



Australian Government
Office for Learning and Teaching

TRANSNATIONAL EDUCATION

Leadership in transnational education
and internationalisation of curriculum



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Key Concepts Underpinning this Project

Transnational Education (TNE)

All types of higher education study programmes, or sets of courses of study, or educational services in which the learners are located in a country different from the one where the awarding institution is based (Council of Europe/UNESCO).

Internationalisation of the Curriculum (IoC)

IoC involves incorporation of an international and intercultural dimension into the preparation, delivery and outcomes of a program of study (Leask, 2009).

Academic Leadership

An effective leader has the ability to interpret the environment accurately, to respond appropriately and learn from that process. This implies that an effective leader possesses both behavioural and cognitive complexity as well as the capacity to reflect and adapt (Vilkinas & Cartan, 2009, cited in Vilkinas, West & Ladyshevsky, 2010).

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Purpose of the Handbook

This handbook is provided for use by decision-makers in Australian universities that engage in transnational education (TNE) and in internationalisation of the curriculum. It aims to support universities in the planning, operation and review of transnational course or program delivery. The focus is on recognition, reward and support of leadership in TNE and internationalisation of curriculum both onshore and offshore, particularly through leadership in the delivery of learning and teaching.

TNE is defined for the purposes of this *Learning Without Borders* project as an arrangement for provision of higher education where students acquire an award in one country, which has been issued by a higher education institution based in another country. This project focuses particularly on provision through a branch campus. Other TNE arrangements of relevance to this project include: full delivery at a transnational campus by home institution staff; articulation involving units of study offered by a local institution and accepted as equivalent by the home institution; and franchised delivery of an award. Distance education offered at a transnational campus can also be regarded as a form of TNE but this is not incorporated in this project.

Sections 3 and 4 of this Handbook provide recommendations and checklists to support effective TNE delivery and internationalisation of the curriculum in the context of branch campus delivery.

This Handbook complements more detailed information on the *Learning Without Borders* project methodology, research outcomes and resources, to be found on the project website at <http://tne.curtin.edu.au>

In particular, the website also contains online resources developed within this Project for professional development of academic staff in distributed TNE leadership positions, at both home campus and transnational campuses.



Context: The *Learning Without Borders* Project

This handbook is provided as one of the deliverables of the Australian Learning and Teaching Council leadership project *Learning Without Borders*: Linking development of transnational leadership roles to international and cross-cultural teaching excellence.

The project focuses on leadership roles in the conduct of transnational education and internationalisation of curriculum. It involves an investigation of staff experiences, expectations and preferences in areas including influences on career paths and on learning and teaching. The project is geared to the development of recognition and support of leadership roles in transnational education and in internationalisation of curriculum. The support component includes the design and deployment of online professional development modules to assist academics in program and unit level leadership roles as well as those engaged in transnational teaching roles.

Swinburne University of Technology is the lead institution in partnership with Curtin University. The project involves the Sarawak campuses of both Swinburne and Curtin universities. The project has focused on transnational education provided in conjunction with branch campuses but a range of the findings, recommendations and resources are pertinent to other forms of transnational education.

This handbook is informed by the project investigation, which involved data gathering through surveys completed at the Australian and Sarawak campuses of the project partner universities and by focus groups and individual interviews conducted at these campuses.

Further information on the *Learning Without Borders* project and other resources may be found at the project web site <http://tne.curtin.edu.au>

SECTION ONE



Key Concepts

1.1 Models of Transnational Education (TNE)

TNE is variously defined but the essential element in most definitions is the concept of students acquiring an award in one country that has been issued by a higher education institution based in another country. For example “Transnational Education denotes any teaching or learning activity in which the students are in a different country (the host country) to that in which the institution providing the education is based (the home country)” (Global Alliance for Transnational Education, 1997, p. 1), or “TNE can either belong to a national system while operating in a country different from the one to which it belongs... or is detached from a national system and does not belong to one” (European Association For Quality Assurance In Higher Education, 2008, p. 2). TNE then can cover various educational arrangements including “franchising, branch campuses, twinning and distance learning” (Bennett et al., 2010, p. 5).

International Education Association of Australia (IEAA) Models

The IEAA has distinguished seven approaches to TNE (International Education Association of Australia, 2008, p. 3):

Models offering nationally recognised programs

1. Full delivery at a transnational campus: delivered by home institution staff, possibly supplemented by local staff.
2. Articulation: units of study offered by a local institution and accepted as equivalent by the home institution.
3. Franchising: an overseas institution authorised to offer an award of the home institution.
4. Branch campus: a transnational campus established to offer programs and qualifications of the home institution.
5. Distance learning: programs offered from the home campus to transnational campus students.

Models outside nationally recognised programs

6. Corporate institutions: business corporations offering their own award programs.
7. International institutions: offering programs/awards that are not linked to any national system of higher education.

