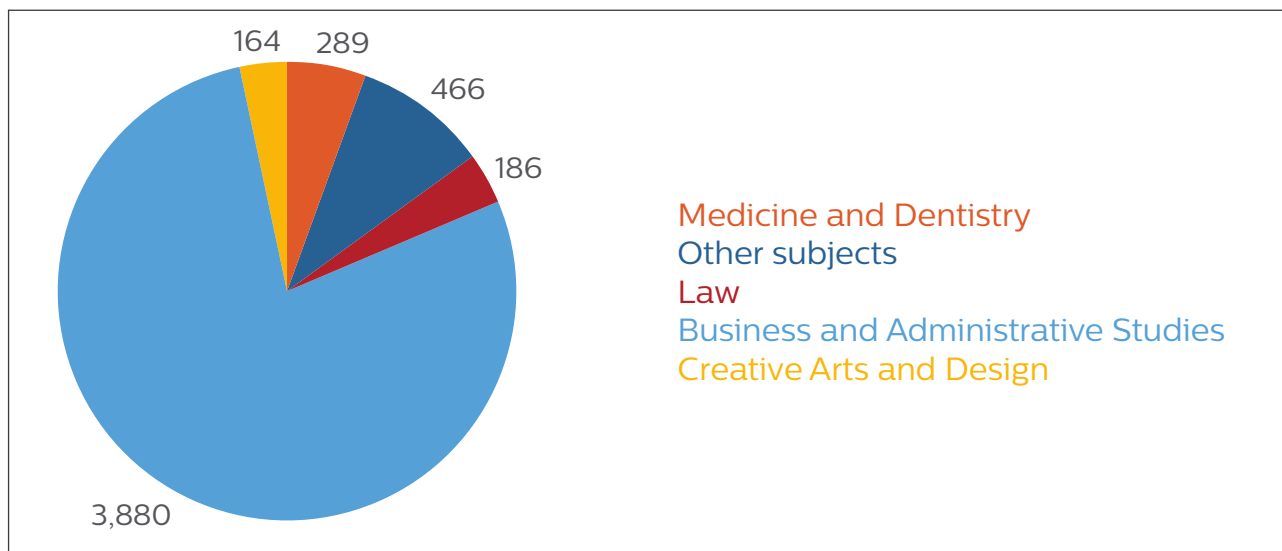
In Cyprus, the Oxford Brookes University provision accounts for the fact that the main delivery of programmes as of January 2015 was through a validation model with a local provider. With the exception of this one provision, the delivery model is mixed. The University of Central Lancashire has a branch campus, and the remaining provision is a mix of collaborations and distance learning.

Figure 5: Student numbers in Cyprus by delivery type



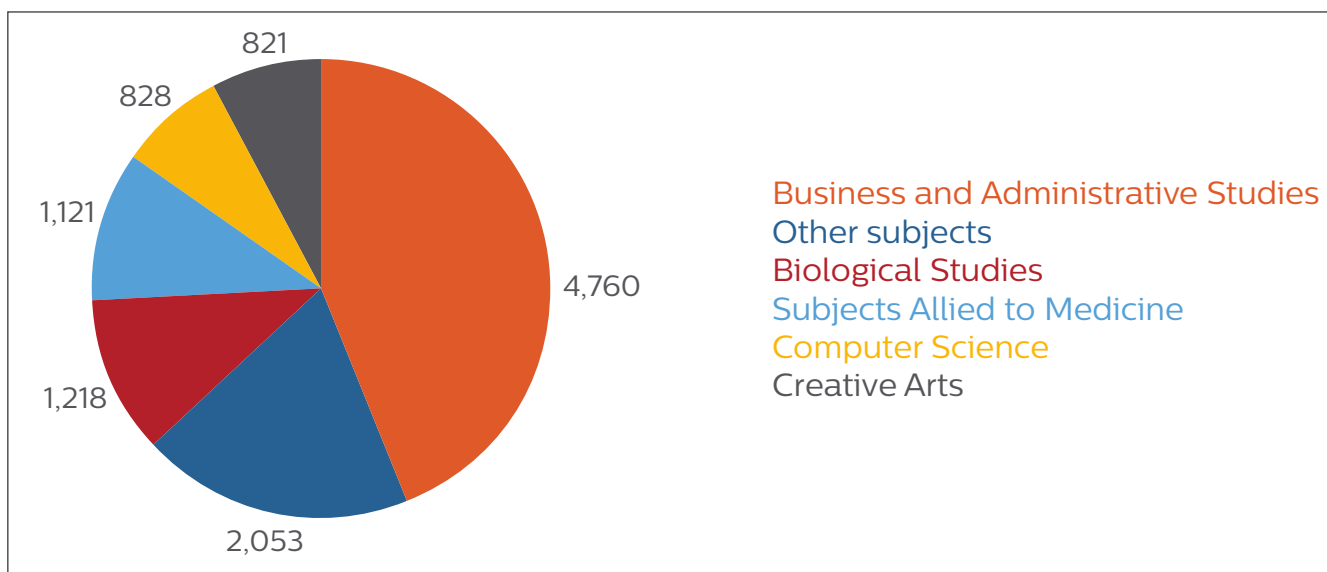
In Cyprus, 78 per cent of students recorded in January 2015 were studying business and administration. The presence of St George's, University of London's partnership in Cyprus explains the students studying for medicine and dentistry subjects, supporting a local need to develop education in this subject area.

