

---

# Guide on Transnational Education Partnerships in Peru

# Contents

<b>Introduction</b>	<b>3</b>
1. <b>What is meant by TNE?</b>	<b>4</b>
2. <b>The TNE landscape in Peru</b>	<b>5</b>
3. <b>The regulatory framework for international partnerships in Peru</b>	<b>7</b>
4. <b>The process for developing successful TNE partnerships</b>	<b>8</b>
5. <b>Checklist</b>	<b>10</b>
6. <b>Case study: University of London and Universidad del Pacífico, Peru</b>	<b>13</b>
7. <b>References and further readings</b>	<b>14</b>

# Introduction



This guide aims to provide Peruvian universities with a market, regulatory and practical overview of the process for developing successful international partnerships. The guide starts with an overview of the key definition and models of transnational education and a risks/benefits assessment. This is followed by a snapshot of the Transnational Education TNE landscape in Peru with a set of recommendations for development opportunities. Next is a section on the regulatory context for the development and operation of TNE partnerships.

There are two sections that provide practical advice on how to develop and manage international partnerships. First, there is a section on “The process for developing successful TNE partnerships” which outlines the steps to overcome the most common challenges in international collaboration in HE. Second, the “checklist” section reflects on evidence from the literature and practitioner experience to summarise the key points involved across all stages in developing, managing, and reviewing international partnerships.

The guide concludes with a case study as an example of a successful TNE partnership.

## 1. What is meant by TNE?

According to the Universities UK “Transnational Education (TNE) is the delivery of degrees in a country other than where the awarding provider is based. It can include, but is not limited to, branch campuses, distance learning, online provision, joint and dual degree programmes, double awards, ‘fly-in’ faculty, and mixed models, traditionally referred to as blended learning<sup>1</sup>.”

Model of Transnational Education		Characteristics	Risks	Benefits
Autonomous	Branch Campus	A physical campus established in a foreign country by a foreign institution, offering programmes that lead to a degree or qualification from the home institution.	High costs, regulatory compliance, cultural differences, potential for exploitation	Access to high-quality education, exposure to different cultures, increased institutional reputation
	Distance Learning and Online Provision	Programmes delivered online or through other forms of remote learning, allowing students to study from anywhere in the world without physically attending classes.	Limited face-to-face interaction, potential for cheating, lack of motivation.	Flexible learning options, access to diverse academic resources, reduced costs
Locally supported	Franchise	Local institutions in a foreign country licence the name and academic programs of a foreign institution, delivering these programs to students under the foreign institution's branding.	Lack of institutional control, quality assurance challenges, potential for exploitation	Access to high-quality education, exposure to different cultures, increased institutional reputation
	Blended learning	A foreign institution offering its programmes through a blended learning model supported by local institution(s)	Limited control over quality of tutorial/teaching support, challenges in the coordination of blended learning model	Improved student engagement and experience in comparison to standalone distance learning/online provision
Collaborative	Joint Degree Program	Partnership between two or more institutions in different countries, where students earn a single degree that is awarded jointly by the participating institutions.	Quality assurance challenges, compatibility of academic systems, resource constraints	Access to diverse academic resources, exposure to different cultures, increased employability
	Dual Degree Program	A programme that allows students to earn two degrees from different institutions in different countries, often requiring them to spend time studying at both institutions.	Resource constraints, compatibility of academic systems, quality assurance challenges	Exposure to diverse academic resources, increased employability, enhanced language skills

**Table 1.** Models of transnational education

<sup>1</sup> [UUKi Scale of UK HE TNE 2020-21 updated.pdf \(universitiesuk.ac.uk\)](#) (p5)

## 2. The TNE landscape in Peru

### International teaching partnerships

Emanating from the increased activity of internationalisation in the Latin America region at the start of the 2000s, there has been a drive of Peruvian universities to develop international partnerships, mainly in the form of double/dual degrees<sup>2</sup>. There are examples of universities that are active in this area<sup>3</sup>, however considering the size of the Peruvian higher education sector the international partnership activity is still underdeveloped.