Models Adopted in this Project

This project considers models 1 to 4 above as it is concerned only with recognised Australian awards and with programs taught at transnational campuses (as distinct from at a distance). For these programs the project is concerned with staff with TNE leadership responsibilities – both staff situated at the transnational campus and Australia-based staff.

There are differing opportunities for leadership and its recognition, reward and support within the categories 1 – 4 above depending on the balance struck between the home campus and the transnational campus with regard to the responsibility for curriculum decisions. For this reason, rather than using the IEAA categories, approaches to TNE are distinguished here by the arrangements for decision-making about learning and teaching, which can, in turn, be related to the IEAA categories (see Table 1 below). The approaches to transnational education observed in the project may be differentiated by the locus of decision-making about:

1. Design of curriculum
2. Determination of learning and teaching activities and related learning resources
3. Choice of assessment instruments and drafting of assessment items
4. Grading of student performance

In this project the locus of control of curriculum design and implementation was found to range from

- responsibility for decision-making resting essentially with home campus staff, through limited or even full contextualisation as appropriate to the local context (bounded only by learning outcomes being required to be common to the home campus and transnational campus), to
- responsibility for curriculum design and implementation essentially resting with transnational campus staff. This typically occurs where the program or unit is awarded by the home institution but is offered only by a transnational campus.



1.2 Curriculum Decision-Making and the Locus of Control

In Tables 1 and 2 below, 'locus of curriculum control' is used as an abbreviation for the locus of control of curriculum design and implementation decisions, including: the selection of curriculum content; the determination of learning and teaching activities; the development of related learning resources; the choice of assessment instruments; the drafting of assessment items; and the grading of student performance.

Table 1: IEAA TNE Categories and the Locus of Control

Locus of curriculum control IEAA categories	Home campus <i>e.g.: Curriculum design and assessment determined by home campus only. Maybe fly-in, fly-out delivery.</i>	Limited transnational campus control <i>e.g. Opportunities for contextualisation of learning activities and/or assessment items. Assessment or sample moderated by home campus.</i>	Distributed control <i>e.g.: Transnational campus decisions constrained only by attaining the same learning outcomes. May include sample assessment moderation.</i>	Transnational campus control <i>e.g.: Units of study or programs offered only by transnational campus but with the qualification awarded by home campus institution.</i>
Full delivery transnational campus with home staff (& local tutors)	Usual	Possible	-	-
Articulation	For twinning arrangements	For twinning arrangements	For mutual recognition arrangements	For recognition arrangements
Franchising	Usual	Possible	-	-
Branch campus	Possible	Possible	Possible	Possible

Table 2: Curriculum Decisions and the Locus of Control

IEAA categories	Full home delivery at transnational campus		-	-
	Articulation twinning		Articulation recognition	
	Franchising		-	-
		Branch campus		

Areas of decision-making	Locus of control	Home campus curriculum control	Limited transnational campus curriculum control	Distributed curriculum control	Transnational campus curriculum control
Curriculum design		Determined by home campus	Determined by home campus	Determined by home campus but open to suggestions from transnational campus	Determined by transnational campus with consultation and Australian accreditation
Learning and teaching resources and activities		Resources produced by home campus and activities determined by home campus	Resources produced by home campus. Activities may, with agreement, be contextualised.	Resources may be produced by home campus or transnational campus. Activities may be devised by home campus or transnational campus	Resources produced by transnational campus. Activities determined by transnational campus
Assessment		Designed by home campus	Designed by home campus. Some items might be suggested by transnational campus teachers	May be designed by transnational campus. Transnational campus design subject to approval by the home campus	Designed by transnational campus with some consultation
Student performance		Marked by home campus or moderated by home campus	Marked by transnational campus and moderated by home campus	Marked by transnational campus and moderated by home campus	Assessed by transnational campus within guidelines or moderated by home campus
Key features		The unit, learning activities and assessment are the same whoever delivers the unit	The unit and assessment are the same whoever delivers the unit. Learning and teaching activities may be contextualised	Unit learning outcomes are the same. Learning and teaching activities and assessment are contextualised	The program/unit is subject to QA processes consistent with Australian national protocols
Adopted where		The program is offered through multiple providers OR a unit is offered on a transnational campus for the first time or with new staff.	There is continuity of unit staffing and a unit has been offered successfully on a transnational campus for a few semesters	There is continuity of unit staffing and a unit has been offered successfully on a transnational campus for a number of years	The unit is offered only on a transnational campus, though it might be taken by home campus students

Consequences for Leadership and Leaders and Recommendations

Different arrangements for the locus of control suit different TNE circumstances. Tight home campus control can be suitable where programs are delivered from multiple sites or during periods when incoming transnational campus staff members are inexperienced, particularly with regard to the accreditation requirements of home institution awards, and relevant approaches to learning and teaching. Where confidence has been established about the capacity of the transnational campus staff to deliver programs or units of study with the same focus and to the same standards as those delivered at the home campus, there is scope for contextualisation and greater local responsibility. If the conditions allow local contextualisation and the academic outcomes and any professional requirements for the Australian award can still be met, then contextualisation can adapt to local resources and make local student learning more meaningful.