Figure 6: Student numbers in Cyprus by subject area



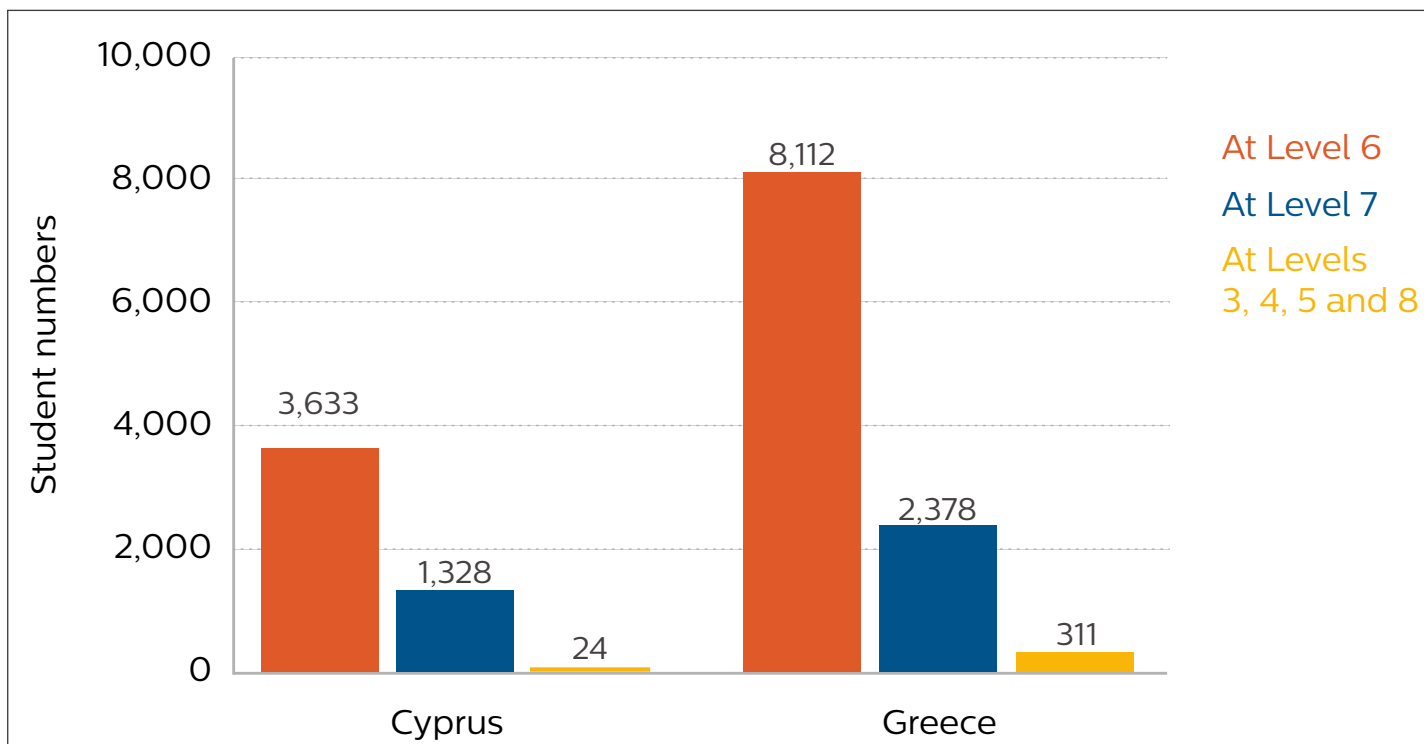
In Greece, only 44 per cent of students recorded in January 2015 were studying business and administration, reflecting a wider breadth of subject areas being offered to students. Other subject areas with a considerable number of students included those related to biological sciences and subjects allied to medicine.

