

Thematic Analysis¹: Cross-Border Quality Assurance and Quality Assurance of Transnational Education

Prepared as part of the IMINQA Project

May 2023

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<http://www.egar.eu>

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Intro

The analysis looks into the state of play of countries' legal frameworks considering cross-border quality assurance and the quality assurance of cross-border higher education (transnational education).

The thematic analysis further integrates the presentations and discussion had as part of the Peer Learning Activity on cross-border quality assurance (QA) and the QA of transnational education organised as part of the IMINQA Project in March 2023.

The presented data below reflects the information gathered through EQAR's Knowledge Base² (and further national legislation) on legal frameworks on quality assurance, the data collected as part of the Database of External Quality Assurance Results (DEQAR, statistical data as of 15 May 2023³) and Key considerations for cross-border QA, EQAR's Policy Paper on CBQA (2020), RIQAA project report (2014) and UNESCO-OECD guidelines for quality provision in cross-border higher education (2022).

Status and Recognition of Cross-Border external QA

The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) provide the common framework for quality assurance and are acknowledged as a suitable basis for work across borders. Signatories of the Ministerial Communiqués of Berlin (2003), Bucharest (2012), Yerevan (2015) and Paris (2018) have recognised and underlined higher education institutions' responsibility for assuring the quality of education and their right to choose a suitable EQAR-registered quality assurance agency for their compulsory external quality assurance.

The picture of external QA activities within the scope of the ESG is highly diverse, illustrating that the ESGs have been adapted successfully to the various specificities of higher education systems.

DEQAR data shows that there has been a constant increase in the share of cross-border external QA activities carried out in the past 10 years (see Fig 1) including in the years of the pandemic. Progress has been nevertheless slow in 'opening' the legal framework of national external QA systems in EHEA (see *Map 1*) and in recognising the reviews of EQAR-registered agencies (see also Fig. 2).

² <https://www.egar.eu/kb/country-information/>

³ <https://www.egar.eu/ga-results/search/>

Figure 1. Share of cross-border external QA results in DEQAR by year (May 2023)