While there can be quality assurance reasons for adopting a high degree of home campus control in some circumstances, there are advantages from a TNE leadership point of view (as well as from an educational point of view) in allowing transnational campus input in curriculum design, development of learning resources, learning and teaching activities, assessment design and assessment of student progress. Greater local decision-making has advantages for the professional development and the career advancement of transnational campus staff. In so far as there is freedom for professional decision-making by teaching academics in an award program, there is advantage in the transnational campus of working toward providing the same degree of freedom as applies at the home campus. In the context of the branch campuses involved in this project, the Malaysian Qualifications Agency is looking for local educational decision-making (Malaysian Qualifications Agency, 2010, Section 2). From an educational point of view as well, higher levels of transnational campus input allow account to be taken of the experiences and context of local students in the design and implementation of curriculum and assessment, which is desirable if one adopts a constructivist understanding of learning processes. Some transnational campus adaptations may also prove pertinent to internationalisation of curriculum at the home campus.

The focus of this project is leadership in the conduct of TNE. Developing TNE leadership is complex and challenging. The TNE model adopted to deliver an award program at a particular time and at a particular site has consequences for leadership opportunities and leadership challenges at both the home campus and the transnational campus. It can also have implications for the most appropriate strategies for the recognition, reward and support of leadership in TNE and for career development opportunities of all staff engaged in TNE. Possible consequences of different TNE models are suggested in Table 3 below.

Recommendations by locus of control are provided in Table 4 in Section 4 of the handbook.

Table 3: The Locus of Curriculum Control: Consequences for Leadership and Opportunities for Career Development

Locus of control	Home campus curriculum control	Limited transnational campus curriculum control	Distributed curriculum control	Transnational campus curriculum control
Consequences				
Home campus decisions	Curriculum design. Learning and teaching resources and activities. Assessment design. Grading student performance.	In consultation with transnational campus personnel, home campus staff responsible for: Curriculum design Learning and teaching resources and activities Assessment design Moderation of grading of student performance	In consultation with transnational campus personnel, home campus staff usually responsible for stipulation of learning outcomes. Usually responsible for moderation of grading of student performance.	Home campus staff have general oversight of curriculum design including appropriateness of learning outcomes.
Home campus leadership and career development opportunities	Home campus staff can demonstrate leadership in curriculum design and implementation in a TNE context and cross-cultural experience.	Home campus staff can demonstrate leadership in curriculum design and implementation in a TNE context.	Home campus staff can demonstrate an understanding of curriculum design and implementation in a TNE context.	Home campus staff can claim some understanding of curriculum design appropriate to a transnational campus context.
Home campus leadership challenges	Accommodating the contexts of curriculum implementation and operating a different cultural environment.	Allowing for some contextualisation of curriculum content, learning and teaching activities and assessment items whilst ensuring transnational campus students attain the same learning outcomes as home campus students.		Demonstrating equivalence to learning outcomes of home campus units and programs and transnational campus units and programs.

Locus of control	Home campus curriculum control	Limited transnational campus curriculum control	Distributed curriculum control	Transnational campus curriculum control
Consequences				
Transnational campus decisions	Means of implementation of curriculum and prescribe learning activities and assessment.	Make a limited contribution to: Curriculum design Learning and teaching resources and activities Assessment design	In consultation with home campus counterparts, and within award requirements, transnational campus staff design: Curriculum content Learning and teaching resources and activities Assessment instruments	Having regard to home campus standards and award requirements, transnational campus staff design: Curriculum content Learning and teaching resources and activities Assessment instruments
Transnational campus leadership and career development opportunities	Demonstration of teaching ability. Possibly provision of curriculum design advice	Demonstration of teaching competence. Possibility of demonstration of contributing to curriculum design, learning and teaching activities and assessment items.	Demonstration of leadership in curriculum design, and in design and implementation of learning and teaching activities and assessment.	Demonstration of leadership in curriculum design, and in design and implementation of learning and teaching activities and assessment.
Transnational campus leadership challenges	Providing academics with experience and responsibilities that support career development.	Having advice on curriculum, learning activities and assessment adopted. Demonstrating effectiveness of branch campus contributions to curriculum, learning activities and assessment.	Demonstrating the same learning outcomes as those attained by students undertaking the same unit on the home campus.	Demonstrating equivalence of student learning outcomes to those stipulated in the curriculum for similar units or programs offer elsewhere in the university.