Figure 7: Student numbers in Greece by subject area



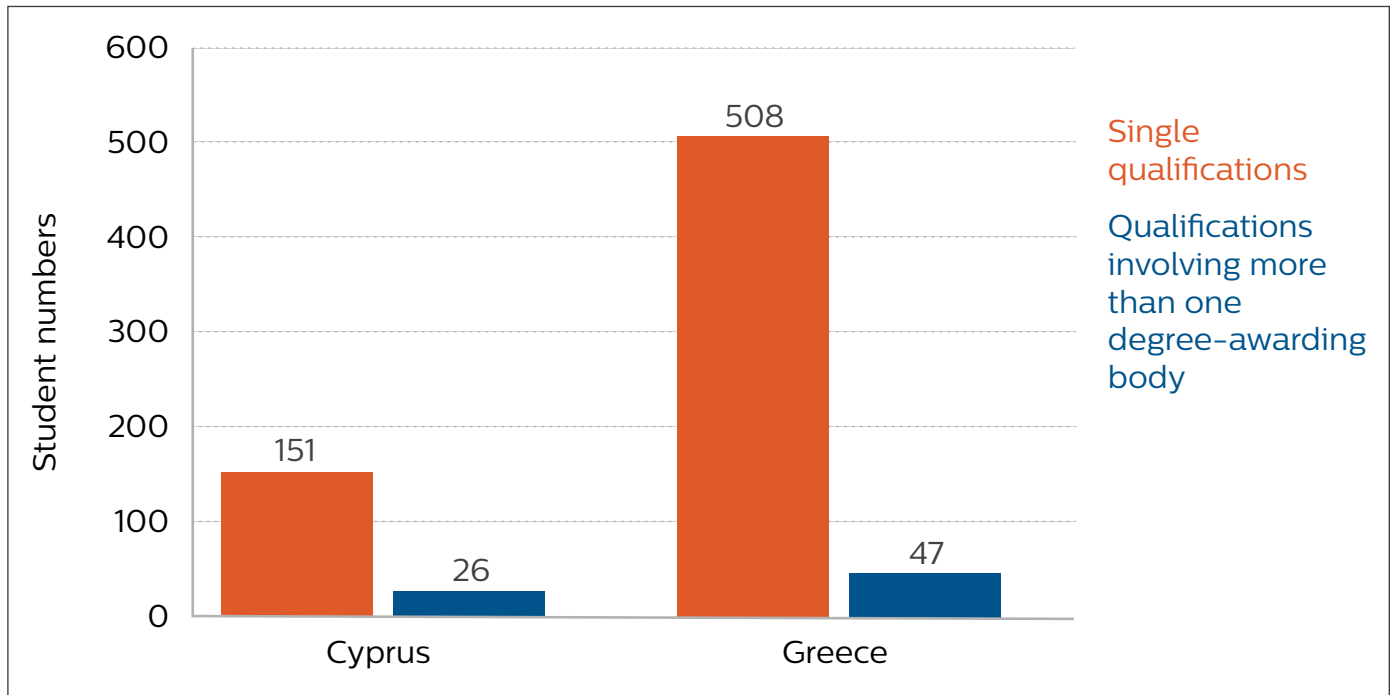
In Cyprus, Level 6 awards are greatest in number, in large part due to the provision on offer from Oxford Brookes University in collaboration with ACCA. Removing these figures demonstrates that there is an almost equal mix of Level 6 and Level 7 provision. In Greece, however, the majority of programmes are offered at undergraduate level.

Figure 8: Student numbers by country at programme level



In Cyprus, UCLAN offers 26 programmes as dual-degree awards. In Greece, four UK institutions work with Greek partners to offer qualifications involving more than one degree-awarding body.

Figure 9: Programme types offered by country



Annex 2: Executive summaries of review reports

Cardiff Metropolitan University and Perrotis College

Cardiff Metropolitan University (the University) describes itself as a global university, attracting one tenth of its Cardiff-based students from overseas. Its range of programmes and subjects identifies it as focused upon professionally and vocationally relevant higher education and on predominantly applied research. The University's approach to local and international collaboration is based on fostering a small number of durable, robust and high-quality partnerships that are underpinned by a strong risk-management framework and secure business plans.

