

**Applying Quality Principles to
Australian University Transnational Teaching and
Learning**

Professional Development Workshop Materials

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Contents

Overview

The Professional Development Workshop

Workshop Outline

Summary of Project Stage 1: Enhancing frameworks for assuring the quality of learning and teaching in university offshore education programmes

Summary of Project Stage 2: Applying quality principles to Australian university transnational teaching and learning

Principles to Assist in Quality Assurance

Principles that Apply to Curriculum

Principles that Apply to Pedagogy

Principles that Apply to Welfare

Overview

Aim

This project aims to engage academics in the application of a set of quality assurance principles for teaching and learning in Australian university offshore programmes. The principles were developed as part of a previous ALTC funded research project directed at quality enhancement of transnational higher education. The current project involves the trial and evaluation of the principles in ten Australian university programmes delivered in Southeast Asia via a range of models, such as branch campuses, face to face delivery, and franchised courses. Partnering four universities, this project strategically employs a collaborative and participatory approach to enlist universities in developing effective applications of the principles.

Rationale

The Australian tertiary sector provides almost 900 programmes to upwards of 93,500 students studying offshore (Australian Education International, 2010). As has been well documented (Senate Employment, Workplace Relations, Small Business and Education References Committee, 2001; National Tertiary Education Union, 2004; McBurnie, 2008; Ewan, 2009), the quality of teaching and learning in Australian transnational higher education is uneven. Persisting quality failures risk student investments, the reputation and financial security of Australian universities, the goodwill of host-countries and institutions and education's position as Australia's largest service export industry (Australian Education International, 2011).

In 2006, Australian universities called for the development of principles of quality to inform transnational teaching and learning practice (International Education Association of Australia, 2006). In 2008-9, in ALTC funded research, a cluster of these principles was established. That project (referred to in these materials as Project Stage 1) ensured these principles would be relevant, grounded in practice and pertinent to the sector's quality responsibilities, by examining educator perspectives on delivering quality in offshore programmes and pertinent university, national and international quality frameworks and guidelines.

What is clearly required now is a mechanism to bring these principles into university practice. This is the purpose of the current project (Project Stage 2), to progress design to application, and ultimately to widespread incorporation. This project acknowledges the vital role of academics in quality formation and implementation and takes an inclusive, participatory approach. Its outcomes, for example implementation across universities and across delivery modes, recognise that application needs to be fashioned according to needs and context. The project is forward looking, with method and outcomes designed to promote application of quality principles across the university sector.

Outcomes

- (a) a professional development workshop on applying principles to enhance learning and teaching for academics delivering Australian university transnational education (TNE);
- (b) implementation of the principles in ten Australian university transnational programmes across the range of models of delivery;
- (c) a set of case studies of the applications of the quality principles by participating institutions; and
- (d) sustainable, collaborative, cross-institutional networks of onshore/offshore academics aimed at ensuring and safeguarding quality in offshore programme delivery.

References

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The Professional Development Workshop

Aims

The aims of the workshop are to (1) share knowledge of the developed quality principles aimed at enhancing transnational teaching and learning with key academic stakeholders, and (2) facilitate Action Learning projects aimed at the application of the principles in programme delivery across a range of delivery models.

Participants

Workshop participants are academic stakeholders in transnational education, including:

- (a) academics at the individual university level who are involved in the formation of policy for the delivery of Australian university offshore programmes and associated units;
- (b) academics who teach units within offshore programmes of Australian universities; and
- (c) academics involved in the design, moderation and coordination of offshore programmes and associated units for Australian universities, but who do not necessarily teach offshore.

Activities

The workshop will provide a forum for the dissemination of knowledge about the development and application of the quality principles. It will bring together academic stakeholders with the shared agenda to improve teaching and learning in transnational education. The workshop will identify and address participants' professional development needs with regard to ensuring quality in teaching and learning. Participants will develop individual action plans to apply the quality principles to their own situations; they will design and implement strategies to enhance curriculum and pedagogy in their ongoing activity in programme delivery.

