

BPP University – University Policies and Procedures

Transnational Education (TNE) & International Mobility (IM)



Scope	Staff/Students/External Partners
Approved Date	March 2026
Approving Authority	Education and Standards Committee
Date Effective	March 2026 (v. 1.0)
Review Date	July 2029
Document Owner	Academic Services
Purpose	Outlines the principles and framework for the establishment, operation, monitoring of Transnational Education (TNE) and International Mobility (IM) opportunities.

Regulatory Mapping

BPP University General Academic Regulations
Section D: Awards and Programmes Framework

BPP University
University Policies and Procedures
Transnational Education (TNE) and International Mobility (IM)

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1. Introduction

- 1.1. The Transnational Education (TNE) and International Mobility (IM) Policy and Framework set out the principles, governance arrangements, processes, and assurance mechanisms through which the University ensures its TNE educational provision and IM study abroad opportunities (both inbound and outbound) meets regulatory expectations and provides an equivalent academic experience as that provided in its UK-delivered provision.
- 1.2. The TNE & IM Policy and Framework applies to all forms of TNE delivered outside of the UK, including:
- Overseas branch campuses owned and operated by BPP University.
 - Collaborative provision with international partners (e.g., franchising arrangements, validation, and/or joint or dual awards).
 - Online and distance learning delivered transnationally.
- 1.3. The TNE & IM Policy and Framework also applies to all forms of international mobility study abroad opportunity the University provides with its international partners, including:
- Outbound study abroad opportunities, whereby BPP University students depart the UK for a period between one-term to one academic year, in order to study at another recognised international educational partner.
 - Inbound study abroad opportunities, whereby students from another recognised international educational partner study at BPP University for a period between one-term to one academic year.
- 1.4. The policy and framework pay due regard to the following regulatory frameworks:
- The Office for Students (OfS) Ongoing Conditions of Registration.
 - The UK Quality Code for Higher Education.
 - The University's General Academic Regulations and Policies and Procedures.
 - Relevant host-country regulatory requirements.

2. Key Definitions

- 2.1. Transnational Education (TNE): The University regards TNE as education that it delivers wholly outside of the United Kingdom, either through in-person modes of teaching to students studying in other international jurisdictions, or online to students studying in other international jurisdictions.
- 2.2. International Mobility (IM): IM refers to study abroad opportunities for both outbound BPP University students to visit and study at partner institutions and inbound students from partner institutions to study at BPP University. Students will receive recognition of having studied at these institutions on their official transcripts, including recognition and incorporation of any credit awarded, but they will not receive a final award from the institution they have visited. Credit awarded during a period of IM by either BPP University or the partner institution will be pre-approved and recognised as conferring comparable academic recognition of a student's achievement, and will (unless otherwise indicated) contribute to the final award.
- 2.3. Overseas Branch Campus: Where TNE is delivered through this model, the campus shall be wholly owned and operated by BPP University. This may also include provision where BPP University is the majority stakeholder, or the provision is wholly branded as BPP University, but a partner operator works with and supports the University in delivering the provision. BPP University remains the majority stakeholder in the provision and delivery of this model.
- 2.4. Endorsed Provider: An organisation that has been formally approved by BPP University to delivery elements of a programme or associated learning activities and opportunities, but does not delivery an award in its own right.
- 2.5. Franchise Provider: A model where BPP University authorises a partner institution to delivery BPP University's programmes, leading to a BPP University award, with the Franchise Partner delivering the majority or all of the teaching and learning provision.
- 2.6. Validated Provider: This is where an institution designs and delivers its own programme, which is formally approved ("validated") by the University as meeting its academic standards, leading to the issuance of a BPP University award upon completion of that programme.
- 2.7. Online or Distance Learning TNE Provision: This is where a BPP University programme is delivered wholly online, and accessed by students internationally, who are participating in that online provision entirely outside of the UK.
- 2.8. Joint Award: A single academic qualification jointly developed, delivered, and awarded by two or more (typically two) institutions, where all awarding partners share full academic responsibility for the programme(s) and outcomes.
- 2.9. Dual Award: A collaborative agreement is where a student studies a jointly delivered or co-ordinated programme of study, and on successful completion, receives two separate qualifications; one from each partner (e.g., one from BPP University and one from the other educational partner).