Additionally, there has been a growth in the delivery of online/distance learning education, which was accelerated by the recent pandemic. This has been often in collaboration with a foreign university, particularly in the case of collaboration with universities from the UK<sup>4</sup>.

There is no central data in Peru for the number of students who study in international collaborative programmes in the country. Also, the majority of the countries of foreign universities (e.g., Germany, USA, France, Canada) do not collect data on dual/double and joint degree collaborations. UK and Australia are the countries that maintain a more detailed account of the students who study across the different types of international partnerships.

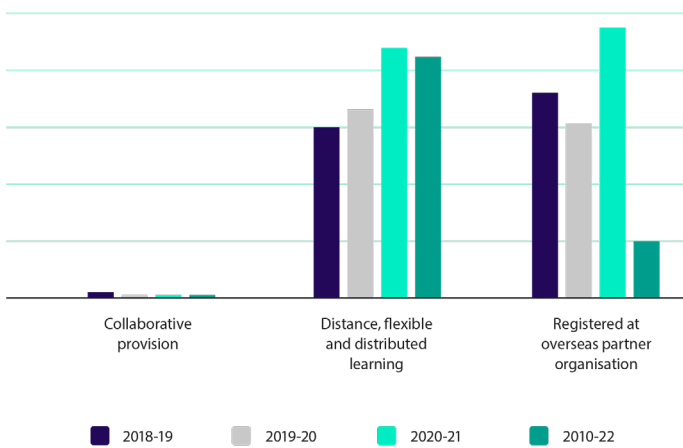


Figure 1. Number of UK TNE students

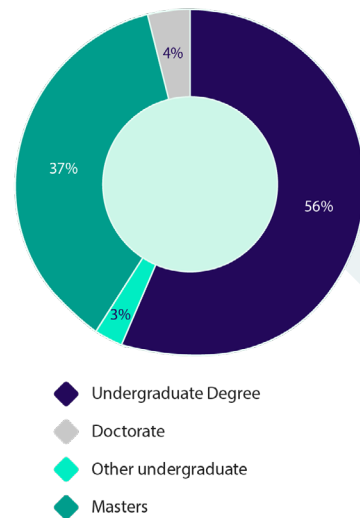


Figure 2. UK TNE in Peru by level of study

Based on the UK HESA data, in 2021-22 Peru hosted a total of 350 students on UK TNE programmes. There has been a 23 per cent increase since 2018-19, but the student numbers remained relatively low compared with other countries. As shown in Figure 1, the entirety of UK TNE provision in Peru is on distance, flexible and distributed learning programmes. Also, as outlined in Figure 2<sup>5</sup>, 71 per cent of all UK TNE students in Peru study in undergraduate programmes and around one in four (26 per cent) in postgraduate programmes. This is contrasting to the usual profile of TNE activity in other countries where the majority is in collaborative forms (e.g., double/joint degree, franchising, validation) of partnership. Also, the size of UK TNE is extremely small considering the rapid growth in the number of students enrolled in Peruvian universities, reaching around 1.6 million in 2021<sup>6</sup>.