Focus questions

Three key questions will be addressed by academics implementing the quality principles throughout the project:

- 1) What are the perspectives of key academic stakeholders on what constitutes a quality university offshore programme, with particular reference to quality learning and teaching in the context of their particular programme?
- 2) What are their perspectives on the issues involved in the application of the quality principles to learning and teaching in the context of their particular programme?
- 3) How do they respond in the light of their perspectives to the various issues that arise for them in applying the quality principles in their programme delivery?

This data will be reported through ongoing website communication among applicants and participants and through discussion forums following completion of Action Learning projects.

Workshop Outline

Introduction: Ensuring quality in transnational higher education

Aims of the workshop
Background and context
Development of the quality principles
Overview of the principles

Activity 1: Sharing stakeholder experiences and perspectives on transnational delivery

What is the situation/context of delivery?
How does cultural context impact on teaching and learning offshore?
How do academic stakeholders ensure/safeguard quality of the programme?
What quality assurance systems are in place for transnational programmes?
Do existing quality assurance systems attend to teaching and learning?
What are the challenges/strategies for ensuring quality teaching and learning?

Activity 2: Mapping principles to practice in teaching and learning

How do the principles/sets of principles relate to the challenges/strategies identified? Which principles are most relevant?
What kinds of criteria/indicators can be developed for these principles?
Are these principles applicable to:
 The Australian/overseas partnership?
 The programme/unit?
 The model of delivery?
 The cultural context?
 The site of delivery?

Activity 3: Development of Action Learning plans to implement and evaluate the principles

What action/change/improvement is desirable?
Which principles/sets of principles are applicable?
What are the possibilities/material constraints for application of the principles?
What is the general plan of action?
Who is likely to be involved, both onshore and offshore, and in what ways?
What is the timeline and schedule of key events?
How will the action be monitored and evaluated? (*See Table 1*)
How can the Action Learning report be written up? (*See Table 2*)

Plenary session:

Group discussion of (1) implementation of Action Learning plans, (2) ongoing communication among participants and project leaders, (3) subsequent applications of the quality principles, and (4) the web-based survey for evaluation of the workshop.

Table 1 Sample data collection strategies

ARTIFACTS	OBSERVATIONAL DATA	INQUIRY DATA
Teacher generated <ul style="list-style-type: none">• University/Faculty policy documents• Unit outlines• Lesson plans• Reflective journals• Self-assessment• Peer review	<ul style="list-style-type: none">• Observational records• Memos/logs• Narratives• Checklists• Video recordings• Photographs• Audio recordings• Organisational charts/maps	<ul style="list-style-type: none">• Interviews• Focus groups• Conferencing• Surveys/questionnaires
Student generated <ul style="list-style-type: none">• Written assignments• Self-assessment• Peer review• Course evaluations• Teacher evaluations		

Adapted from Hendricks, C. 2006. *Improving Schools Through Action Research. A comprehensive guide for educators*. US: Pearson Longman.

Table 2 Writing up the Action Learning report

- A detailed description of the field of action (the context)
- A description of the issue underpinning the action that was taken
- The selected principles and the developed criteria/indicators for successful application of the principles
- Plan and timeline of the Action Learning project
- Data documenting activity in each cycle of the project (eg., artifacts, images, videos etc)
- Reflections and evaluations

Summary of Project Stage 1: Enhancing frameworks for assuring the quality of learning and teaching in university offshore education programmes

Executive summary

In 2008, the provision of education to overseas students constituted Australia's sixth largest export earner (Universities Australia, 2009). By 2007, the number studying offshore was 149,625, with the top five source countries being Singapore, Malaysia, China, Hong Kong and Vietnam (Australian Education International, 2009).

Programmes are delivered offshore through a number of models, including 'twinning', 'franchised', 'online' and 'moderated' programmes, along with various combinations of these. Concerns have been raised regarding the quality of these programmes by key players, including the Australian Government, Universities Australia (previously known as the Australian Vice Chancellors' Committee), individual universities, and the National Tertiary Education Union representing the collective views of lecturers involved in delivery.