3. Principles & Framework

- 3.1. The University has established a set of principles which form as a framework by which the design, implementation, delivery, monitoring, and continuous review and enhancement of TNE and IM provision will be governed. These principles are mapped

directly to the OfS Ongoing Conditions of Registration¹, the QAA Quality Code for Higher Education², and also the University's General Academic Regulations³ and University Policies and Procedures⁴.

- 3.2. All TNE and IM activity will support the University's mission, values, and objectives, align with the Academic Development Plan, and be congruent with the strategic plans and academic provision of the University's Schools. There must be clear educational, scholarly, reputational, and financial benefit for all parties involved.
- 3.3. Where partners are involved in the delivery of the University's TNE and IM agenda, these organisations should have academic and/or professional standing, with appropriate national and/or international recognition and/or accreditation, be financially stable, and have at their disposal suitable resource infrastructures to deliver programmes of study to the appropriate academic standards required of both the University and any UK regulatory and host country regulatory bodies.
- 3.4. All TNE and IM activity should be subject to legally binding formal contractual agreements, which set out of the rights and responsibilities of all those involved. TNE and IM activity should also adhere to the following 12 principles, and fulfil the accompanying regulatory requirements as articulated alongside each principle.

(The framework is overleaf)

¹ [OfS Ongoing Conditions of Registration](#)

² [QAA Quality Code for Higher Education 2024](#)

³ [BPP University General Academic Regulations](#)

⁴ [BPP University Policies and Procedures](#)

No.	Principle	Descriptor	OfS Ongoing Condition of Registration	QAA Quality Code for Higher Education	BPP Regulatory Framework
1	Institutional Responsibility & Academic Authority	The University will hold full responsibility for the academic standards, quality of learning opportunities, and awards granted, irrespective of TNE/IM delivery location, mode, or partnership arrangements. For IM credit recognition, it is incumbent on the University and the international partner to ensure that credit gained from each other's institutions is comparable with and recognised by the respective University's regulations and can be incorporated into and recognised in the final award.	B5: Sector-Recognised Standards E1: Governing Framework E2: Effective Governance and Management E3: Governing Body Compliance F3: OfS Information, Verification, and Monitoring	P1: Strategic approach to managing quality and standards P8: Operating partnerships with other organisations	<u>GARs:</u> Section A: University Academic Governance Principles Section D: Awards and Programmes Framework Section E: Examinations, Assessment & Academic Practice Section N: Rights and Duties <hr/> <u>UPPs:</u> Curriculum Development Policy Classification and Awards Policy Partnerships and Collaborations Policy External Examination Policy Academic Freedom and Freedom of Speech Policy
2	Equivalency of Academic Standards	Academic Standards for TNE awards and IM credit awarded will hold full equivalency to those delivered in the UK, with full alignment the FHEQ, relevant subject benchmark statements, and the University's General Academic Regulations (GARs).	B4: Assessment and Awards B5: Sector-Recognised Standards	P5: Monitoring, evaluating and enhancing P6: External review and accreditation P7: Designing, developing, approving, modifying programmes	<u>GARs:</u> Section D: Awards and Programme Framework Section E: Examinations, Assessment & Academic Practice <hr/> <u>UPPs:</u> Curriculum Development Policy

				P11: Teaching, learning and assessment	Academic Planning, Monitoring and Review Policy Classifications and Awards Policy Partnerships and Collaborations Policy Assessment and Examination Framework & Procedures External Examination Policy Academic Practice Policy
3	Quality of Learning Opportunities	TNE/IM students will be provided with the same high-quality, inclusive, and well-supported learning opportunities that enable achievement of the intended learning outcomes of their programme, with learning, teaching, assessment, resources and support, that are comparable in effectiveness to those delivered in the UK, or in the case of IM, the student's home institution's educational jurisdiction.	B1: Academic Experience B2: Resources, Support, and Engagement F1: Transparency Information	P2: Engaging students as partners P3: Resourcing delivery of a high-quality learning experience P5: Monitoring, evaluating and enhancing P7: Designing, developing, approving, modifying programmes P9: Recruiting, selecting, admitting students P10: Supporting students to achieve their potential	<u>GARs:</u> Section B: Admissions Section C: Registration, Engagement, Progress, and Conduct Section D: Awards and Programmes Framework Section E: Examinations, Assessment & Academic Practice Section G: Rights & Duties <u>UPPs:</u> Admissions Policy Curriculum Development Policy Academic Planning, Monitoring and Review Partnerships and Collaborations Policy