Share of cross-border external quality assurance results in DEQAR by year

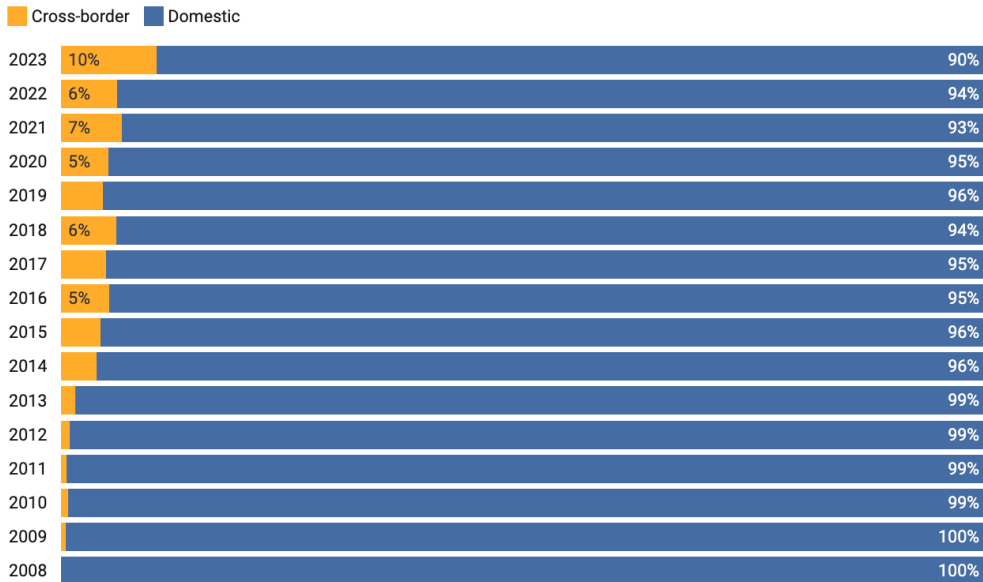
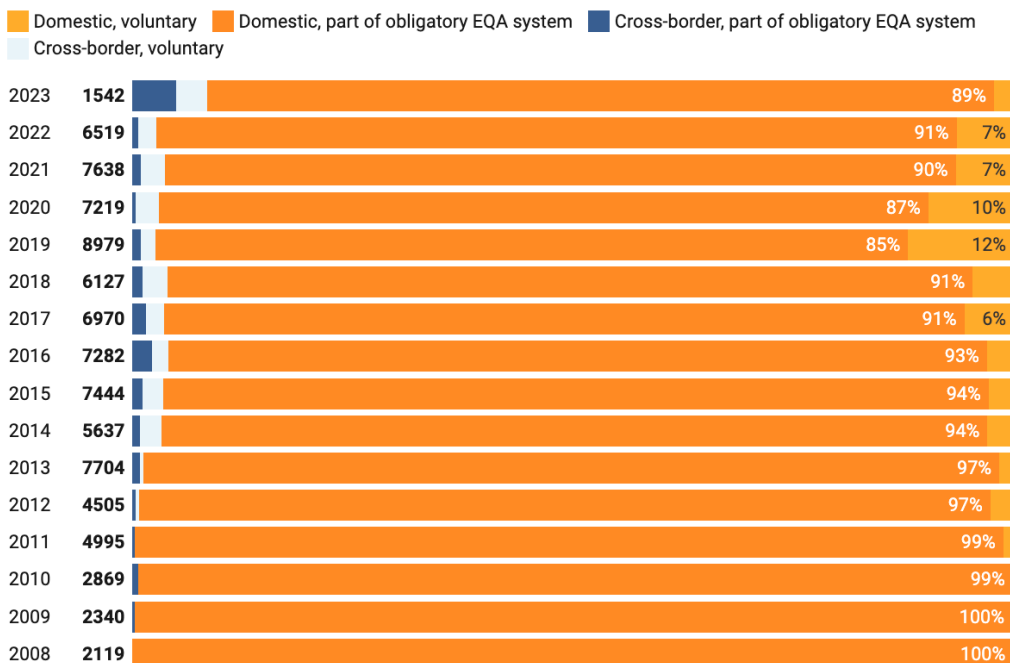
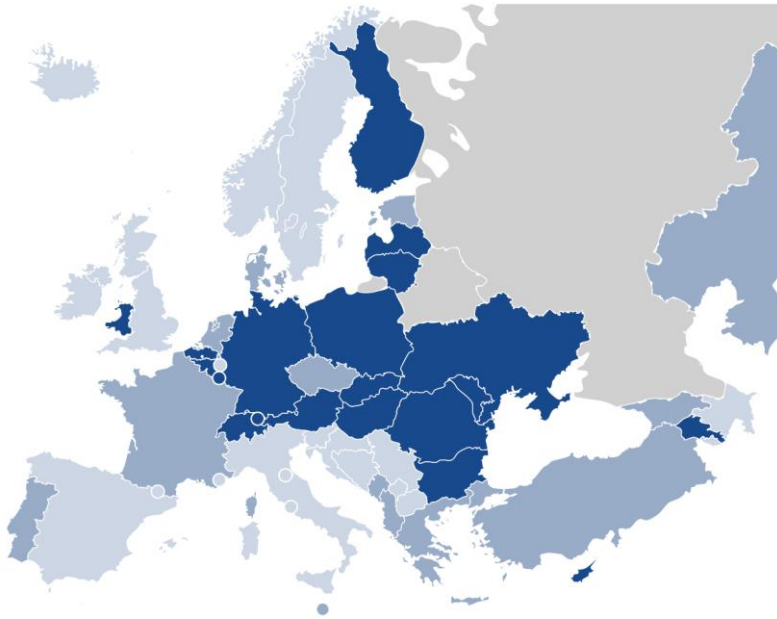


Figure 2. Share of cross-border QA in DEQAR by year (May 2023)





Map 1. System openness to cross-border quality assurance (May 2023)

While 91% of all EHEA signatories (43 of 47 countries) have experienced a form of cross-border QA with an EQAR-registered agency, currently only **22 of the 47 signatory EHEA countries** (see Map 1) **have in place legal provisions to allow some or all higher education institutions to be accredited, evaluated or audited by a suitable EQAR-registered agency** (other than the national QA agency) for their compulsory external QA.

While EQAR registration is generally the main condition for an external QA agency to be deemed as eligible by national authorities (as it proves trust and alignment with the ESG), the ‘openness of legal frameworks to cross-border QA’ often comes with additional conditions or criteria.

The additional requirements for quality assurance agencies to operate in another country, may range from sensible approaches e.g., cross-border QA activity has to match the profile of the national QA agency; the higher education institution has to inform the national QA body of its submission for a cross-border accreditation. In other cases, countries may have in place limiting constraints although the agencies have demonstrated their legitimacy and trust through a successful external review against the ESG i.e., multiple additional checks ranging from meeting the eligibility requirements for QA agencies to operate, coupled with specific requirements on the use of national standards and criteria as well as further post recognition procedures on accepting the results of the cross-border QA activity.