2 British Council. (2016). The reform of the Peruvian university system: Internationalisation, progress, challenges and opportunities.  
 3 For example [ESAN University](#) offers double degrees with universities in Germany and France and the Universidad Nacional Mayor de San Marcos (UNMSM) has a double degree programme with the University of Bordeaux in France. Also, there is a sector-wide initiative to develop the internationalisation of Peruvian universities. The [Red Peruana de Universidades Nacionales para la Internacionalización \(RUNAI\)](#), is a network of 12 Peruvian universities seeking to enhance the quality of higher education from an international perspective. The universities involved in this initiative include: Universidad Nacional Mayor de San Marcos, Universidad Nacional de Ingeniería, Universidad Nacional Agraria La Molina, Universidad Nacional de San Antonio Abad del Cusco, Universidad Nacional Enrique Guzmán y Valle, Universidad Nacional del Centro de Huancayo, Universidad Nacional de Piura, Universidad Nacional de Trujillo, Universidad Nacional San Cristóbal de Huamanga, Universidad de San Agustín de Arequipa, Universidad Nacional de la Amazonía Peruana, Universidad Nacional del Altiplano  
 4 Tsiligiris, V. and Bessa-Rodrigues, P. (2022). Environment for transnational education partnerships and UK qualifications: Challenges and opportunities: Peru and UK. In Environment for transnational education partnerships and UK qualifications: Challenges and opportunities: Peru and UK. British Council.  
 5 "Other undergraduate" refers to undergraduate study that does not lead to a first degree (e.g., examples are foundation degrees, diploma and certificates, higher national diplomas (HND)).  
 6 Monroy, C. and Mackie, C. (2022). "Education in Peru." WENR. March 15, 2022. <https://wenr.wes.org/2022/03/education-in-peru-2>.

## International research collaboration of Peruvian Universities<sup>7</sup>

The presence of international research collaboration is a precursor of international teaching partnerships. For example, research links between individual researchers often act as the starting point for exchange visits that lead to the development of TNE partnerships<sup>8</sup>. Also, research collaboration acts as an institution-to-institution platform to explore TNE collaboration between faculties and schools. The analysis of 25 years (1996-2021) of bibliographic data, summarised in Figure 3, showed that Peruvian universities have developed their research outputs from 200 publications in 1996 to 7,800 in 2021. As shown in Table 2, that is the highest growth amongst the four countries selected in this analysis.

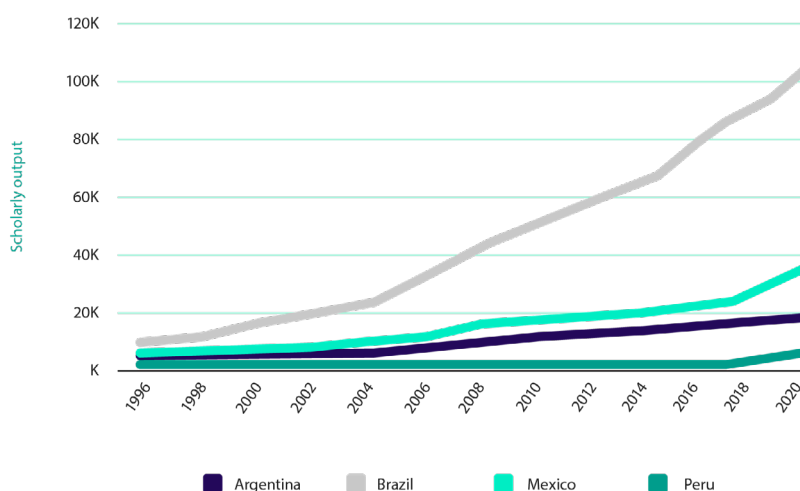


Figure 3. Scholarly output (all types)

Notably, Peru has had a high proportion of publications through international collaboration. The publications that involve an international co-author fluctuated between 70% and 45% of all scholarly output in Peru. The top 5 collaborator countries are the USA, Brazil, Spain, UK, and Colombia. Five out of ten top research collaborator countries for Peru are in the Latin America region. This shows an increased regional collaboration activity, alongside collaboration with major research countries (e.g., USA, UK, France, and Germany).

<sup>7</sup> The data in this section is from Scopus/Scival. The bibliographic analysis refers to the measurement of the volume (number of) all types of research output (e.g., academic research articles, reports, books) published by researchers in each country's universities.

<sup>8</sup> Ilieva, J., Killingley, P., Tsiligiris, V., & Usher, A. (2019). The Shape of Global Higher Education: International comparisons with Europe (pp. 1–56). British Council and NAUSA.