Perrotis College (PC) was founded in 1995 to offer post-secondary programmes for careers in the food and agricultural industries. Located in Thessaloniki, PC provides degree programmes that are both research-based and practically oriented. The College recruits students from Greece and the Balkans, as well as from other European countries and the USA. Internships and work experience, undertaken at the College's on-site farm and food processing facilities and/or externally in the food and agriculture sectors, enable students to learn by doing. The College provides financial support to those who might otherwise lack the means to pursue post-secondary education.

The collaboration between PC and the University commenced in 2006 with the validation of two degrees through Cardiff School of Management. A franchised programme was added to the provision in June 2011 through Cardiff School of Health Sciences. Current student numbers total 144. Discussions and programme development are currently ongoing with respect to the validation of a new undergraduate tourism programme, in partnership with the University.

In approving the partnership and the programmes, the University carried out appropriate legal and financial checks, and applied its processes to confirm alignment of the College's vision, mission and strategy with its own and to satisfy itself that the College had robust quality assurance processes and adequate operational structures to support learning delivery. The University continues to maintain effective institutional and School-level oversight of the provision. A number of positive features were identified by the review: the extensive support in teaching, learning and assessment provided by the University, the extent and effectiveness of student engagement, the University Students' Union's engagement with PC students, and the University's Student's Guide to Studying on a Cardiff Metropolitan University Programme at a Partner Institution.

Queen Margaret University and AKMI Metropolitan College

The partnership between Queen Margaret University (QMU) and AKMI Metropolitan College (AMC) in Greece was formally established in 2001, as one of the University's first transnational education (TNE) partnerships. QMU offers validated programmes through AMC, each programme based on an existing QMU programme but modified for the Greek local context. AMC programmes are available in both of QMU's academic Schools: Arts, Social Sciences and Management, and Health Sciences. Two programmes were initially approved in 2002 and the partnership now offers five collaborative programmes, with an aspiration to grow the portfolio further in the coming years. AMC is currently the University's largest TNE partner provider. With the exception of the BA Media Production, each programme is offered at both AMC Athens and Thessaloniki campuses, with a total of 547 registered students in 2014-15.

Most academic programmes are delivered using a dual-language delivery model, with years one and two delivered in Greek, followed by years three and four delivered in English. This model is designed to safeguard the quality and standards of a QMU award, while being mindful of the Greek context and of students' initial lack of preparedness for full-time English teaching. The exception to this model is BA Media Production, which is taught and assessed in Greek across all years. Programmes delivered via the dual-language structure balance the requirements of UK professional bodies for English delivery with Greek national recognition requirements for Greek delivery, thus allowing future employability options to be kept open. From the start, terminology and practice examples are provided from both English and Greek contexts to support student development and aid transition to full English delivery in later years.

English language classes are available to all students throughout their studies and delivered locally through the AMC student support facilities, and a student English language declaration is signed upon acceptance to the programme outlining the student's responsibility to obtain the required English language competency to progress into the third year of study.

QMU has developed effective channels to ensure the student voice is heard and responded to across its collaborative partnership with AMC. Annual Monitoring Reports include a dedicated section on student feedback with an associated action plan, and these reports are also considered at Programme Committee meetings with student representation. Improvements made to programmes are implemented promptly, and this highlights an effective partner relationship.

St George's, University of London and the University of Nicosia

Medicine has been taught at St George's since 1733. The institution became a constituent school of the University of London in 1900. St George's, University of London gained powers to award taught degrees and research degrees in 2009. The University of Nicosia (UNic) is a private university that in 2009 sought to establish the first medical school in Cyprus, with purpose-built accommodation on its campus at Nicosia.

St George's was approached by the University of Nicosia in Cyprus to franchise its four year MBBS graduate entry programme in medicine. The MBBS is St George's first and only franchise arrangement, although it has signalled its intention to expand this activity internationally in its Strategic Plan. The MBBS 4 (SGUL) graduate entry programme in medicine is mirrored in its entirety at the UNic Medical School. The curriculum, delivery and assessment are in English and are identical to the programme delivered in London. Students complete the first two years of the programme in Cyprus at UNic's medical school. The final two years of the programme are delivered at a clinical placement site in one of Cyprus, Israel, or the USA. As St George's is a body approved by the UK General Medical Council (GMC) to award a primary medical qualification (PMQ), the GMC was fully involved in approving the delivery of the programme overseas.