The current requirements and conditions for agencies’ work across borders (see EQAR’s knowledge base)⁴ can be grouped into 1) eligibility requirements, 2) system level limitations, 3) conditions for the work of the agency within the country, and 4) specific stipulations for the recognition of cross-border reviews.

⁴ <https://www.eqar.eu/kb/country-information/>

1. **Eligibility requirements.** Before an external QA activity is initiated, some countries may require that the foreign QA agency is approved by a competent national body e.g., ministry or national QA agency; the foreign QA agency may need to agree on the terms and conditions of the review with the national agency; the foreign agency may be also required to demonstrate certain expertise in the field of external QA.
2. **Conditions for the agency's work.** In carrying out the external QA review, the foreign QA agency may have to use the regulations and frameworks of the national higher education system to prepare procedures and/or carry out the QA activity in the language of the higher education system; to adapt their standards, and criteria for decision making (such as the evaluation scale) to specific national requirements; to ensure the use of certain type of experts and observers in their review etc.
3. **System level limitations.** The review is in some cases constrained to certain higher education institutions or programmes, e.g., HEIs/programmes can be reviewed by a foreign EQAR-registered agency only if they have already passed an initial accreditation, or the review can only be carried out at public higher education institutions but not for universities of applied sciences.
4. **Recognition of reviews:** After the external QA procedure is completed, the review has to pass the approval of a competent national body or the national QA agency. The decision on the review will be taken only if the review is approved.

Higher Education Institutions' Experience with a Cross-Border QA

The case-study interviews of higher education institutions (RIQAA project report, 2014⁵) showed that the main reasoning for a higher education institution to undergo cross-border external QA with an EQAR-registered QA agency was to enhance their reputation and external recognition, increase the employability of their graduates, and develop their own internal quality culture. The higher education institutions considered that the external expertise on specific issues could help consolidate the institutional development goals, provide an assessment on less developed areas of the university, or enhance certain aspects that were not addressed as part of the national QA exercise.

Some higher education institutions chose to undertake an international accreditation to fulfil the educational standards for specific EU regulated professions e.g., the European Association of Establishments for Veterinary Education (EAEVE) review provides recognition for veterinary education establishments if they have achieved the EU minimum compulsory requirements for this profession.

Reviewed institutions appreciate such cross-border external evaluations as they provide a more genuine international experience, a different enhancement led approach to quality assurance; strengthen internationalisation policies or help enhance the institution's profile internationally, may support development of institutions' collaboration with other foreign institutions and increase external acknowledgement of the institutions' efforts to improve. Small and regionally focused

⁵ https://www.eqar.eu/assets/uploads/2018/04/WP5_RIQAA_Report_final.pdf

higher education institutions considered the recognition provided by an international (EQAR-registered) accreditation body as a way of attracting more students not only from the national pool but also from abroad.

Selection of a suitable QA agency

In selecting a foreign QA agency, institutions consider the international reputation, country of origin, expertise in a particular field, affordability etc. In some cases, no initial decision was taken to choose a foreign or a national QA agency, and both options were considered equally. The choice of a suitable agency usually involves a desk research by higher education institution and the information provided on the EQAR website is consulted. The higher education institutions consider the portfolios of international activities and QA agencies' procedures and cross-border review policies.

Overview of Cross-border QA Activities

EQAR's annual update (2015-2019)⁶ on registered QA agencies' activities shows that two thirds of QA agencies have carried out at least one cross-border external QA procedure, while almost half of the EQAR-registered agencies carry out cross-border external QA on a regular basis.

Considering the use of a cross border external QA procedure, currently (May 2023) 18% of the higher education institutions included in DEQAR had been reviewed by an EQAR-register QA agency at programme or institutional level. The majority of cross-border review reports (90%) are carried out at programme level, while institutional level reviews (8%) and joint programme reviews (2%) represent a smaller share of these procedures. Considering the spread of cross-border QA activities, EQAR-registered agencies have conducted reviews in 91 countries around the World, out of which 44 EHEA systems (see Figure).

DEQAR data further shows that most cross-border QA procedures (83%, representing 2524 external QA activities) are carried out as voluntary/add-on activities, while mandatory external QA procedures represent only 17% of such reviews. When looking only at the EHEA, the share of reviews that have been carried out as part of the mandatory external QA exercise is somewhat higher, with 28% of cross-border external QA reviews being recognised as part of the mandatory external QA within 26 HE systems.

EQAR-registered agencies (see full list of agencies in Annex 1) have reviewed 210 higher education institutions at programme or institutional level from outside the EHEA (in 57 countries and territories). These activities represent 35% of the total share of external QA activities of EQAR-registered agencies (contributing to DEQAR).