Table 2. Total scholarly output

	1996	2021	CHANGE
Argentina	4,308	17,446	305%
Brazil	9,403	101,318	978%
Mexico	4,978	34,020	583%
Peru	209	7,867	3664%

Table 3. Top 10 research collaborator countries for Peru (total 2019-2021)

COUNTRY	CO-AUTHORED PUBLICATIONS
USA	4,834
Brazil	3,259
Spain	2,233
UK	2,053
Colombia	1,869
Mexico	1,726
Chile	1,646
France	1,357
Argentina	1,299
Germany	1,281

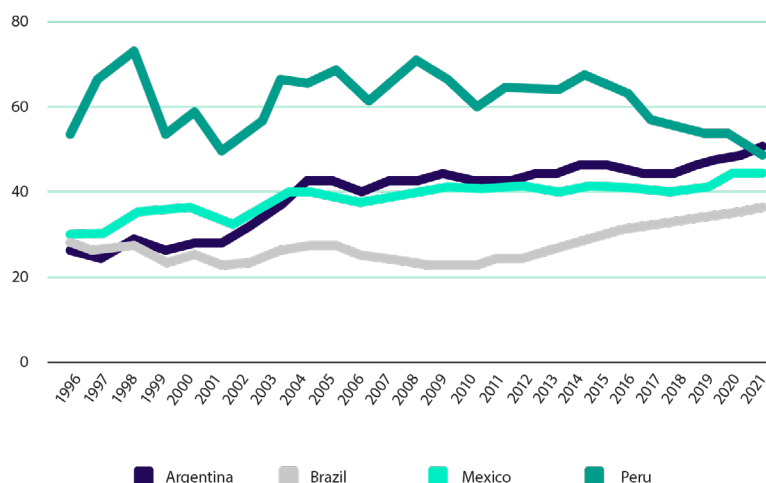


Figure 4. International collaboration (% of total publications)

The above evidence can be useful to Peruvian universities in identifying potential partners for teaching collaborations. Exploring the existing links with institutions in countries with high research collaboration activity with Peru is a suitable way to initiate sustainable teaching partnerships.

### 3. The regulatory framework for international partnerships in Mexico

There is no specific regulation for transnational education in Peru. However, there is a provision in the regulation for the operation of foreign universities in Peru. This requires licensing even if it involves a partnership with a Peruvian university. The operation of foreign universities in Peru is regulated by the University Law No. 30220. This law applies to all universities operating in the country, regardless of whether they are public or private, national or foreign. In this context, foreign universities that provide university educational services in the country, regardless of where they issue the degree or title, must previously have the corresponding institutional licence. At the same time, the 2014 regulatory reforms by the Peruvian government<sup>9</sup> placed internationalisation among the key areas to improve the competitive position of universities.

Model of Transnational Education		Characteristics
Autonomous	Branch Campus	<ul style="list-style-type: none"> <li>A Peruvian university can create a branch campus abroad. This will be subject to the regulations of the host country.</li> <li>A foreign university is allowed to create a campus in Peru but it will require full licensing by SUNEDU.</li> </ul>
	Distance Learning and Online Provision	<ul style="list-style-type: none"> <li>A Peruvian university can provide its programmes fully online.</li> <li>A foreign university can provide fully online (no local support) programmes in Peru without the need for licensing.</li> </ul>
Locally supported	Franchise	<ul style="list-style-type: none"> <li>A foreign university is not allowed to provide its programmes 'in situ' in Peru without a licence. This is required even if there is an agreement with a Peruvian HEI.</li> <li>Hence this will impact any in-country delivery directly by a foreign provider.</li> </ul>
	Blended learning	
Collaborative	Joint Degree Program	<ul style="list-style-type: none"> <li>A Peruvian and a foreign university are allowed to establish a joint degree however this should be licensed by SUNEDU.</li> </ul>
	Dual Degree Program	<ul style="list-style-type: none"> <li>A Peruvian is allowed to establish a dual degree with a foreign university. SUNEDU should be notified.</li> </ul>

