

# Managing quality and student experience in TNE: towards an alternative model

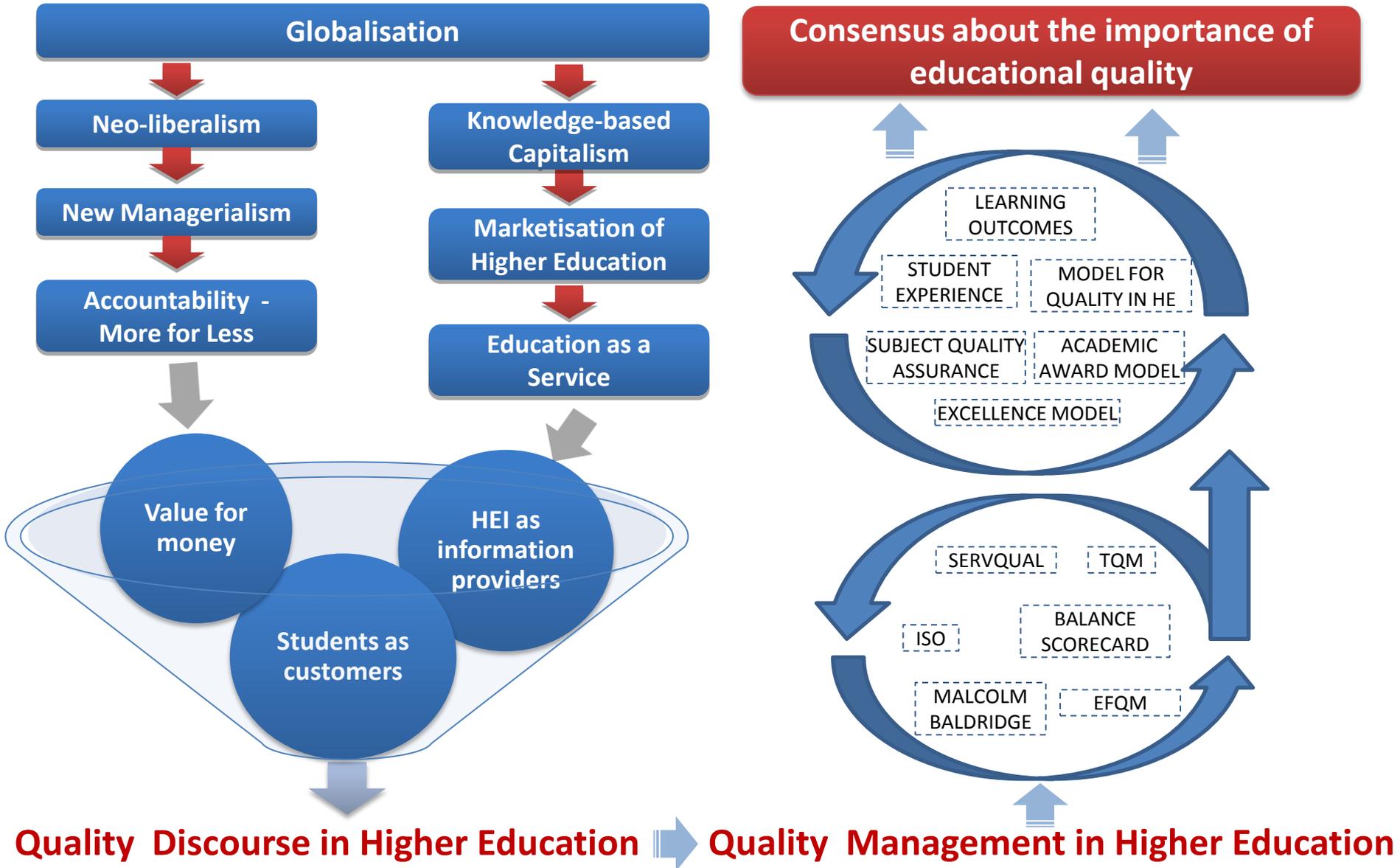
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From risk mitigation to prospective quality management