Project Stage 1 was a response to such concerns. In particular, it was a response to a call of the Commonwealth Department of Education, Science and Training (DEST now DEEWR) in 2005 for a national quality strategy for offshore education that would improve communication with stakeholders and lead to an improvement in quality, including quality in learning and teaching.

The specific purpose of the project was to contribute to the enhancement of the quality of teaching and learning in offshore education programmes of Australian universities by addressing the following three objectives.

Objective No.1: To compile a database of international and national policy documents, empirical studies and quality assurance frameworks relating to such programmes.

The database is located at:

<http://www.education.uwa.edu.au/research/frameworks/database>

The references which comprise this part of the project have been divided into 13 libraries. These represent a significant cross-section of the literature regarding the involvement of Australian universities in offshore education. All universities are involved to a greater or lesser degree in international activities, with such activities being addressed using various terms including 'international', 'internationalisation', 'transnational', as well as 'offshore'. Also, various definitions of these terms are put forward from time to time. For example in 1997, The Global Alliance for Transnational Education (GATE) describes transnational education as follows:

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). This situation requires that national boundaries be crossed by information about the education, and by staff and/or educational materials. (1997: 1).

The libraries reflect not only the importance of internationalisation generally to Australian universities, but also its importance as a world-wide phenomenon, in which there is considerable competition between countries and individual universities.

Objective No.2: To conduct an empirically-based qualitative study of the perspectives of key academic stakeholders on the delivery of such programmes across the range of models which operate.

The resulting case studies are located at:

<http://www.education.uwa.edu.au/research/frameworks/case-studies>

Ten case studies were undertaken within the qualitative tradition of social science research. The aim was to investigate the perspectives of key academic stakeholders on the delivery of offshore education programmes of Australian universities across a range of models. They provide rich portrayals of the findings at each of the sites investigated. Particular emphasis is placed on 'giving voice' to the stakeholders interviewed. Also, a set of principles was developed from each case study to guide those concerned with quality assurance for transnational teaching and conducting professional development programmes for those working transnationally.

The corpus of data was produced by pursuing the following three main research questions:

- i. What are the perspectives of key academic stakeholders on what constitutes a quality university off-shore programme, with particular reference to quality learning and teaching?
- ii. What are their perspectives on the issues involved in the delivery of quality university off-shore programmes, with particular reference to quality learning and teaching?
- iii. How do they 'respond in the light of their perspectives to' the various issues that arise for them in providing quality university offshore programmes, with particular reference to learning and teaching?

The case studies will be of value to policy makers, administrators, teachers travelling from Australia and locally-based tutors.

Objective No.3: To develop a set of principles to guide those concerned with:

- **quality assurance for transnational teaching by Australian universities; and**
- **conducting professional development programmes for those working transnationally.**

The set of principles is located at:

<http://www.education.uwa.edu.au/research/frameworks/principles>

The libraries and the case studies were analysed in order to develop principles to assist Australian universities to:

- enhance existing frameworks aimed at *assuring the quality of learning and teaching* in offshore Australian higher education programmes;
- inform the design of *professional development programmes* for key stakeholders which are aimed at maintaining their professionalism in the delivery of quality learning and teaching in university offshore education; and
- inform the activities of the major players charged with *developing policy* for quality university offshore programmes, particularly in relation to providing quality learning and teaching.

The principles address three main areas: ‘welfare’, ‘curriculum’ and ‘pedagogy’. Furthermore, they are directed at policy makers, administrators, teachers travelling from Australia and locally-based tutors.

References

- Australian Education International. 2009. *Research Snapshots: International Student Enrolments in Higher Education in 2008*. Canberra: AEI.
- Global Alliance for Transnational Education. 1997. *Certification Manual*. Washington, DC: GATE.
- Universities Australia. 2009). Submission to the House of Representatives. *Inquiry into Australia’s Trade and Investment Relations with Asia, the Pacific and Latin America*. Canberra: Universities Australia.