<sup>9</sup> In 2014, the Peruvian government introduced the "University Law", a series of regulatory reforms aimed at enhancing the quality of higher education in Peru. The law established the Superintendencia Nacional de Educación Superior Universitaria (SUNEDU), a regulatory body tasked with overseeing the quality of higher education institutions. SUNEDU was empowered to grant and revoke university licences based on compliance with specific quality standards. The law also introduced a new accreditation system for university programmes, requiring universities to undergo a rigorous evaluation process to ensure their programmes met certain quality standards. Aiming to increase transparency within the higher education sector, the law mandated universities to publish detailed information about their programmes, including tuition costs, faculty qualifications, and graduate employment outcomes. Provisions were also included to promote equity in higher education, requiring public universities to reserve a percentage of their places for students from disadvantaged backgrounds.

Below is an overview of the regulatory context with reference to each of the key types of TNE included in this guide.

### Recognition of foreign qualifications

The recognition of foreign qualifications is a key prerequisite for the development of international partnerships. This is particularly relevant in the design of joint and dual/double degree partnerships where the compatibility and recognition of academic credits of the foreign provider are essential. Peru has been very active in establishing bilateral agreements with other countries for the mutual recognition of higher education qualifications. Currently, Peru has MRQs with 61 countries<sup>10</sup>. In the context of the Peru and UK higher education partnerships, there is an active MRQ between the two countries<sup>11</sup> that has been active since 2021. The Peru/UK MRQ allows the seamless recognition of higher education qualifications awarded by universities in the two countries and is aimed<sup>12</sup> at promoting the mobility of people (students, academics and professionals), research collaboration, and institutional partnerships.

The presence of active MRQs places Peruvian universities in a position of strength when it comes to pursuing international collaboration with universities from countries with an active MRQ. MRQs offer significant advantages for universities, students, and academics alike. Firstly, MRQ opens up new opportunities for universities to attract a diverse pool of students from around the world. By recognizing qualifications from different countries, Peruvian universities can enhance their global reputation and broaden their international student enrollment. This not only brings cultural diversity to campuses but also enriches academic discussions and fosters cross-cultural collaborations. Secondly, MRQs eliminate barriers for students to accessing education in foreign countries. MRQ enables seamless credit transfers and recognition of prior learning, ensuring that students' academic efforts are

acknowledged and valued globally. This enhances their mobility and flexibility, allowing them to study abroad, gain international experience, and broaden their perspectives.

## 4. The process for developing successful TNE partnerships

Before going on to outline a suggested process for developing successful international partnerships, it is important to define what success means in a higher education context. Teaching and research are the two key operations of universities. The success of universities is considered in the context of the outputs of these core activities and how these are perceived by internal (e.g., students, academics, and administrators) and external (e.g., regulators, businesses, and society) stakeholders. Beyond the outputs-based success, universities need to be financially and operationally efficient. Additionally, universities are evaluated on their societal impact locally, regionally, and globally.

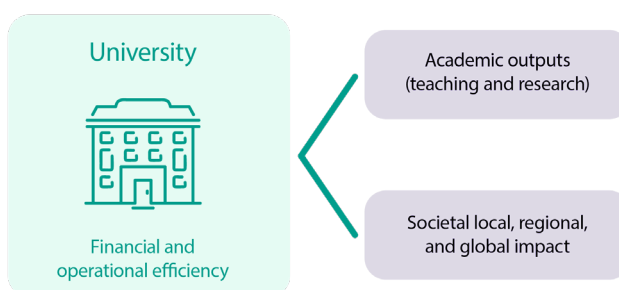


Figure 5. University success factors

Hence, a critical starting point for the development of successful international partnerships is how well they address the core principles of university success outlined above. Research<sup>13</sup> has suggested that the key reasons why international partnerships fail include: a lack of strategic vision and integration into the