Considering the results of an external QA review, DEQAR data shows that cross-border reviews generally have more positive overall decision (69% vs. 53% for domestic reviews), and less positive decision with conditions (22% vs. 32% for domestic reviews) but the same share of negative decision (0.95% vs. 0.85% for

⁶ <https://www.eqar.eu/kb/external-ga-activities/#annual-updates-on-the-external-ga-activities-of-eqar-registered-agencies>

domestic reviews) (see *Figure*). Most the differences can be explained by the nature of cross-border reviews, that often serve as an add-on to the mandatory external QA.

External QA Decisions

Decisions by cross-border vs domestic external quality assurance reports

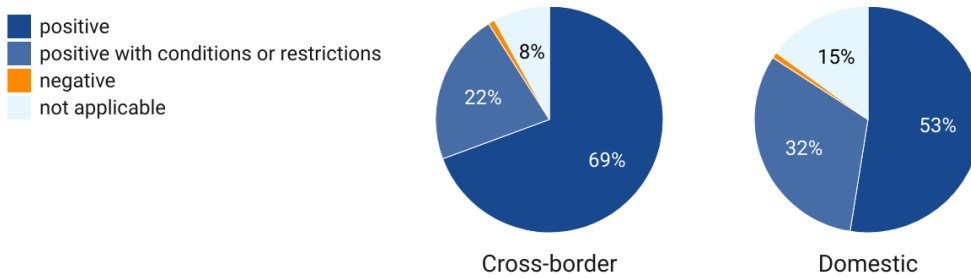


Figure 3. Decisions by cross-border vs domestic external QA in DEQAR (May 2023)

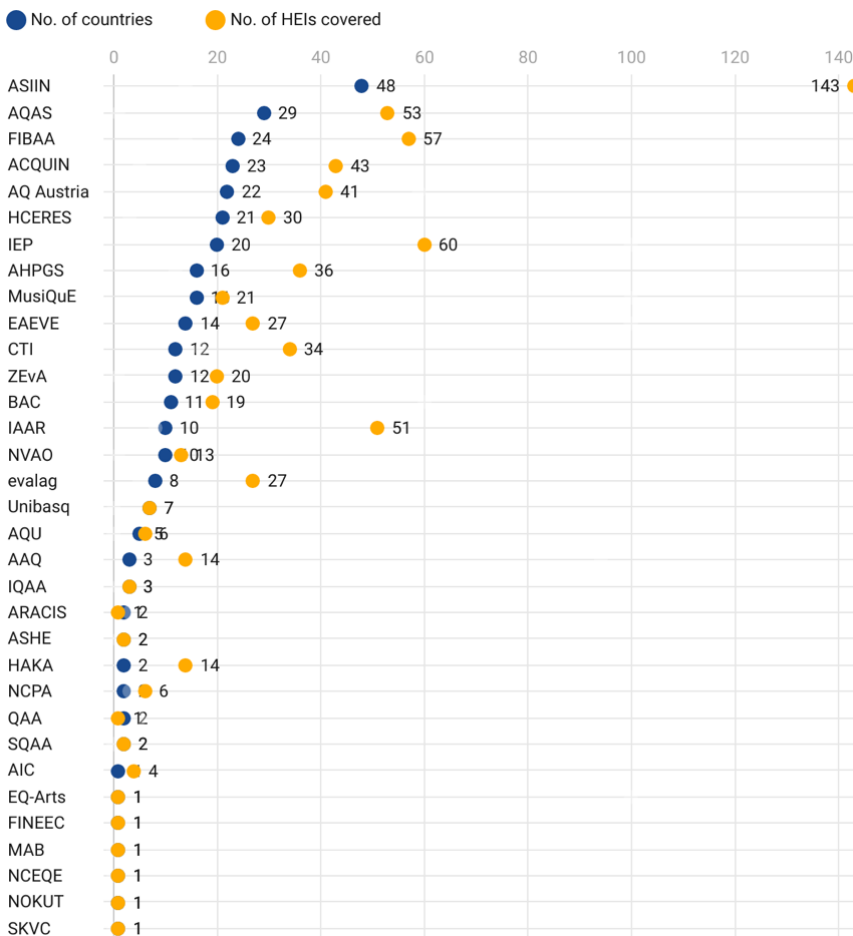


Figure 4. Cross-border external QA by no. of countries and HE institutions (DEQAR data, May 2023)

Reflections during the PLA discussions:

The rationale behind a cross-border external QA:

- Pull factor: it may offer an external perspective, broader view and possibility for comparison; offering better market opportunities and higher employment of graduates, which may attract more students in specific accredited disciplines;
- Push factor: Lack of trust in the domestic QA agency, a one size-fits all approach in the national QA system, lack of international exposure, narrow pool of reviewers in smaller HE systems.
- QA agencies may also choose to be involved in a cross-border review as part of their strategy for internationalisation, as a way to broaden their horizon, to improve their own processes, increase the motivation of staff, or as an (extra) source of revenue.