SECTION TWO



Recommendations

2.1 Recommendations Regarding Home Campus and Transnational Campus Leadership in TNE

Introduction

The *Learning Without Borders* project includes the development of strategies for the recognition, reward and support for staff involved in leadership of TNE at the home campus and the transnational campus. This element of the project is addressed here. For the purposes of this project, TNE has been interpreted as an arrangement for provision of higher education where students acquire an award in one country issued by a higher education institution based in another country.

The recommendations below are based on an investigation involving surveys, interviews and focus groups. The investigation was conducted with staff at Swinburne University of Technology and Curtin University, in Australia and Sarawak.

Decision-Making

1. Provide for input from teaching academics into university planning for internationalisation and TNE.
2. Clearly define the understanding of the requirements for accreditation and subsequent equivalence of units and programs adopted by the university, and the scope for curriculum variation.
3. Stipulate the responsibilities of key home campus and transnational campus staff in ensuring equivalence, e.g. through a 'service level agreement'. Incorporate responsibilities in position descriptions and staff performance guidelines.
4. For units of study involving TNE, provide opportunities for transnational campus staff to contribute advice on the design of curriculum and assessment prior to drafting the unit outline.
5. In the conduct of a unit of study involving TNE, provide qualified and experienced transnational campus academics with the same opportunities to contextualise curriculum content, devise learning and teaching activities, design learning resources, and contribute to assessment items as home campus academics.
6. In allocating teaching and coordination responsibilities at the home campus, give priority to allocating responsibilities for those units of study that have a TNE component well ahead of the delivery date.
7. Monitor the operation of units and programs offered through TNE and have the program co-ordinator at the home and/or transnational campus provide an annual or semester report.

Communications

8. Have clearly defined communication protocols between the home campus and transnational campus staff, including culturally sensitive matters such as forms of address.
9. Provide for a face-to-face or video meeting of key staff prior to finalisation of new curriculum or major curriculum changes. This may require investment in suitable technology.
10. Establish regular communication between counterpart home campus and transnational campus staff via email or conferencing, including contact prior to the teaching period, during teaching and toward the conclusion of the teaching period. Provide for feedback at the end of the teaching period. In the event of a lack of response to attempts to communicate the matter should be escalated.
11. In communications including the scheduling of teleconferenced meetings, take account of time zone differences.

Recognition

12. Clearly specify curriculum design, teaching and assessment responsibilities at both the home campus and transnational campus so that academics with responsibilities have well-defined evidence of their responsibilities in the area.
13. Provide titles for transnational campus leaders that align with responsibilities e.g. 'campus unit convenor'.
14. Encourage joint home campus/transnational campus discipline-based research and/or scholarship of teaching activities including publication and conference presentations.
15. Provide opportunities for peer recognition between home campus and transnational campus staff such as best practice seminars or publications and discipline level awards for teaching.
16. Consider regular forms of commendation for staff leadership in TNE.

Reward and Recompense

17. Ensure position descriptions at the home campus and transnational campus include reference to TNE responsibilities and that positions are at an appropriate academic level or loadings applied for an appropriate period.
18. Acknowledge the time demands and the complexity of TNE where there are multiple national and professional quality assurance requirements, and where TNE spans multiple settings. Ensure TNE curriculum design and implementation responsibilities are incorporated in staff appraisal, and adequately recompensed through time allowance, financial rewards or other form of recompense.
19. Ensure TNE travel, communication and hospitality costs are acknowledged and compensated.

Support and Professional Development

20. Provide clear and consistent home campus and transnational campus policies and procedures for the operation of TNE and ensure that academics are aware of them and can readily access them.
21. Designate responsibility for professional development and support of staff engaged in TNE.
22. Provide induction to new appointees at school/discipline level, including details of TNE policies, procedures and contacts. For staff of the home campus engaging in TNE, include briefing on cultural issues in the TNE context. Provide on-going mentoring and/or a buddy system together with briefing and professional development for mentors.
23. Provide timely professional development for staff with TNE responsibilities, especially leadership responsibilities. Provide opportunities for peer exchange of experiences and expertise. Provision of timely professional development may involve use of online resources. The mode should be culturally appropriate.
24. Provide Academic English language support for home campus and transnational campus staff requiring assistance.

2.2 Additional Recommendations Relating to TNE Involving Branch Campuses

Decision-making

25. Treat transnational campus academics as part of a teaching team who can contribute according to their experience, strengths and availability. Allow that a unit convenor or program co-ordinator may be a transnational campus staff member.

Communications

26. Provide transnational campus representation on appropriate key decision-making bodies at university, faculty and school/discipline level, including bodies responsible for program accreditation and review.