<sup>10</sup> See the full list there: [Procedure for the Recognition of Foreign Degrees and Degrees \(sunedu.gob.pe\)](https://sunedu.gob.pe)

<sup>11</sup> <https://www.gov.uk/government/publications/ukperu-treaty-on-the-mutual-recognition-of-degrees-cs-peru-no12021>

<sup>12</sup> [Tratado de mutuo reconocimiento de grados y títulos Perú-UK \(britishcouncil.pe\)](https://www.britishcouncil.org/peru-uk-treaty-on-the-mutual-recognition-of-degrees-cs-peru-no12021)

<sup>13</sup> Gao, Catherine Yuan. 2019. *Measuring University Internationalization: Indicators across National Contexts*. 1st ed. 2019 edition. Cham: Palgrave Macmillan.

Stafford, Sally, and John Taylor. 2016. "Transnational Education as an Internationalisation Strategy: Meeting the Institutional Management Challenges." *Journal of Higher Education Policy and Management* 38 (6): 625–36.



broader internationalisation plan, limited resources, faculty lack of interest (buy-in), and no clear evaluation objectives/measures.

In this context, aiming to address these common failure factors, the process for developing successful TNE partnerships should start with an internal and external environment analysis.

Figure 6 below outlines the process of linking strategy to specific internationalisation actions, such as international partnerships. At the centre of the model is the governance structure which reflects the ongoing need for active management of international activities during all phases of this process. The governance process is the implementation of the university academic policies and quality assurance processes across all stages of the partnership lifecycle. This is outlined in the checklist provided later in the document.

### Why do we strive to internationalise?

International partnerships should emerge as specific actions of a broader internationalisation strategy. This is important to reassure that international partnerships are allocated appropriate resources and supported by the governance structures of the university. This means that universities need to have a decision-making and resource allocation centre (such as an international office led by a Pro-Vice Chancellor, or similar senior manager). Additionally, the governance structure needs to be supported by local (faculty/school-level) managers (e.g., head of international) who are responsible for leading and managing the implementation of the internationalisation strategy. Also, there needs to be an institutional-wide rationale about why international partnerships are pursued which will be used to define specific objectives and therefore measures that will be used to evaluate success. To define the internationalisation strategy, universities need to conduct an external environment analysis exploring and appreciating the trends in the local and global context. The external analysis should include an evaluation of the competitive positioning of the university in Peru and internationally. Some tools that can aid this analysis are PESTEL, Porter 5 Forces, and SWOT analysis.

### What type of internationalisation and international partnerships do we want?

Internationalisation includes a broad range of activities that take place abroad or at home and with and without external partners<sup>14</sup>. Also, universities, like any other organisation, operate under limited resources. Hence, universities need to identify the type of internationalisation activities that is best suited to the objectives of their internationalisation strategy and are likely to achieve maximum results.

### How will we pursue our internationalisation objectives?

The availability of appropriate resources has been reported as the most common barrier to the development of international partnerships. Key resources, such as the availability of academic and administrative staff, financial support, and appropriate IT systems are some examples of key resources which are critical to facilitate international partnerships. Hence, before embarking on any international partnership projects, universities need to evaluate their internal readiness. Specific projects should then emerge to operationalise the internationalisation strategy. This is the stage where universities should consider the exact form of international partnerships they would like to pursue (see table 1 for examples), identify international partner(s), target specific market segments, and develop projects for internal (university-based) and external (country-regulator, professional bodies, etc) approval.