Obstacles and challenges related to cross-border external QA:

- National requirements for quality assurance often bring an added layer of difficulty i.e. mapping or use of the agency standards against the national standards; language requirements for the review report etc.
- QA agencies might also need to adapt their external QA methodologies to specific national legislation for regulated professions.
- Time and financial resources, language of the review, terminology, lack of institutional autonomy or academic integrity are challenges faced by both agencies and higher education institutions undergoing cross-border QA.
- Interesting to go where new cooperation's are developed, but problematic to conduct reviews in countries with issues re. freedom of speech, values, student involvement.
- HE institutions may use of the reports to improve their internal QA and strategy, but good outcomes are harder to achieve in less democratic regions that may misuse the results of the reviews.

Considerations in a cross-border external QA:

- A high(er) priced review does not necessarily imply a high-quality external QA.
- The review experience might not always be a positive one, therefore it is important to clarify the expectations of both the higher education institutions seeking to be reviewed and the QA agency carrying out the review and ensure that the cross-border QA is beneficial to the local QA and the HE system.
- Review expectations might differ depending on the type of the review procedure i.e., at programme or institutional level or the expected outcomes of a cross-border QA i.e., a specific label, a certification, an accreditation recognised within the national system, a voluntary add-on evaluation procedure etc.
- It is important to consider beforehand where the responsibility lies for the recognition of the cross-border QA procedure e.g., ministry, QA agency etc.

- Consider the risk of “agency shopping”, where higher education institutions may choose QA agencies that provide a ‘lighter approach’ in order to satisfy national QA requirements that would have not been met otherwise.
- To ensure a fair market price, it would be helpful to have an overview of the pricing for external QA across EHEA.
- A successful review should follow a transparent and just process, use of an EQAR-registered QA agency, contact of the national QA agencies/or other relevant national authority before the review process; know-how of the national HE system; involvement of local experts; ensuring a balance between national and international standards.

Quality Assurance of Transnational Education (TNE)

Transnational education or cross-border higher education (CBHE)⁷ refers to any learning activity in which the students are based in a different country from the country in which the institution providing the education is located.

In their Ministerial Conference in Rome (2020), the EHEA members committed to ensuring that external quality assurance arrangements cover transnational higher education (TNE) with equal standards to those used for domestic provision.

When considering cross-border higher education, a clear distinction needs to be drawn between the roles and responsibilities of exporting countries and importing countries (where the TNE is offered). Exporting countries are the source of higher education and programmes delivered in another country (the importing countries) (UNESCO APQN, 2006). The main responsibility for quality assurances of TNE provision is expected to lie with the exporting country and provider. Exporting transnational education providers should maintain and ensure the same level of quality of the academic programmes they offer abroad as in their home country.

The use of the ESG in the evaluation of transnational higher education is an important part of an exporting HE system to guarantee their quality, legitimise the educational services offered by cross-border providers and the validity of the awarded qualifications in the labour market. This is important to help reduce the risk of activities of bogus providers in the receiving countries (UNESCO, 2011).

Having to be reviewed by both the exporting and importing country’s QA agency is often a burden on the TNE providers, which will likely need to duplicate their efforts in preparing self-evaluation documents, submitting supporting evidence, hosting two different visits, and following up two review reports.

Overview of TNE in EHEA

There is a growing demand for international education and a willingness of European countries to export their educational provision. In 2020–21, over half a million students were studying for awards from 162 UK providers in 228 countries and

⁷ Definition offered by the Quality Assurance of Cross-Border Higher Education project (2015) <https://www.enqa.eu/wp-content/uploads/2015/11/QACHE-toolkit.pdf>

territories a, 12.7% increase from the previous year.⁸ The United Kingdom, Germany, and the Netherlands are prominent examples of European countries that have successfully expanded their education systems beyond their borders. For instance, the University of Nottingham (UK) has established campuses in China and Malaysia, offering British degree programs to international students, the University of Groningen (NL) has established joint programs and research collaborations with universities in China, Indonesia, and Malaysia, the Technical University of Munich has formed partnerships with universities in Singapore and Qatar, enabling students to study German-engineered degree programs outside Germany. The OrgReg⁹ and DEQAR databases show that at least 30 higher education institutions from 17 different EHEA systems have TNE provision in other higher education systems. Some TNE provisions are offered only in one campus abroad e.g., Fjellhaug International University College (Norway) offers studies in its campus in Copenhagen (Denmark) or the Estonian Business School (Estonia) offering studies in its campus in Helsinki (Finland). Some others may be offered across many higher education systems (see further Annex 2 below).