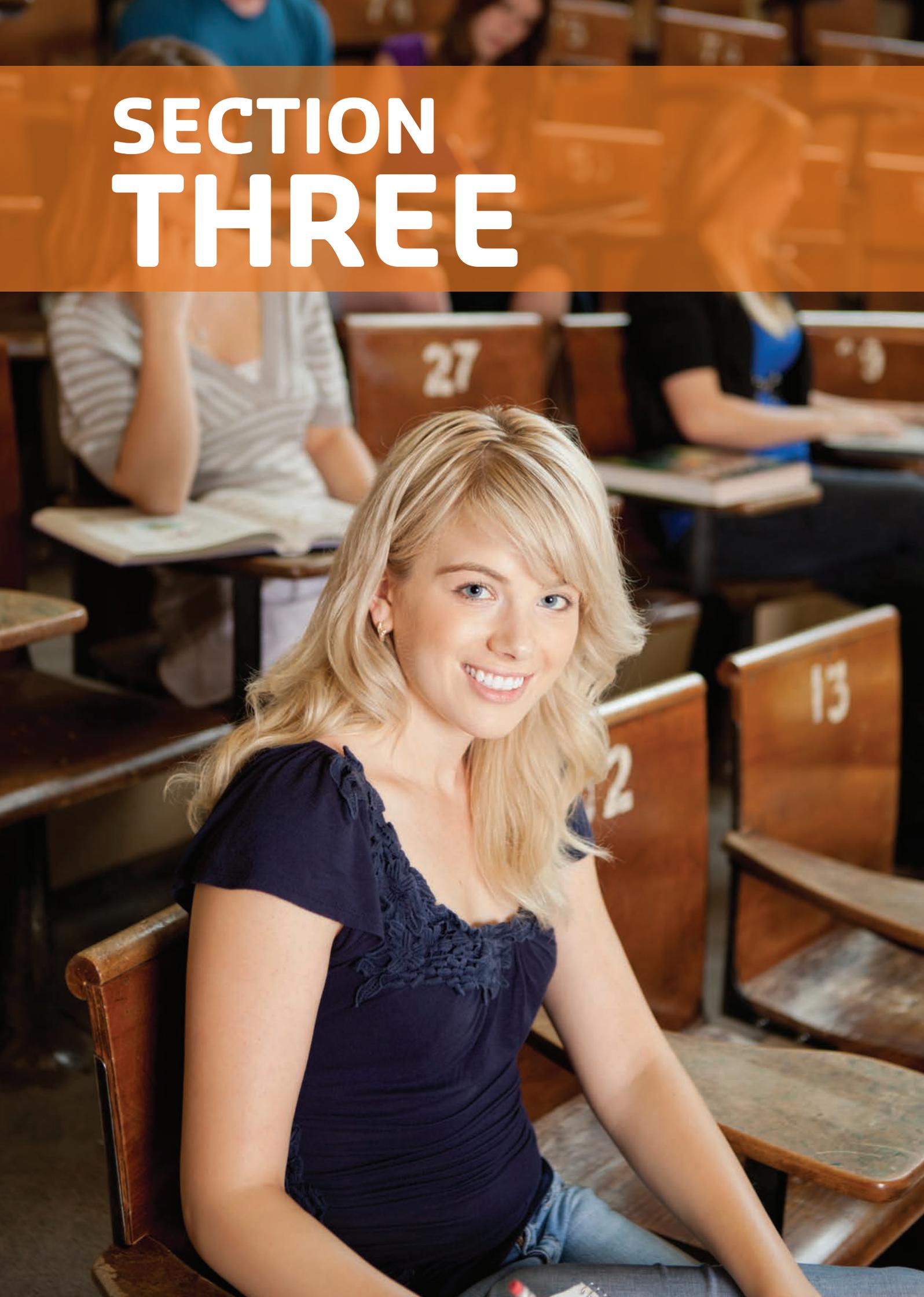
Recognition

27. Use comparable student satisfaction with teaching ratings of home campus and transnational campus teaching, and provide access to appropriate campus data to allow transnational campus staff to evidence effectiveness in teaching.

Support and Professional Development

28. Provide for home campus and transnational campus staff to observe and provide feedback on learning and teaching and assessment in their discipline in the alternative teaching location face-to-face or remotely, for example through access to i-lectures.

SECTION THREE



Checklists

3.1 A Checklist for Recognition and Support of Leadership in TNE

Context

The ALTC *Learning Without Borders* project includes development of strategies for the recognition, reward and support for staff involved in leadership in TNE home campus and transnational campus and in internationalisation of curriculum. The following checklist relates to these elements of the project and is informed by the project recommendations. The checklists are based on an investigation involving surveys, interviews and focus groups. The investigation was conducted with staff at Swinburne University of Technology and Curtin University in Australia and Sarawak.

Using the Checklist

Arrangements for TNE vary between institutions and even between programs within institutions so the checklist is not intended to be prescriptive. Rather, it raises a range of matters that might be considered in implementing TNE and providing for the recognition, reward and support of those staff members with leadership responsibilities in this area. It may serve as a base for the development of a checklist appropriate to local circumstances.