<sup>14</sup> For a full description of what internationalisation means and the range of different activities, refer to: Hénard, F., Diamond, L., & Roseveare, D. (2012). Approaches to Internationalisation and Their Implications for Strategic Management and Institutional Practice (pp. 1–51). OECD Higher Education Programme. <https://www.oecd.org/education/imhe/Approaches%20to%20internationalisation%20-%20final%20-%20web.pdf>

## How will we measure success?

There need to be specific measures for each international partnership linking back to the broader internationalisation strategy. The outputs of each internationalisation activity should lead to the achievement of the broader internationalisation objectives. One of the key challenges in developing successful international partnerships is faculty engagement. To overcome this, faculty commitment to international partnership should be formally acknowledged in the faculty workload.

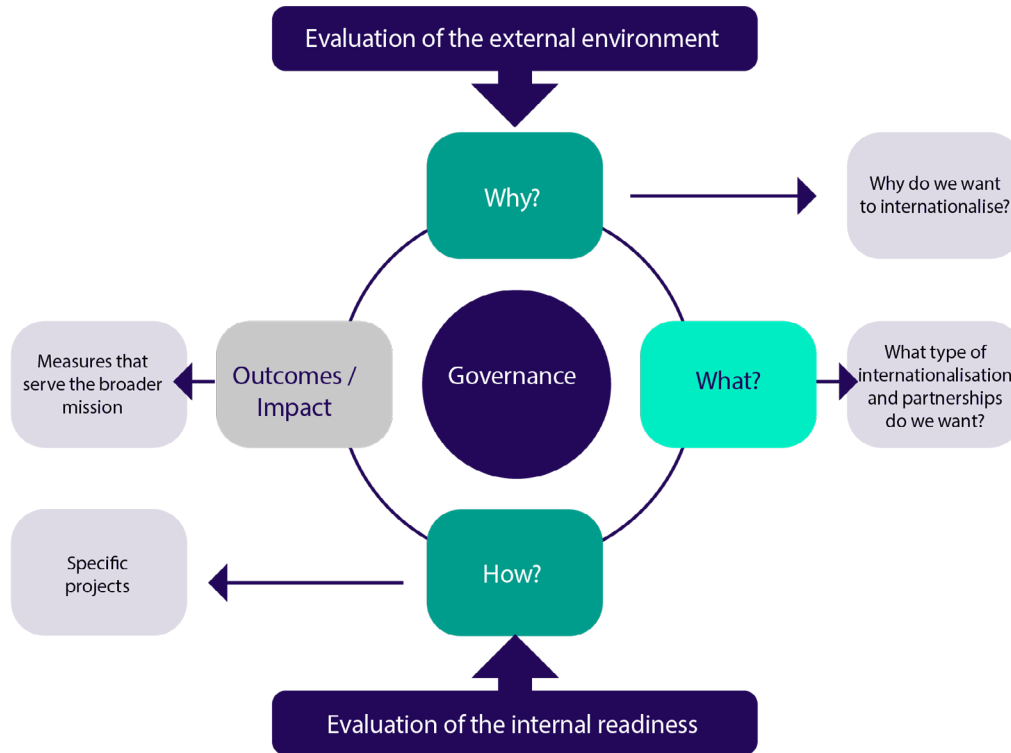


Figure 6. The process of linking strategy to specific and measurable internationalisation activities

## 5. Checklist

This section provides a focused and detailed checklist of the process to develop, manage and review international partnerships. The section reflects on the broader literature<sup>15</sup> and the experience of TNE practitioners. The section is organised into four sections, each representing one of the phases of the TNE lifecycle. These phases represent the typical process which applies in most collaborative international partnerships (e.g., dual/double & joint degrees, franchising/validation, articulation/progression). The checklist will be less applicable to independent types of TNE (distance/online delivery, branch campus).

### Pre-establishment and agreement stage

At this stage the priority is to achieve strategic alignment between the objectives of the Peruvian university and those of the partner. Also, here the emphasis is on due diligence as way to minimise all types of risk (operational, financial, academic).

#### 1. Internationalisation strategy objectives

- What do you want to achieve through internationalisation?
- Who is the beneficiary of your internationalisation strategy?
- What are your measures of internationalisation success?