The review team found that St George's operational management of the programme delivery and assessment is secure and robust, with a number of positive features. There are good communications and excellent team work between the counterpart teams. The assessment processes are identified as extremely robust for a collaborative arrangement, as is the programme for staff development for both academic and administrative staff.

However, St George's overall approach to the organisation of collaborative links demonstrated some weaknesses, and this follows from a recommendation in the report from the 2011 Institutional Audit by QAA. In addition, the review team also observed that St George's is not making appropriate use, in the award of the qualification in Cyprus, of national reference points for academic standards, such as *The Framework for Higher Education Qualifications in England, Wales and Northern Ireland* (FHEQ).

University of Derby, Mediterranean College and Vakalo College of Art and Design

This review considers the University of Derby's partnerships with two private colleges in Greece that deliver undergraduate and master's degree programmes leading to the University's awards. With some 1,000 registered students, these two partnerships form a high proportion of the 9,300 students studying for University of Derby awards in 10 countries. The two partnerships, however, differ significantly. The collaboration with Vakalo College of Art and Design based in Athens is long established, having begun in 1996, and consists of validated undergraduate and master's degrees in design and graphic arts that are entirely taught and assessed in Greek. The link with Mediterranean College is more recent and involves franchised and a small number of validated programmes, designed by the University, which are largely taught and examined in English. The range of the Vakalo programmes is quite focused, with two BAs and two MAs in architectural, landscape, theatre and graphic design. In contrast, the range of programmes at Mediterranean College is wider, consisting of eight undergraduate and seven master's programmes in business, education, psychology, psychotherapy, engineering and computing.

A core feature of the University's approach to managing partner delivery leading to its awards is to prescribe a single regulatory and operational environment that applies to all the partners, in the UK and beyond. All the regulations and procedures governing the approval of partners and the delivery of programmes are contained in the University's regulations and a set of eight detailed Quality Handbooks which are reviewed annually to ensure compliance with relevant academic codes and frameworks. Quality Handbooks are complemented by detailed operational manuals for each partner that specify the responsibilities of departments and individuals within both the University and the partner. Where other languages are involved, the University specifies and operates detailed language and translation policies.

This strict uniformity in the regulatory environment appears to support reliable and resilient liaison between academics and administrators in the University and its partners. At a time of substantial change in the senior management and structure of the University, collaborative contacts at the level of individual programmes continue relatively undisturbed. A further distinctive feature is the range of approaches to the language in which students are taught and assessed, which may be entirely Greek, entirely English or, most commonly, a mixture of the two. The approach taken in the University's partnerships in Greece is to recognise that students need to develop their academic and professional skills both in their first language, in this case Greek, as well as in English. This philosophy is most pronounced in the case of Mediterranean College, where undergraduates begin their programmes largely in Greek but finish them entirely in English.

University of East London and AKMI Metropolitan College

The partnership between University of East London (UEL) and AKMI Metropolitan College (AMC) in Greece was established in 2011, as part of UEL's international strategy. AMC delivers UEL programmes through franchise arrangements with six of its academic Schools: Cass School of Education and Communities; Architecture, Computing and Engineering; Royal Docks Business School; Health, Sport and Bioscience; Psychology; and Art and Digital Industries. Building on the five programmes initially approved, the partnership now offers an expanding portfolio of more than 20 programmes. Each programme is offered at both of AMC's campuses, in Athens and Thessaloniki, with 1,640 students currently studying on partnership provision.

Programmes deviate from the typical UEL franchise model because of the language of delivery. Almost all programmes currently recruiting are delivered and assessed in Greek, though one programme in Psychology has recently been approved for delivery in English. Delivery in Greek has been positively received by AMC staff and students, who see its combination of UK higher education with Greek delivery and contextualisation as maximising post-study employability.

The established and effective relationship between UEL and AMC derives from a strong collaborative ethos and clear communication channels, which have resulted in UEL processes being well established across AMC. Students whom the review team met feel a core sense of belonging to a UEL programme and academic community, while retaining a sense of AMC community outside the classroom.

University of Sheffield and City College

City College in Thessaloniki is also known as the International Faculty of the University of Sheffield. It delivers 10 bachelor's and 15 master's programmes in business, management and economics, computer science, psychology, and English language and linguistics. Academic staff from the College are also members of the supervisory teams provided by Sheffield University for doctoral students registered across the Balkan region. All of its programmes lead to awards made by the University of Sheffield and the College collaborates only with the University of Sheffield. In November 2015 more than 1,200 students were registered at the College, of whom 40 per cent came from the Balkan countries of Eastern and South Eastern Europe.