				P11: Teaching, learning and assessment	Assessment and Examination Framework & Procedures Internal Examination and Assessment Feedback Policy Extensions and Extenuating Circumstances Policy Reasonable Adjustments Policy Academic Practice Policy Learning Support Policy Disability Disclosure Policy Wellbeing and Mental Health Policy Fitness to Practise Policy Equality & Diversity Policy
4	Student Outcomes and Success	As with all the University's provision, positive student outcomes and success sit at the heart of everything we do. TNE/IM provision will systematically monitor continuation, completion, and progression, with relevant and timely intervention where outcomes indicate risk and/or poor performance.	B2: Resources, Support, and Engagement B3: Student Outcomes B6: Teaching Excellence Framework	P3: Resourcing delivery of a high-quality learning experience P4: Using data to inform and evaluate P10: Supporting students to achieve their potential P11: Teaching, learning and assessment	<u>GARs:</u> Section C: Registration, Engagement, Progress, and Conduct Section D: Awards and Programme Framework <u>UPPs:</u> Curriculum Development Policy Student Engagement, Attendance & Academic Intervention Policy

					<p>Internal Examination and Assessment Feedback Policy</p> <p>Learning Support Policy</p> <p>Disability Disclosure Policy</p> <p>Wellbeing and Mental Health Policy</p> <p>Fitness to Practise Policy</p>
5	Risk-based and Proportionate Governance	<p>A risk-based and proportionate approach will be taken in relation to governance of TNE/IM provision, recognising that diverse delivery models and jurisdictions present various academic, operational, and reputational risks, whilst also maintaining institutional requirements across all provision. Clear regard will also be given for due diligence, clear contractual agreements, defined academic authority, and regular review of performance and risk.</p>	<p>B3: Student Outcomes</p> <p>C1: Policies and Consumer Law</p> <p>C3: Student Protection Plan</p> <p>C4: Student Protection Measures/Directions</p> <p>D: Financial Sustainability</p> <p>E1: Governing Framework</p> <p>E2: Effective Governance and Management</p> <p>E3: Governing Body Compliance</p> <p>E4: OfS Reporting Duties</p> <p>E6: Harassment and Sexual Misconduct Duty</p>	<p>P1: Strategic approach to managing quality and standards</p> <p>P8: Operating partnerships with other organisations</p> <p>P9: Recruiting, selecting, admitting students</p>	<p><u>GARs:</u></p> <p>Section A: University Academic Governance Principles</p> <p>Section G: Rights & Duties</p>