Summary of Project Stage 2: Applying quality principles to Australian university transnational teaching and learning

Outcomes

A major outcome of Project Stage 1 was the development of principles for promoting the quality of learning and teaching in Australian 'offshore' higher education programmes. The current project is the application of these principles to the delivery of Australian university transnational programmes. Outcomes will be:

- (a) a professional development workshop on applying principles to enhance learning and teaching for academics delivering Australian university transnational education (TNE);
- (b) implementation of the principles in ten Australian university transnational programmes across the range of models of delivery;
- (c) a set of case studies of the applications of the quality principles by participating institutions; and
- (d) sustainable, collaborative, cross-institutional networks of onshore/offshore academics aimed at ensuring and safeguarding quality in offshore programme delivery.

Aim

The project is geared to quality enhancement of learning and teaching. It is targeted at achieving change and improvement across the sector. It promotes teachers by emphasising that they are indispensable to quality formation. The project and its outcomes function to identify, disseminate and embed good individual and institutional practice in learning and teaching. The project builds reciprocal national and international dimensions by bringing to Australian university teaching and learning practice, principles that are relevant to the sector as a whole and which reflect and respect international understandings on quality formation.

The project is inclusive, oriented to systemic change and to developing the capacity of Australian universities to deliver quality education to meet their obligations and the needs of a varied range of stakeholders. It supports diversity by enlisting onshore and offshore academics in applying quality in terms of their particular contexts and individual needs. The project concentrates on developing quality through collaboration, both through method and outcomes. Its emphasis on the need for universities to take up principles encourages universities to recognise quality dictates. The project completes a major project of quality enhancement of university teaching/learning enabled by the ALTC. The project addresses the most pressing issue in transnational education, enhancing and ensuring quality in teaching and learning delivery. In bracing the quality in Australian university offshore delivery, the project will protect and foster an industry currently worth \$581 million annually to the Australian economy (Australian Education International, 2011).

Internationalisation

The project directly addresses the nominated key issue of transnational higher education, targeting the critical problem of inconsistent educational quality across Australian transnational programme delivery. It applies to teaching and learning practice, across a variety of delivery modes, programmes and universities, principles which embrace and reflect intercultural and international dimensions particularly appropriate to enhancing and ensuring the quality of Australian university transnational education. For example, the principles draw on UNESCO/OECD quality guidelines on cross-border delivery to which Australia is a signatory. They reflect the experience of educators delivering Australian programmes in different educational and cultural environments in Malaysia, Singapore, China and Hong Kong. Application, the purpose of this project, will enfold these international and intercultural dimensions into teaching/learning.

Integration will be facilitated by: the inclusive, collaborative project approach; the professional workshop which will enable academics to achieve the most appropriate and effective applications for their purposes; the incorporation of principles into learning/teaching practice in ten university programmes; cases that will supply empirical evidence on applying principles; and the networks of academics that will be formed to collaborate on enhancing and ensuring quality in Australian university transnational learning and teaching.

Approach

The project will utilise an Action Learning model (Revans, 1982), in which academics involved in the delivery of Australian university transnational programmes are the focus of professional development. Action Learning provides a structural approach directed to learning in a social setting, linking learning with action through a reflective process within small cooperative learning groups (McGill & Beaty, 1995). The workshop series will target the developmental needs of academics to improve transnational teaching and learning, provide knowledge about the developed quality principles, and facilitate the development of small team Action Learning projects to manage the integration of the principles into teaching and learning situations.

Participants will be encouraged to use the principles to design and implement strategies for transnational programme delivery and to analyse and monitor the success or otherwise of these strategies over a period of time. The Action Learning model thus will be complemented by the theories of communities of practice (Lave and Wenger, 1991) and experiential learning (Kolb, 1984).

The project will adopt an interpretive action research approach, which draws on the expert knowledge of practitioners; people whose experience provides knowledge that can be applied to the solution of problems under investigations (Stringer, 2004). Action research is a form of self-reflective inquiry undertaken by participants in social situations “to improve the productivity, rationality and justice of their own practices, as well as the understanding of those practices” (Kemmis and McTaggart, 1988: 5). Action and evaluation proceed simultaneously. Action research thus proceeds in a spiral of

steps: plan, act and evaluate. The proposed action research works on the assumption that the project participants, whose professional lives are affected by the issue under study, will be engaged in all processes of investigation (Tripp, 1996).