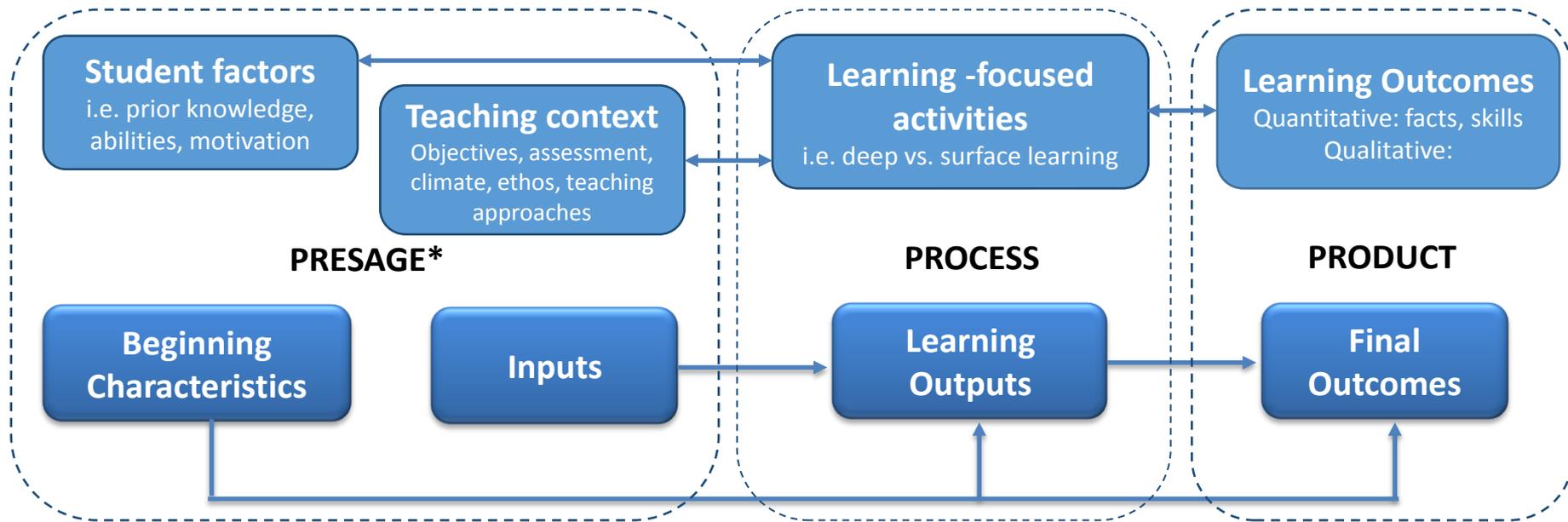
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# Current Quality Discourse in Higher Education



# Quality management in higher education



- Overconcentration on identifying the dimensions linked to outputs
- Too much reliance of student satisfaction surveys
- Retrospective approach in managing final outcomes
- Exclusion of student factors (beginning characteristics) in quality management
- The relationships between dimensions assumed as static
- Inclusion of students as partners – is this actually leading to an effective management of quality ?

\*The models above are adapted from Biggs (1993); Gibbs (2010); Finnie & Usher (2005)

# Quality Management in TNE

- Dominance of exporting country guidelines
- Primarily focused on assurance and less on enhancement
- Risk mitigation via an X theory approach
- Focus on equivalency. Is sameness enough ?
- Failure to capture social capital created offshore
- Questionable 'one-fits all' model despite the calls for contextualisation
- Practical considerations – Why is important to consider student factors (expectations & perceptions) and adopt a Y approach ?

# The research

- A mixed methods case study
- The case study: a transnational partnership between a UK University and a Greek College
- Aim to explore student factors in relation to the applicability of a common “student as customer model”
- Purpose to explore the applicability of the customer model in TNE and justify the need for contextualisation
- Primary evidence via questionnaire survey and semi-structured personal interviews