A distinctive part of the College's strategy is to become a leading provider of UK higher education in South Eastern Europe, a growing market of over 200 million people, and it is pursuing this goal by developing partnerships with other higher education institutions in the region. As part of this review, the QAA team visited the main site in Thessaloniki but also studied documentation and interviewed staff involved in building these further collaborations, including a recently agreed partnership with a newly constituted college in Athens: Athens Tech.

The relationship between the University of Sheffield and City College has been established and developed over 20 years. Since 2009 the College has operated as a sixth faculty of the University, the International Faculty, containing and managing its own academic departments. Unusually, this means that the University of Sheffield does not collaborate with City College as it does with other partnerships, but treats the sixth faculty as an integral part of the University, and applies its standard procedures for the academic operation of the faculties. This arrangement allows for the same autonomy as other faculties of the University, subject to the usual oversight by Senate and its subcommittees. The International Faculty is using this autonomy to initiate and develop higher education provision and to build partnerships with other institutions in South Eastern Europe using the University of Sheffield approvals framework. This is a transnational education (TNE) model provided by a UK university that is distinctive in its scale, mode of operation and ambitions.

University of St Mark & St John and University of Nicosia

The University of St Mark & St John (the University), an independent Church of England voluntary college formed from the combination in 1923 of the constituent colleges of St John's in Battersea and St Mark's in Chelsea, was granted taught degree awarding powers in 2007 and university status in 2012. The University offers undergraduate and taught postgraduate programmes, with a focus on business, education, social sciences and sport.

The University of Nicosia (UNIC) (formerly Intercollege), a private sector higher education institution founded in 1980, offers undergraduate and postgraduate programmes from sites in Nicosia, Limassol and Larnaca, across a range of disciplines including business, education, humanities, social sciences, sciences, and engineering. Under the partnership UNIC, through UNIC Online, offers three programmes validated by the University: a Master of Business Administration, approved in 2011, a BA (Hons) Business Studies, approved in 2012, and a BA (Hons) Accounting, approved in 2013, all delivered online. There are currently 950 students enrolled on the programmes.

The partnership was established under the University's previous strategic plan, which had clear targets to extend its collaborative provision and to increase the number of international partnerships. Since then, following a change in strategic direction focusing on the development of onsite home provision, the University decided to terminate the partnership, considering that UNIC Online, as a private for-profit organisation, no longer provides a good strategic fit with the University. Student enrolment to the programmes ceased in October 2014. Teach-out could continue until 2024, given the University's 10-year maximum registration period and the ability of students to opt in and out (provided non-engagement does not exceed two years).

In its 2012 follow-up report to the 2010 QAA Institutional Audit, which reached judgements of limited confidence in standards and the quality of learning opportunities with respect to the University's collaborative provision, QAA concluded that the University had addressed the essential recommendation. Revised structures and processes were in place but needed time to be fully embedded. The present review found that further work is required by the University to ensure that its revised procedures are fully implemented. The review team makes a range of recommendations, notably concerning institutional management and oversight, particularly in relation to annual programme review.

The full individual review reports can be found on the QAA website, at:
www.qaa.ac.uk/reviews-and-reports/how-we-review-higher-education/review-of-overseas-provision

Annex 3: Introduction to the case studies

As part of the TNE review of Greece and Cyprus, the QAA review team developed a set of case studies.

Case study on the experience of UK universities in Greece and Cyprus

This case study provides a short overview of the recent experience of UK universities with an active presence in Greece and Cyprus. It draws on information obtained from visits to a sample of UK universities, held in the summer and autumn of 2015. In total, nine universities were visited, of which five had a partner in Greece, two had a partner in Cyprus and two had a presence in both Greece and Cyprus.

Case studies on qualifications involving more than one degree-awarding body

These two case studies focus on qualifications involving a UK degree-awarding body in conjunction with another degree-awarding body: the University of Central Lancashire operating in Cyprus and the Open University operating in Greece. These are largely factual accounts of the type of degree awarded and are intended to illustrate the types of arrangement that are discussed in QAA's *Characteristics Statement: Qualifications involving more than one degree-awarding body*. Accordingly, these case studies primarily address the awarding function, approaches to setting and maintaining academic standards, how quality assurance arrangements are shared, the terminology employed, and the provision of information about the qualification.

The full case studies can be found on the QAA website, at:
www.qaa.ac.uk/reviews-and-reports/how-we-review-higher-education/review-of-overseas-provision

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