Appointments, Position Descriptions and Responsibilities

- Key home campus and transnational campus responsibilities for curriculum design, teaching and assessment, and travel requirements are defined, included in position descriptions and specified in staff KPIs.
- Experience with TNE is listed as an advantage in relevant position descriptions.
- The induction process for academics includes briefing on the TNE and internationalisation activities, policies and procedures of the institution.

Policies and Procedures Relating to Curriculum and Assessment

- There are policies and procedures relating to equivalence of curriculum, assessment and outcomes between the home campus and the transnational campus.
- When revising or updating curricula, teaching and assessment, both home campus and transnational campus academic quality assurance policies and procedures are taken into account.
- Home campus teaching and co-ordination responsibilities for units offered through TNE are allocated well ahead of the delivery date.

Communications Between Home Campus and Transnational Campus Counterparts

- Communication protocols, including culturally sensitive matters such as forms of address, are provided to home campus and transnational campus staff.
- Video conferencing facilities between home campus and transnational campus are provided and maintained.

- Key staff members engage in face-to-face or video meetings prior to finalisation of new curriculum or major curriculum changes.
- For each offering of a unit that involves TNE, a brief report on the delivery is made by the home and/or transnational campus unit convenor to the program co-ordinator.
- In the event of a lack of response to attempts to communicate between counterparts, procedures provide for the matter to be escalated.

Recognition

- Appointments are at an appropriate academic level for the TNE responsibilities assigned or loadings are applied for an appropriate period.
- Academic staff members involved in TNE processes at the home campus and transnational campus receive formal recognition of any leadership roles.
- Liaison with partner institutions or campuses, the home campus and/or the transnational campus is recognised as an 'engagement' activity.

Reward

- Academic staff members are compensated through recognition in workload or through above-load payment for TNE curriculum design and implementation responsibilities and TNE tasks such as inter-institutional correspondence, consultation and quality assurance activities.
- TNE travel, communication and hospitality costs are acknowledged and compensated.
- TNE responsibilities are incorporated in staff appraisal.
- Academic promotions policies, guidelines, selection criteria and/or portfolio guidelines explicitly allow for the demonstration of performance of TNE responsibilities by academics.
- Sessional/adjunct staff payments include allowance for time taken to undertake TNE responsibilities, where applicable.
- TNE responsibilities do not significantly limit available time for research for the academics involved.

Support and Professional Development

- A cultural briefing or induction (including educational culture) is provided for home campus staff attending transnational campuses or engaging with transnational campus staff.
- A briefing on practical matters is provided to staff travelling.
- Academics are aware of and can readily access TNE policies, procedures and contacts.
- Timely and tailored professional development for staff assigned TNE responsibilities is provided and includes internationalisation of curriculum and cross-cultural teaching elements, possibly through provision of online professional development modules.
- An on-going mentoring or a buddy system is provided to support new academic staff with TNE responsibilities, together with briefing and professional development for mentors.
- Assistance with academic English language is provided to home campus and transnational campus staff requiring assistance.

3.2 Additional Checklist Items for TNE Involving Branch Campuses

Appointments, Position Descriptions and Responsibilities

- Where TNE responsibilities are part of an academic role, the probation process includes the possibility of feedback from the home campus and branch campus colleagues.
- Secondments to the home campus and branch campuses and international partners are available to both home campus and branch campus academics.

Policies and Procedures Relating to Curriculum and Assessment

- There is branch campus representation on key decision-making bodies at university, faculty and school/discipline level, including bodies responsible for program accreditation and review.
- Branch campus academics are provided with the same opportunities to contextualise curriculum content, devise learning and teaching activities, design learning resources, and contribute to assessment items as home campus academics.

Communications Between Home Campus and Branch Campus Counterparts

- Regular communication occurs between home campus and branch campus counterparts, including contact prior to the teaching period, during teaching and toward the conclusion of the teaching period.

Recognition

- Branch campus program and unit leaders are given titles that align with responsibilities e.g. 'campus unit convenor'.
- Comparable 'student satisfaction with teaching' ratings of home campus and branch campus teaching are used, and access to both home campus and branch campus data is provided to allow academics to evidence the quality of their teaching.

Reward

- Positions are available to branch campus academics over a range of appointment levels that are comparable to those offered at the home campus.
- Collaboration between home campus and branch campus academics is encouraged in both discipline-based research and scholarship of teaching and learning, including publication and conference presentations.
- Branch campus academics have opportunities to engage in a range of academic activities and can obtain study leave and/or conference attendance support.
- Branch campus academics have the opportunity to undertake PhDs, and/or obtain internal/external funding support for research and scholarship of teaching.

Support and Professional Development

- Home campus and branch campus staff members have the opportunity to observe and provide feedback on learning and teaching and assessment in their discipline in the alternative teaching location, either face-to-face or remotely, for example through access to i-lectures.