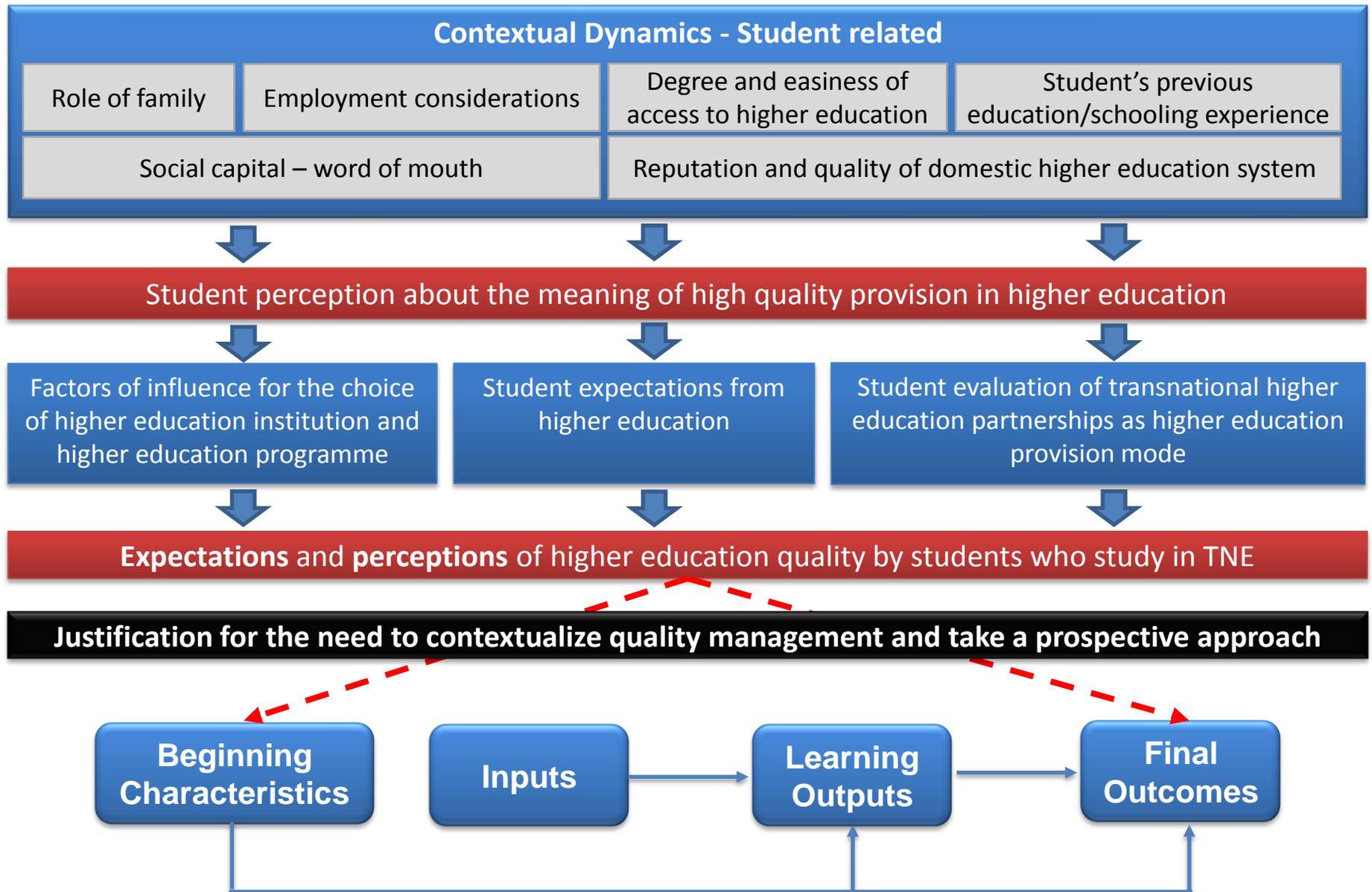
# Findings

- Both student groups consider educational quality as the prime element of quality in higher education.
- Students, irrespective of their location, share common expectations and perceptions about the existence of a strong link between employability and higher education qualifications.
- The more direct the contribution of students in the payment of fees the higher their expectation to adopt a more passive approach in the learning process.
- There is a clear inverse relationship between organisational size and student satisfaction.
- Students in small size institutions have higher expectations about quality.
- Class size is irrelevant for home students while a very important factor for partner institution students.

# Findings

- Students in different location of delivery perceive differently quality in higher education.
- Prior schooling experience affects students' expectation about teaching and learning process in TNE.
- Students in the partner institution recognize the differentiation of the programme but they expect a teaching and learning approach which replicates the one used in the domestic education system.
- Students' perception about the role of TNHE influences their expectations and perception about educational quality.
- Student expectations and perceptions about quality are influenced by contextual dynamics.
- Student expectations and perceptions of quality influence their expectations about their role as learners.