The TNE provision may be offered as a result of franchising, the establishment of joint institutions or private independent universities, through foreign backed universities, subcontracted partner institutions etc. New emerging modes of delivery of TNE provision may include blended distance education, education provision with reduce frequency, online joint education etc. (Jane Knight and John McNamara, 2017¹⁰). The complexity of these different forms of TNE provision may make it more difficult to oversee all aspects of teaching, and issues relating to quality education and pose additional challenges to current forms of external QA.

Useful terminology¹¹:

- An affiliated or branch campus is an educational institution that is established or operated by a parent institution located in a different geographic location or country;
- A foreign-backed university – an autonomous university that is associated with one or more ‘mentor universities’ abroad. The mentor university takes responsibility for curriculum development, quality assurance and continuing education for local teaching staff. It usually also delegates teaching staff to the university abroad and engages in fundraising at home.
- Franchising: a foreign university is entitled to offer a course ‘exported’ by the importing university and also award a degree from that university. The ‘exporting’ university thus carries complete responsibility for course contents.

⁸ Universities UK International (2021), The scale of UK higher education transnational education 2020-2021. Retrieved from <https://www.universitiesuk.ac.uk/sites/default/files/field/downloads/2022-11/UUKi%20Scale%20of%20UK%20HE%20TNE%202020-21.pdf>

⁹ OrgReg is a public facility, which provides a comprehensive register of public-sector research and higher education organizations in European countries.

<https://www.risis2.eu/registers-orgreg/>

¹⁰ https://www.britishcouncil.org/sites/default/files/tne_classification_framework-final.pdf

¹¹ Based on DAAD’s publication Transnational Education “Made in Germany”

https://www2.daad.de/medien/hochschulen/projekte/studienangebote/ausgabe_ehea_2011_gesamt.pdf

- Extension campus vs branch campus - Extension campuses expand within the same region or country as the parent institution, while branch campuses operate in different geographic locations, potentially in different countries.

A mapping of national QA frameworks of TNE within the EHEA reveals that several countries have provision in place to ensure that the national QA requirements are applied no matter whether the educational offer is taking place abroad or within the exporting HE system:

Croatia: If Croatian HE institutions provide, HE programs in other countries, they should comply with the national standards to issue recognised Croatian HE qualifications.

Cyprus: According to the existing legislation, the Cyprus QA agency, may accept the evaluation of an institution operating in the Republic of Cyprus by other external bodies or external agencies or overseas evaluation organisations, provided that: (a) the external evaluation body is listed in EQAR, and (b) the institution concerned has obtained the prior consent of the CYQAA for the selection of the specific external evaluation body for that purpose.

France: QA of transnational higher education is included in the mandate of the national QA agencies CTI and HCERES. In reviewing the QA of TNE provision, CTI employs the same ESG-aligned standards as for domestic provisions.

Germany: The German accreditation requirements are applied to all study programmes in which a German HE institution awards a degree, no matter if the programme is carried out in Germany or abroad.

Ireland: Self-accrediting HEIs ("designated awarding bodies" in national legislation) may accredit programmes offered in branch campuses or under joint provision agreements outside Ireland. Other HEIs must seek accreditation from the national QA agency for such programmes.

Luxembourg: There is no TNE offer in Luxembourg (or from Luxembourg but offered abroad). The accreditation procedure does foresee a joint accreditation of both programmes and institutions, which would mean that institutions abroad would have to get accredited according to Luxembourg standards, for the given programme.

Malta: currently all providers, local and foreign planning to deliver higher education in the country should pass through the initial accreditation procedure of the national QA agency. For programmes accredited abroad by a recognised awarding body no accreditation programmes procedures are needed.

Romania: A foreign higher education institution planning to deliver a Romanian HE diploma should pass through the same accreditation procedures as national HEI. If the diploma is of the country of origin and the HEI is accredited in the home country, no procedures are needed.

TNE is becoming more and more common; the complexity and the diversity of the provision suggest further reflections and investigations are required.