3.3 A Checklist for Leadership in Internationalisation of Curriculum

Key Considerations

- Has the curriculum development process - including that of course outlines and schedules, content materials, references, teaching and learning methodologies, activities and assessment tasks - been designed flexibly to accommodate internationalisation aspects?

Do course outlines and schedules:

- Clearly specify any specific learning requirements and intended learning outcomes?
- Allow instructors and students to understand any specific national/cultural/professional and language requirements?
- Accommodate different timetable formats and semester lengths?
- Explicitly state any particular learning environment or support requirements (IT, classrooms, site visits, practicums)?

Do the planned content materials and prescribed/recommended references:

- Include international examples where appropriate?
- Clearly indicate where content draws on one particular social/national context in particular e.g. that of the home campus?
- Allow teachers to include their own local/international examples?

Do the planned teaching methodologies and learning methodologies and activities:

- Accommodate the likely range of educational and social backgrounds of student cohorts?
- Accommodate and support the development of the competencies and perspectives of teachers?
- Encourage students from different backgrounds to contribute in relation to their experiences and perspectives?
- Encourage all students to explore and reflect on issues from different social and international perspectives?

Is the range of assessment tasks designed to:

- Make all assessment criteria, standards, skills and any other requirements explicit?
- Specify what is required to achieve an excellent result e.g. assessment criteria, rubrics, exemplars?
- Allow staff to contextualise aspects of assessment tasks to fit local/international contexts?
- Allow students to demonstrate learning that builds on to their personal contexts (national, professional, social) and perspectives?



SECTION FOUR





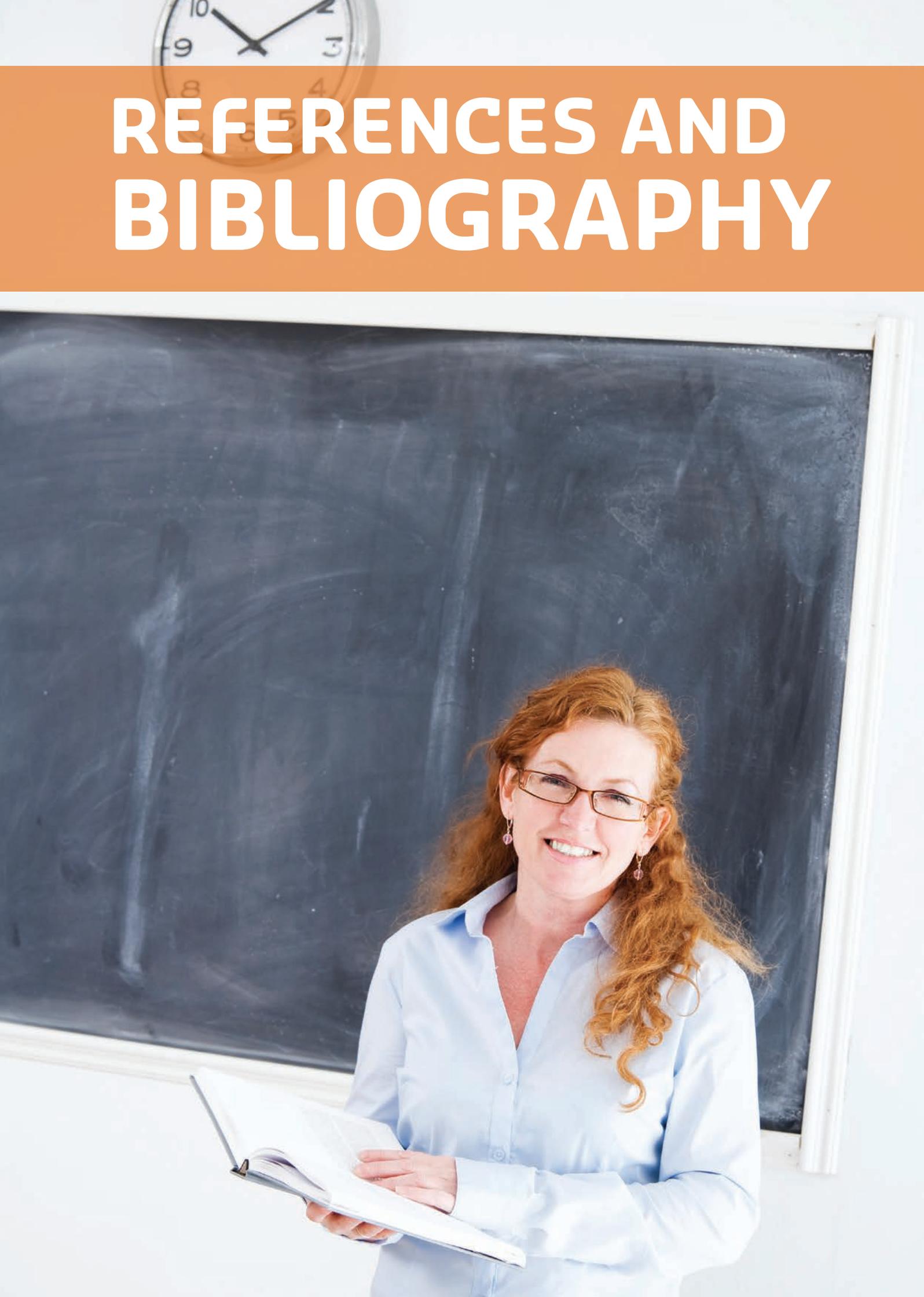
Recommendations by Form of TNE

Table 4 on the following page provides recommendations according to the locus of control taking into account the consequences of locus of control for curriculum decision-making and leadership outlined in Table 3.