			<p>F3: OfS Information, Verification, and Monitoring</p> <p>F4: DDB Duties</p>		<p><u>UPPs:</u></p> <p>Admissions Policy</p> <p>Changes in Student Registration and Status Policy</p> <p>Student Engagement, Attendance, and Academic Intervention Policy</p> <p>Curriculum Development Policy</p> <p>Academic Planning, Monitoring and Review Policy</p> <p>Partnerships and Collaborations Policy</p> <p>Reasonable Adjustments Policy</p> <p>Student Conduct Policy</p> <p>Harassment and Sexual Misconduct Policy</p> <p>Fitness to Practise Policy</p> <p>Academic Freedom and Freedom of Speech Policy</p> <p>Student Refunds and Compensation Policy</p> <p>Academic Appeals Policy</p> <p>Student Complaints Policy</p> <p>Equality and Diversity Policy</p>
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6	Resources and Support	Adequate and sufficient resourcing and support will be provided to ensure effective delivery of programmes. All staff involved in the delivery, assessment, and oversight of TNE/IM are appropriately qualified, experienced, and supported, and that resourcing and support arrangements align with academic expectations and professional standards consistent with both international educational jurisdictions of relevance and the UK.	B1: Academic Experience B2: Resources, Support, and Engagement D: Financial Sustainability E2: Effective Governance and Management	P3: Resourcing delivery of a high-quality learning experience P10: Supporting students to achieve their potential	<p><u>GARs:</u> Section A: University Academic Governance Principles Section C: Registration, Engagement, Progress, and Conduct Section D: Awards and Programmes Framework Section E: Examinations, Assessment & Academic Practice Section G: Rights & Duties</p> <p><u>UPPs:</u> Curriculum Development Policy Student, Engagement, Attendance and Academic Intervention Policy Learning Support Policy Disability Disclosure Policy Reasonable Adjustments Policy Wellbeing and Mental Health Policy Partnerships and Collaborations Policy Equality & Diversity Policy</p>
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7	Assessment and Award Integrity	Assessment in TNE/IM will be secure, fair, reliable, and valid, supported by robust moderation, academic integrity measures, and external examination, safeguarding the credibility of awards across all delivery contexts.	B3: Student Outcomes B4: Assessments and Awards B5: Sector-Recognised Standards	P6: External review and accreditation P11: Teaching, learning and assessment	<p><u>GARs:</u> Section D: Awards and Programmes Framework Section E: Examinations, Assessment & Academic Practice Section N: Rights & Duties</p> <p><u>UPPs:</u> Classifications and Awards Policy Partnerships and Collaborations Policy Assessment and Examination Framework & Procedures Internal Examination and Assessment Feedback Policy External Examination Policy Extensions and Extenuating Circumstances Policy Academic Practice Policy Academic Appeals Policy</p>
8	Student Engagement	TNE/IM students will be actively engaged as partners in their education, provided with meaningful opportunities for feedback, representation, and participation in quality and enhancement processes.	B2: Resources, Support, and Engagement	P2: Engaging students as partners P8: Operating partnerships with other organisations	<p><u>GARs:</u> Section A: University Academic Governance Principles Section C: Registration, Engagement, Progress, and Conduct</p>

					Section G: Rights & Duties
					<u>UPPs:</u> Partnerships and Collaborations Policy Student Engagement elements across all policies
9	Transparency and Consumer Protection	TNE/IM students will be provided with clear, accurate, and timely information about programmes and associated university services and processes. Information will be compliant with consumer protection law and regulatory expectations in both the relevant international educational jurisdiction, and the UK.	B6: Teaching Excellence Framework C1: Policies and Consumer Law C2: OIA C3: Student Protection Plan E2: Effective Governance and Management E4: OfS Reporting Duties F1: Transparency Information	P9: Recruiting, selecting, admitting students P12: Operating concerns, complaints, appeals, processes	<u>GARs:</u> Section B: Admissions Section D: Awards and Programmes Framework Section G: Rights & Duties <u>UPPs:</u> Admissions Policy Changes in Student Registration and Status Policy Classifications and Awards Policy Partnerships and Collaborations Policy Assessment and Examination Framework and Procedures Internal Examination and Assessment Feedback Policy Student Complaints Policy Academic Appeals Policy

					Academic Freedom and Freedom of Speech Policy Student Refunds and Compensation Policy
10	Fairness, Complaints and Appeals	TNE/IM students will have access to fair, transparent, and timely complaints and appeals processes, and will be treated with the same fairness as students in the UK regardless of jurisdiction of programme delivery. Where an IM student wishes to raise a concern regarding their partner institution, the University will liaise with the partner institution to resolve any issues and concerns, and do so both in line with the relevant international educational jurisdictions, but also consistent with UK educational rights and principles.	C2: OIA E6: Harassment and Sexual Misconduct Duty	P12: Operating concerns, complaints, appeals, processes	<p><u>GARs:</u> Section A: University Academic Governance Principles Section B: Admissions Section C: Registration, Engagement, Progress, and Conduct Section N: Rights & Duties</p> <p>Admissions Policy Student Conduct Policy Harassment and Sexual Misconduct Policy Student Complaints Policy Academic Appeals Policy Fitness to Practise Policy Academic Practice Policy Academic Freedom and Freedom of Speech Policy Student Refunds and Compensation Policy</p>