Reflections during the PLA discussions:

Legal frameworks and TNE:

- Most countries do not have specific legislation regarding TNE, although some countries admitted this is not something they expect to have to consider in a very small HE system.
- The legal frameworks of countries that import TNE may not recognise the accreditation done by foreign QA agencies.
- In some countries HE institutions are legally prohibited to open transnational provision abroad (Sweden).
- Most countries have a different external QA approach to the TNE provider as opposed to the external QA of the national provision.

Challenges, benefits and risks:

- Partnership type 'education export' may benefit both the importing and exporting universities as it helps support internationalisation policies but also different national educational policy objectives.
- For importing countries of TNE the benefit of an 'education export' is generally the import of knowledge.
- TNE provision may be also used for getting access into the labour market by less reputable providers.
- While the TNE provision may be accredited it often remains unclear whether the qualifications are recognised by the importing HE sector.
- The high diversity of TNE provision and the lack of a commonly agreed definition often leaves a gap in how to address such provision as part of the regular review of QA agencies i.e. how consider new forms of TNE provision for which standards or criteria have not yet been defined.

Consideration to employ in TNE:

- The 'exporting' higher education institution should provide clear, easily accessible information on admission regulations, curriculum, assessment requirements, conditions of study, mentoring, academic fees and the degrees it awards.
- If the TNE courses lead to a recognised degree in the exporting country, the exporting institution should ensure its accreditation according to national standards. If ESG aligned these standards should be possible to be easily recognised by the accreditation system of the host country.
- National systems should assure the quality of the exporting TNE while lessening the burden on the incoming cross-border providers if they have been accredited by an EQAR-registered agency.
- Important to gather data for institutions with TNE as well as on the legal framework and QA requirements for such provision. EQAR could expand its Knowledge Base of legal frameworks on EHEA countries to also consider the QA of TNE provision.

- Good practices: building a common understanding of TNE, use of established transparency tools, clear communication on the quality of the provision, cooperation with local QA authorities.

**Annex 1. List of EQAR-registered agencies that carry out reviews across borders
(March 2023)**

| Acronym | Full name of the agency | Country based in |
|------------|--|------------------|
| ASIIN | The Accreditation Agency for Study Programmes in Engineering, Informatics, Natural Sciences and Mathematics (ASIIN e.V.) | Germany |
| AQAS | Agency for Quality Assurance through Accreditation of Study Programmes | Germany |
| FIBAA | Foundation for International Business Administration Accreditation | Germany |
| HCERES | High Council for Evaluation of Research and Higher Education | France |
| IEP* | Institutional Evaluation Programme | Switzerland |
| AQ Austria | Agency for Quality Assurance and Accreditation | Austria |
| ACQUIN | Accreditation, Certification and Quality Assurance Institute | Germany |
| AHPGS | Accreditation Agency in Health and Social Sciences | Germany |
| MusiQuE* | Music Quality Enhancement | Belgium |
| EAEVE* | European Association of Establishments for Veterinary Education | Austria |
| ZEVA | Central Evaluation and Accreditation Agency | Germany |
| BAC | British Accreditation Council for Independent Further and Higher Education | Great Britain |
| CTI | Engineering Degree Commission | France |
| IAAR | Independent Agency for Accreditation and Rating | Kazakhstan |
| NVAO | Accreditation Organisation of the Netherlands and Flanders | Netherlands |
| evalag | Evaluation Agency Baden-Württemberg | Germany |
| Unibasq | Agency for Quality of the Basque University System | Spain |
| AQU | Catalan University Quality Assurance Agency | Spain |
| AAQ | Swiss Agency of Accreditation and Quality Assurance | Switzerland |
| IQAA | Independent Agency for Quality Assurance in Education | Kazakhstan |
| ASHE | Agency for Science and Higher Education | Croatia |

| | | |
|----------|--|-------------|
| HAKA | Estonian Quality Agency for Education | Estonia |
| NCPA | National Centre for Public Accreditation – currently suspended entry | Russia |
| SQAA | Slovenian Quality Assurance Agency | Slovenia |
| AIC | Academic Information Centre | Latvia |
| ARACIS | Romanian Agency for Quality Assurance in Higher Education | Romania |
| EQ-Arts* | Enhancing Quality in the Arts | Netherlands |
| FINEEC | Finnish Education Evaluation Centre | Finland |
| NCEQE | National Center for Educational Quality Enhancement | Georgia |
| SKVC | Centre for Quality Assessment in Higher Education | Lithuania |

* QA Agencies that have an international focus in their external QA assurance activities.