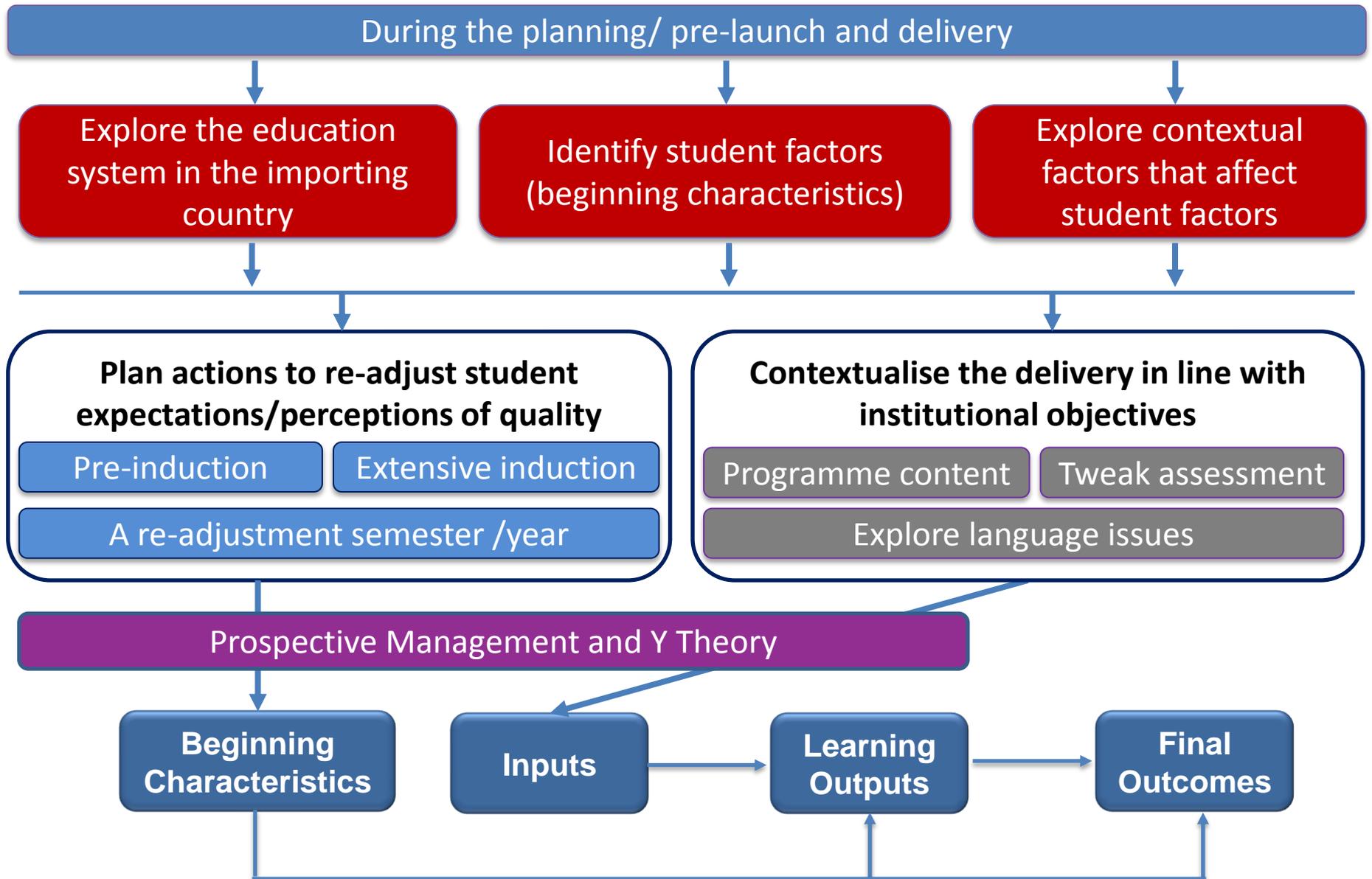
# Emerging Conceptual Framework



## From risk mitigation to prospective quality management

- Failure to explore, measure, and manage student expectations prior to delivery is very likely that will lead to poor quality outputs.
- This applies to all facets and conceptualization of quality in higher education – and most importantly on educational quality.
- Failure to understand and contextualise student perceptions about the final outcomes will lead to poor and unreliable measurements of quality via student surveys.
- The identification and rigid use of static relationships between inputs and outcomes does not guarantee consistent replication of the provision either at home or offshore.
- Instead, the consideration of student factors, prior to delivery, allows better planning of the provision and the necessary actions to re-adjust student expectations and perceptions.
- A prospective approach allows better quality outcomes and higher retention.

# Proposed model for prospective management quality in TNE



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