Following the framework of Participatory Action Research (Atweh, Kemmis & Weeks, 1998), one or more cycles of investigation may be completed by each team. Participants will engage in a process of rigorous inquiry-in-action, acquiring information (collecting data) and reflecting on that information (analysing) in order to transform their new understandings about quality enhancement in transnational programme delivery (theorising). This new set of understandings will then be applied to plans for resolution of the problem (action), which in turn provides the context for testing hypotheses derived from group theorising (evaluation).

The project targets academics involved in various aspects of transnational teaching and learning across a range of models of delivery and across universities nationwide. It therefore has the capacity to facilitate wide-scale reform through dissemination of knowledge and skills knowledge by project participants within their teaching and learning communities.

References

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Principles to Assist in Quality Assurance

The libraries and the case studies produced in Project Stage 1 were analysed in order to deduce sets of principles to assist Australian universities in assuring quality in the provision of transnational education.

While all of the material outlined in the 'Database' section of the project site (available at <http://www.education.uwa.edu.au/research/framework>) and also in the 'Case Studies' section contributed to the task, a number of key works were particularly helpful. The Tertiary Education Union produced its first guide for Australia-based staff working offshore in 1996. Building on the experiences of its members in the intervening years, the NTEU produced two guides in 2004: first, *Working Offshore: Guide for Australian University Staff Working Overseas*; and secondly, *Excess Baggage: Australian Staff Involvement in the Delivery of Offshore Courses: Research Report and Case Study Findings*.

The results of the AVCC Offshore Project Report published in June 2005, *AVCC Offshore Quality Project Report: A Professional Development Framework for Academic Staff Teaching Australian Programs Offshore*, prepared by the University of South Australia for the AVCC, was also helpful. The framework provides for both Australia-based academic staff and the professional development of local tutors in three stages: Induction, Early Career Orientation and Ongoing Professional Development.

In 2005, the Australian Vice-Chancellors' Committee also published guidelines regarding the provision of education to international students, including offshore students. Their booklet entitled *Provision of Education to International Students: Code of Practice and Guidelines for Australian Universities* provides seven overarching statements regarding the preparation of staff for offshore teaching. They are outlined as follows:

To enable staff to carry out effectively the tasks for which they are allocated responsibility, universities should make every effort to:

- i. ensure that all staff involved with international students are competent to deal with the students' special circumstances;
- ii. develop training programs, including cross-cultural programmes, appropriate to the different levels of involvement and responsibility among staff;
- iii. ensure, through the relevant academic department, that for higher degree research students, adequate supervision and facilities will be available for the duration of candidature;
- iv. ensure that all academic staff delivering courses to international students are appropriately qualified and competent to deliver those courses;

- v. ensure that staff are well prepared for overseas assignments and visits;
- vi. provide appropriate grievance procedures for staff and students on international matters; and
- vii. ensure that all staff involved with international students are aware of their responsibilities under the relevant Australian laws and relevant laws of countries where the university is providing services.

What now follows is a comprehensive set of principles. These can be referred to when seeking to:

- enhance existing frameworks aimed at assuring the quality of learning and teaching in offshore Australian higher education programmes;
- inform the design of professional development programmes for key stakeholders which are aimed at maintaining their professionalism in the delivery of quality learning and teaching in university offshore education; and
- inform the activities of the major players charged with developing policy for quality university offshore programmes, particularly in relation to providing quality learning and teaching.

The principles have been organised under the three main headings which informed the conducting of the case studies, and under which the case-study reports are also organised, namely, 'Curriculum', 'Pedagogy' and 'Welfare'.

Finally, not all of the principles apply to all types of programmes. For example, while quite a number of them apply in the case of Australian academics who fly-in and fly-out to teach in programmes outside of Australia, they are not necessarily applicable in the case of some of the other models of transnational higher education which operate. Regardless of the model with which one is engaged, one should take time to consider each principle and determine whether it applies to one's own situation.