11	Student Protection and Provision Continuity	The interests of TNE/IM students will be protected through robust student protection outcomes, with risks to provision continuity (e.g., partnership failure, regulatory change, or strategic withdrawal) addressed and managed through effective risk-based monitoring and intervention.	C3: Student Protection Plan C4: Student Protection Measures/Directions D: Financial Sustainability		<p><u>GARs:</u> Section C: Registration, Engagement, Progress and Conduct Section D: Awards and Programmes Framework</p> <p><u>UPPs:</u> Changes in Student Registration and Status Policy Partnerships and Collaborations Policy Academic Appeals Policy Student Complaints Policy Student Refunds and Compensation Policy</p>
12	Evidence-Based Assurance and Continuous Enhancement	Evidence will be used to systematically inform oversight, assurance, enhancement, and regulatory reporting, with an enhancement-led culture supporting TNE/IM provision and its delivery to drive continuous improvement and assurance of	B1: Academic Experience B3: Student Outcomes B4: Assessment and Awards B6: Teaching Excellence Framework C1: Policies and Consumer Law	P1: Strategic approach to managing quality and standards P2: Engaging students as partners P4: Using data to inform and evaluate	<p><u>GARs:</u> Section A: University Academic Governance Principles</p>

		academic standards and student outcomes.	C4: Student Protection Measures/Directions E1: Governing Framework E3: Governing Body Compliance E4: OfS Reporting Duties F1: Transparency Information F3: OfS Information, Verification, and Monitoring F4: DDB Duties	P5: Monitoring, evaluating and enhancing P6: External review and accreditation P7: Designing, developing, approving, modifying programmes P8: Operating partnerships with other organisations P12: Operating concerns, complaints, appeals, processes	<u>UPPs:</u> Academic Planning, Monitoring and Review Policy
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4. Governance and Authority

- 4.1. As outlined in the General Academic Regulations of the University (GARs, Section D, 2.7.), BPP University retains ultimate authority and responsibility for the academic standards and quality of the student learning opportunities of all awards conferred in its name, inclusive of those delivered under collaborative provision. Furthermore, the University retains responsibility for ensuring that any credit awarded by partner institutions through IM is comparable to, and incorporable into the student's final award at their home institution.
- 4.2. This authority includes complete control over academic standards, the quality of the learning experience, the enhancement of the learning experience, and the accuracy and clarity of published information in relation to TNE and inbound IM opportunities. IM partnerships will be regularly reviewed to ensure that quality and standards remain comparable between institutions, with the authority over the academic standards residing with the host institution but reviewed and agreed upon consensually between partners.
- 4.3. The University Board of Directors shall be consulted and approval sought when the University begins the process of contemplation for the delivery of TNE through the establishment of an overseas campus, partnership, or validation agreement. Delivery of TNE by online means does not require consultation with the University Board of Directors, and oversight is provided by the Academic Council and its associated committees in relation to online TNE delivery. Consultation and approval must also be sought from the University Board of Directors in the case of campus closure, or termination of partnership/validation agreement.
- 4.4. The Academic Council will have ultimate responsibility for the maintenance of academic standards, and quality of learning and awards granted, including those delivered in partnership or collaboration. The Academic Council shall provide regular updates to the University Board of Directors on TNE/IM provision in order to provide the University Board assurance on the safeguarding of educational standards and awards.
- 4.5. All proposals for TNE/IM partnerships brought forward for formal discussion must have the written approval of the Vice-Chancellor, and formal discussions must not take place until this has been obtained.
- 4.6. On behalf of the Academic Council, the Academic Regulations and Awards Committee shall have oversight from the point of formal discussions with a prospective partner, the development of collaborative provision, and/or a branch campus, and approve any partnership, collaboration, or establishment of a branch campus delivering TNE. Furthermore, ARA will approve all IM partnerships. The Programme Approval Scrutiny Committee shall have oversight of curriculum development and approval in relation TNE, and also oversight of online provision of TNE as a mode of delivery.
- 4.7. The approval and review of all regulations, policies, and procedures in relation to TNE/IM, collaborative, and partnership activity rests with the Academic Council and the Education and Standards Committee.
- 4.8. TNE/IM will be monitored and enhanced through jointly through the Academic Quality and Standards Committee (AQSC) and the International Higher Education Committee (IHEC).

Policy Revision History

Version Number	Description	Author	Reviewed by	Date
1.0	New policy added to the regulatory framework.	Associate Dean for Academic Governance & University Proctor	Dean of Academic Quality, Policy & Outcomes	March 2026