Table 4: Recommendations by the Locus of Control.

Locus of control Recommendations	Home campus curriculum control	Limited transnational campus curriculum control	Distributed curriculum control	Transnational campus curriculum control
Decision-making	Provide for input from teaching academics into university planning for internationalisation and TNE.			
	In allocating teaching and coordination responsibilities at the home campus give priority to allocating responsibilities for those units of study that have a TNE component well ahead of the delivery date.			
	Monitor the operation of units and programs offered through TNE and have the program co-ordinator at the home campus and/or branch campus provide an annual or semester report			
	Provide opportunities for transnational campus staff to contribute advice on the design of curriculum and assessment prior to drafting the unit outline.	Provide qualified and experienced transnational campus academics with the same opportunities to contextualise curriculum content, devise learning and teaching activities, design learning resources, and contribute to assessment items as home campus academics.	Clearly define the understanding of the requirements for accreditation and subsequent equivalence of units and programs adopted by the university, and the scope for curriculum variation.	
Communications	Have clearly defined communication protocols between home campus and transnational campus staff, including culturally sensitive matters Establish regular communication between counterpart home campus and transnational campus staff via email or conferencing, Provide for feedback at the end of the teaching period		Provide for a face-to-face or video meeting of key staff prior to finalisation of new curriculum or major curriculum changes.	Provide transnational campus representation on appropriate key decision-making bodies at university, faculty and school/ discipline level, including bodies responsible for program accreditation and review.
Recognition	Encourage joint home campus/transnational campus activities including publication and conference presentations.	Clearly specify curriculum design, teaching and assessment responsibilities at both the home campus and transnational campus so that academics with responsibilities have well-defined evidence of their responsibilities in the area.	Provide opportunities for peer recognition between home campus and transnational campus staff such as best practice seminars or publications and discipline level awards for teaching.	
		Encourage joint home campus/transnational campus discipline-based research and/or scholarship of teaching activities including publication and conference presentations.		
	Use comparable student satisfaction with teaching ratings of home campus and transnational campus teaching, and provide access to appropriate campus data to allow transnational campus staff to evidence effectiveness in teaching.			
	Consider regular forms of commendation for staff leadership in TNE. Stipulate the responsibilities of key home campus and transnational campus staff in ensuring equivalence, e.g. through a 'service level agreement'. Incorporate responsibilities in position descriptions and staff performance guidelines.			

Locus of control Recommendations	Home campus curriculum control	Limited transnational campus curriculum control	Distributed curriculum control	Transnational campus curriculum control
Reward	Ensure TNE travel and communication costs are acknowledged and compensated.			
	Ensure position descriptions at the home campus include reference to TNE responsibilities and that positions are at an appropriate academic level or loadings applied for an appropriate period.			Acknowledge the time demands and the complexity of TNE where there are multiple national and professional quality assurance requirements and where TNE spans multiple settings. Ensure TNE curriculum design and implementation responsibilities are incorporated in staff appraisal and adequately recompensed through time allowance, financial rewards or other form of recompense.
	Some allowance for liaison responsibilities may be appropriate.	Ensure position descriptions at the transnational campus include reference to TNE responsibilities and that positions are at an appropriate academic level or loadings applied for an appropriate period.		
Support	<p>Provide clear and consistent home campus and transnational campus policies and procedures for the operation of TNE and ensure that academics are aware of them and can readily access them.</p> <p>Designate responsibility for professional development and support of staff engaged in TNE</p> <p>Provide induction to new appointees at school/discipline level, including details of TNE policies, procedures and contacts. For staff of the home campus engaging in TNE, include briefing on cultural issues in the TNE context. Provide on-going mentoring and/or a buddy system together with briefing and professional development for mentors.</p> <p>Provide timely professional development for staff with TNE responsibilities, especially leadership responsibilities. Provide opportunities for peer exchange of experiences and expertise. Provision of timely professional development may involve use of online resources. The mode should be culturally appropriate.</p> <p>Provide Academic English language support for home campus and transnational campus staff requiring assistance.</p> <p>Provide for home campus and transnational campus staff to observe and provide feedback on learning and teaching and assessment in their discipline in the alternative teaching location face-to-face or remotely, for example through access to i-lectures.</p>			



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