References

- Australian Vice-Chancellors' Committee. 2005. *Provision of Education to International Students: Code of Practice and Guidelines for Australian Universities*. Canberra: AVCC.
- Australian Vice-Chancellors' Committee. 2005. *AVCC Offshore Quality Project Report: A Professional Development Framework for Academic Staff Teaching Australian Programs Offshore*. Prepared by Associate Professor Betty Leask,

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National Tertiary Education Union. 2004. *Working Offshore: Guide for Australian University Staff Working Overseas*. Melbourne: NTEU.

<i>Principles that Apply to Curriculum</i>	Key Stakeholders			
	For policy makers	For administrators	For teachers who travel from Australia	For local based tutors
Cultural sensitivity should always be considered in the preparation of course material, its delivery and the assessment of students' work.			•	•
Curriculum design and delivery should be responsive to local offshore policies, practices and procedures to enhance student engagement.			•	•
Curriculum packages should be comprehensive and should evince clear quality controls.		•	•	•
Directors of Academic Programmes in Australian universities should be members of off-shore Advisory Academic Councils to ensure quality auditing of curriculum, pedagogy and assessment.	•	•	•	•
Programme entry requirements should be the same for all students, whether located onshore or offshore.	•	•		
Regulations relating to advanced standing, transfer of credit, student failure and withdrawal from off-shore programmes should be made clear to offshore students at the outset rather than at the point of crisis.			•	•
Offshore staff should have autonomy in adapting the curriculum to suit the local context and the culturally diverse backgrounds of students. Teaching materials should reflect the cultural context of the course and provide an international dimension to the curriculum.		•	•	•
Programme delivery should be financially viable in order to sustain quality in teaching/learning.	•	•		
There should be clear guidelines for curriculum implementation, curriculum adaptation and curriculum renewal.		•	•	•
Units delivered both offshore and onshore should be equivalent, rather than necessarily identical to each other. Unit outlines, topics and learning outcomes should be the same, but curriculum content and pedagogical practice should be adapted to suit cultural differences.		•	•	•

<i>Principles that Apply to Pedagogy</i>	Key Stakeholders			
	For policy makers	For administrators	For teachers who travel from Australia	For local based tutors
Assessment in offshore programmes should be moderated and controlled by Australian university academics. Grade distribution should be a key responsibility of the Australian university so as to ensure, moderation, equity and parity of esteem.		•	•	
Attention should be given to the possibility of ensuring that offshore programmes are delivered through a blended medium, implemented by a small and consistent team of academics from Australia, combined with local tutors who are trained by the host university.		•	•	•
Before finally deciding to offer a programme offshore, the Australian university and the offshore ‘partner’ should be clear about all requirements and expectations. The absence of such clarity has the potential to generate serious mistrust within a very short period of time after the programme has commenced.	•	•	•	
Communication protocols should be established in advance of programme delivery.		•	•	•
Continual use of web-based learning, including for the provision of resources for learning, could enhance ongoing connections between academic staff and students.		•	•	
Coordinators of programmes should consider establishing a Joint Academic Board (consisting of Australian and offshore executives, teaching staff from the host university, tutors and student representatives from the offshore country) to ensure the existence of quality audits, transparent communication and a strong ongoing relationship between organisations.	•	•	•	
In respect to the assessment of student work, feedback and moderation processes should be monitored for effectiveness			•	•
Levels of English competency required to undertake courses by students whose first language is other than English, should be reviewed regularly to ensure congruency between the required level and course materials.			•	•
Programme delivery should be of sufficient financial viability to sustain quality in teaching/learning		•		