Annex 2. List of higher education institutions in DEQAR that have branch campuses outside the country with their legal seat.

| | |
|--|---|
| <p>DEQARINST1320 Central European University (Hungary): TNE locations at: - Vienna, Austria</p> <p>DEQARINST5773 College of Europe (Belgium (Flemish Community)) TNE locations at: - Warsaw, Poland</p> <p>DEQARINST1077 Conservatoire national des arts et métiers (France) - reports in DEQAR: TNE locations at: - Beyrouth, Lebanon</p> <p>DEQARINST2343 DOBA Business School (Slovenia): TNE locations at: - Belgrade, Serbia</p> <p>DEQARINST2211 "Dunarea de Jos" University of Galati (Romania) TNE locations at: - Chişinău, Moldova - Comrat, Moldova</p> | <p>- Cahul, Moldova - Enna, Italy</p> <p>DEQARINST0982 École supérieure d'électronique de l'Ouest (France) TNE locations at: - Shanghai Shi, China, People's Republic of</p> <p>DEQARINST0752 Estonian Business School (Estonia) TNE locations at: - Helsinki, Finland</p> <p>DEQARINST0197 Federal Institute of Technology Lausanne (Switzerland) TNE locations at: - Ras al-Khaimah, United Arab Emirates</p> <p>DEQARINST7074 Fjellhaug International University College (Norway) TNE locations at: - København, Denmark</p> |
|--|---|

DEQARINST0575 Fresenius
University Applied Sciences
(Germany)

TNE locations at:

- New York, United States

DEQARINST2733 Glasgow
Caledonian University (United
Kingdom (Scotland))

TNE locations at:

- London, United Kingdom
(England)

DEQARINST2735 Heriot-Watt
University (United Kingdom
(Scotland))

TNE locations at:

- Putrajaya, Malaysia
- Dubai, United Arab Emirates

DEQARINST6728 Istituto Europeo
di Design (Italy)

TNE locations at:

- Rio De Janeiro, Brazil
- Madrid, Spain
- Barcelona, Spain
- São Paulo, Brazil

DEQARINST2676 Middlesex
University (United Kingdom
(England))

TNE locations at:

- Prembroke, Malta
- Flic en Flac, Mauritius
- Dubai, United Arab Emirates

DEQARINST0031 MODUL
University Vienna (Austria)

TNE locations at:

- Dubai, United Arab Emirates

DEQARINST1084 National museum
of natural history (France)

TNE locations at:

- Par Bouko, Central African
Republic

DEQARINST0025 Paracelsus
Medical University (Austria)

TNE locations at:

- Nuremberg, Germany

DEQARINST0826 San Antonio
Catholic University of Murcia
(Spain)

TNE locations at:

- Dubai, United Arab Emirates
- Jakarta, Indonesia

DEQARINST7231 Schiller
International University
(Germany)

TNE locations at:

- Madrid, Spain
- Paris, France
- Tampa, United States

DEQARINST0030 Sigmund Freud
Private University Vienna
(Austria)

TNE locations at:

- Milano, Italy
- Ljubljana, Slovenia
- Paris, France
- Berlin, Germany

DEQARINST0336 Technical
University of Munich
(Germany)

TNE locations at:

- Mumbai, India
- São Paulo, Brazil
- Cairo, Egypt
- Beijing, China, People's Republic
of
- Singapore, Singapore
- San Francisco, United States

DEQARINST2741 The University of
Stirling (United Kingdom
(Scotland))

TNE locations at:

- London, United Kingdom
(England)

DEQARINST2744 The University of
the West of Scotland (United
Kingdom (Scotland))

TNE locations at:

- London, United Kingdom
(England)

DEQARINST0110 Transnational
University Limburg (Belgium
(Flemish Community))

TNE locations at:

- Hasselt, Netherlands
- Maastricht, Netherlands

DEQARINST1672 Transport and
Telecommunication Institute
(Latvia)

TNE locations at:

- Gurgoan, India

DEQARINST0726 University
College of Northern Denmark
(Denmark)

TNE locations at:

- Ho Chi Minh City, Vietnam

DEQARINST2682 University of
Nottingham (United Kingdom
(England))

TNE locations at:

- Semenyih, Malaysia
- Ningbo Shi, China, People's
Republic of

DEQARINST2339 University of
Nova Gorica (Slovenia)

TNE locations at:

- Venezia, Italy
- Gorizia, Italy

DEQARINST0715 University of
Southern Denmark (Denmark)

TNE locations at:

- Flensburg, Germany

DEQARINST0930 University of
Toulouse II - Jean Jaurès
(France)

TNE locations at:

- Madrid, Spain

DEQARINST2746 University of
Ulster (United Kingdom
(Northern Ireland))

TNE locations at:

- London, United Kingdom
(England)
- Birmingham, United Kingdom
(England)