Programme delivery should be responsive to culturally-determined teaching/learning practices.			•	•
Programme design and programme evaluations should be responsive to the views of both onshore and offshore academic stakeholders.		•	•	•
Provision should be made to ensure programme delivery is underpinned by strong teaching relationships between staff in Australia and those based permanently offshore.			•	•
Student achievement of learning outcomes should be the arbiter for evaluating the merit and effectiveness of curriculum delivery.			•	•
Teaching visits and teaching exchanges should be routinely implemented.	•	•	•	•
The delivery of curriculum is best facilitated by one key contact point in each country. Directors should take responsibility for student selection, induction of staff, programme review, assessment moderation, and quality of teaching.		•		
The delivery of the curriculum should be implemented according to the specification documents approved by all partners, so as to avoid student dissatisfaction and lack of respect for the Australian institution.		•	•	•
The pedagogies adopted for off-shore teaching of the curriculum should be innovative, “state of the art”, evidenced-based and linked to contemporary research in the field.		•	•	
The provision of resources for students should be of a high standard, be readily available and be produced in a consistent format prior to delivery of courses.		•	•	
Personnel involved in the administration, delivery and assessment of the programme in both countries should be treated equally if the programme is to be respected in the offshore context.	•	•	•	•
Visits to the ‘home’ campus by offshore students should be encouraged, at least once, during their candidature.	•	•	•	•
Teaching spaces and IT facilities in the off-shore context should be equivalent to those available in Australia so as to facilitate effective pedagogical engagement.			•	•

<i>Principles that Apply to Welfare</i>	Key Stakeholders			
	For policy makers	For administrators	For teachers who travel from Australia	For local based tutors
<i>Principles that Apply to Welfare Regardless of the Model of Transnational Education</i>				
Offshore Facilities and Resources				
Before the deployment of staff offshore, universities should ensure that the provision of appropriate facilities exist for staff to undertake the work required, while at the same time providing opportunities to service pre-existing commitments at the Australian university through internet access.	•	•	•	•
Program coordinators should ensure that offshore students have access to appropriate learning resources, including computers, readings and other library services and facilities.		•		
Professional Issues				
Universities should have formal processes whereby: 1. the quality of offshore programs can be regularly reviewed and concerns resolved in a transparent manner; and 2. coordinators of programs should have the right to veto the appointment of locally engaged staff.	•	• •	•	•
Staff Development				
All staff, including those newly appointed and those experienced in offshore work, should be provided with professional development covering all aspects of offshore experience at least annually.		•	•	•
Formal comprehensive training of staff engaged to provide offshore teaching should take place before their deployment commences.		•	•	•
Staff appointed offshore should fulfil the expectations of the Australian university with regard to their academic qualifications, training and experience, as well as their general suitability for appointment, including English language competency.			•	•

<p>All staff should be provided with an ‘offshore manual’ which addresses such matters as:</p> <ol style="list-style-type: none"> 1. accommodation; 2. personal safety and any security issues; 3. vaccinations and health care concerns, including the use of Australian prescription medicines offshore; 4. passport and visa arrangements; 5. appropriate clothing; 6. local currency, including exchange rates and banking facilities. 7. shopping and restaurants 8. transportation and communication including internet and email facilities; and 9. important contact numbers. 		●	●	●
<p>Staff Consultation</p>				
<p>Faculties/Departments should establish management committees to establish and monitor the effectiveness of offshore activities.</p> <p><u>Composition</u> Such committees should consist of the following staff and provide for gender balance, where possible:</p> <ol style="list-style-type: none"> 1. experienced and inexperienced offshore teachers; 2. administrators involved in the activity; 3. a senior academic member of the Faculty/Department as chair; and 4. coopted members as considered appropriate by the committee. <p><u>Purpose</u> The purpose of the committees should be to ensure that:</p> <p>appropriate staff are involved in all key aspects of course delivery and development; staff development and orientation programs are relevant, up-to-date, useful and regularly reviewed; mentoring takes place between newly appointed and experienced staff; programs are reviewed, at least annually, to determine their viability; and a ‘clearing house’ for issues raised by staff, both offshore and local.</p>	●	●	●	
<p>Policy</p>				
<p>Activities undertaken offshore should take into account existing university policy frameworks.</p>	●	●	●	
<p>Staff experienced in offshore work should be provided with opportunities to contribute to any new policies or the revision of existing ones as the need arises.</p>	●	●	●	●
<p>Legal</p>				
<p>Activities undertaken offshore must take into account the laws and customs of the country in which they are conducted.</p>	●	●	●	●

Contracts of employment relating to offshore activities should be clear and unequivocal in relation to: 1. Employer; 2. Line Manager to whom responsible; 3. Legal jurisdiction of the contract; 4. Remuneration; 5. Legal recognition of programmes; 6. Legal documents for offshore travel; 7. Insurance; 8. Legal tender in which salary and allowances will be paid.	•	•	•	•
<i>Principles that Apply to Welfare for Staff who Fly-In and Fly-Out</i>				
Classification of Offshore Work for those who fly-in and fly-out				
Offshore work should always be regarded: 1. as non-standard; 2. voluntary; and 3. where practicable, distributed among staff who volunteer.	•	•	•	•
Reward and Recognition				
Reward and recognition for participation in offshore programs should be consistent.	•	•	•	•
Staff undertaking offshore activities should receive a <i>per diem</i> in addition to normal salary which adequately reflects the additional living costs associated with the location. <i>Per diems</i> should comply with the rates published by the Australian Taxation Office. Such payments should reflect the cost of meals and incidental expenses.		•	•	
Where a full campus workload is maintained, in addition to undertaking offshore activities, staff members should receive additional payments.		•	•	
Non-monetary Compensation				
Rewards and recognition for participation in offshore programs may also include: 1. The incorporation of such activities in academic profiles which contribute to academic assessment and promotion. 2. Weightings for offshore activities in determining workloads 3. Reductions in onshore activities in both pre and post offshore phases.	•	•	•	•
Expenses				
A travel policy should exist which specifies conditions relating to airline travel, accommodation, meals and incidentals.	•	•	•	

Additional expenses on staff when required to travel overseas for the purpose of course delivery, should, as a matter of University policy, be reimbursed by the University. Such expenses may include fees for travel documents, vaccinations and formal entertainment expenses.	•	•	•	
Staff required to travel overseas should be covered by insurance provided by the university.	•	•	•	
Pre-Departure				
Before an offshore programme commences staff should agree to a written plan indicating: 1. the activities to be undertaken; 2. itinerary/travel plan; and 3. the expected outcomes.		•	•	
Return Requirements				
Staff returning from offshore commitments should undergo a debriefing session.		•	•	
Dispute Resolution				
Grievances resulting from offshore deployment should be settled in a timely manner in accordance with university policy.		•	•	•
Code of Ethics / Code of Conduct				
Codes of Ethics / Codes of Conduct should cover both on and offshore activities, including offshore and onshore tutors, (if the latter are not already covered by a code acceptable to the University).		•	•	•
Insurance				
Universities should provide staff participating in offshore programmes with 'comprehensive' personal accident insurance.		•	•	
Staff should be advised that they can acquire additional 'private' insurance at their own expense, should they wish to do so.		•	•	

Professional Issues				
Staff involved in offshore work should consider the following: 1. the curriculum of offshore courses; 2. the mode of delivery; 3. quality assurance procedures; 4. processes through which concerns can be expressed and resolved; 5. how their materials might be used in offshore programmes; and 6. how their offshore commitments might impact upon their onshore students, their research and their colleagues.			•	
Participation				
There should be consistent treatment of staff to suit individual circumstance and operational needs.		•	•	
Inability to participate in offshore programmes should not affect a staff member's position unless participation in such programmes is part of an agreed job specification.		•	•	
Staffing needs of offshore programmes should be reviewed, identified and acted upon before the commencement of the academic year.		•	•	
When determining staff participation in offshore programmes, those responsible should ensure that arrangements have been made to fulfil their on-campus responsibilities.		•	•	
Where offshore activities are being undertaken in addition to maintaining a 'full' academic workload, faculties should ensure that workloads are reasonable.		•	•	
Equity				
Universities should ensure that all staff have equal opportunity to participate in offshore programmes by ensuring that: 1. family friendly policies are developed that do not disadvantage staff who have familial responsibilities; and 2. adequate compensation is provided for staff who may incur additional expense related to their familial responsibilities.		•	•	