<sup>15</sup> Transnational education toolkit | Advance HE (advance-he.ac.uk)  
Transnational education (TNE) toolkit | Tertiary Education Quality and Standards Agency (teqsa.gov.au)

## 2. Identify a suitable partner

- What are the key criteria for the selection of your international partners?
  - Geographical location
  - Rankings/reputation/global brand/local impact
  - Type/size of the organisation
  - Subjects of teaching provision/areas of research
  - Capacity/resources
- How does the internationalisation strategy of your international partners align with your internationalisation objectives?
  - What is the focus of their internationalisation strategy?
  - How likely is it that their strategy will change in the short/medium term (1-3 years)?

## 3. Evaluate the regulatory context

- What are the local (own country) and foreign (country of your partner) regulatory requirements for the type of collaboration you wish to pursue?
- What are the implications for the recognition of the partnership award(s) in your country as well as other countries?
  - Existence of an agreement for the Mutual Recognition of Qualifications (MRQ) between the two(or more) countries involved in the partnership
  - Recognition of professional and academic rights
  - Implications for recognition by professional bodies

## 4. Business case and financial evaluation

- Market analysis
  - Competition and demand of the proposed programmes
- Financial analysis
  - Detailed financial analysis including revenues, expenses, and cash flows budget.
  - Evaluation of financial risks and impact on all partners

## 5. Academic evaluation

- What is the state of the presage factors that could affect the educational outcomes?
  - Cultural/social/economic factors that can influence/shape the preferred approaches to learning
  - Other, student-related, factors that can impact the effectiveness of the teaching approach
- What are the key academic risks in the proposed collaboration?
- What can be done to minimise/mitigate the academic risks?

## 6. Due diligence as an independent process

### Operation

This stage relates to the design of the operational details of the partnership. This should include all aspects of the delivery and operation (e.g., recruitment of students, teaching, assessment, pastoral support and student services). The emphasis here is to consider all aspects of the partnership and the involvement of key stakeholders (e.g., universities, students, regulators).

### 1. Design of programme(s)

- Design of programme(s) to reflect the academic standards and intended graduate attributes.
- The programme design shall aim to contribute towards the achievement of all partners' strategic objectives through the available (intended) resources.

### 2. Academic staff

- Identify who will lead and teach the units of the programme making provision for the requirements that will emerge under different development scenarios of the collaboration.
- Develop a staff development plan that will consider the different phases and size of the collaboration.

### 3. Assessment

- Create an assessment strategy that will reflect internal (e.g., assessment regulations of awarding institutions) and external (e.g., recognition requirements, professional bodies) requirements.
- Define the roles and responsibilities of different parties in relation to the preparation, delivery, marking of and feedback on assessment.

### 4. Learning resources, premises, and IT systems

- Create a resources plan that considers all types of resources required for the delivery of the programme(s)
- Identify gaps in resources - considering the impact of potential growth of the provision - and create a resourcing plan

### 5. Quality assurance

- Set out the process with key touch points and deliverables for the quality monitoring of units and programme
  - Unit reporting
  - Programme reporting
- Identify a system for the moderation of assessment/feedback
  - Internal and external moderation
  - External examiner/verifier

### 6. Student support systems

- Identify the process/mechanisms through which students are supported for academic, pastoral, and other matters.

## Management

This stage involves the identification of the specific responsibilities of each collaborating party (university) as well as the specific people who would be leading the management of the partnership. By deciding on the exact governance structures and responsibilities, the emphasis in the stage is to ensure the smooth operation of the partnership and minimise the academic risks.

### 1. Structure of governance

- Identify the areas of responsibility between the partner institutions.
- Define and outline the key governance structures in the form of committees, task groups, etc.

### 2. Academic management

- Identify the process of managing unit and programme-level issues.
- Outline the academic responsibilities of each partner

### 3. Business management

- Identify the process to manage and evaluate the business side of the partnership with particular reference to the achievement of agreed revenue/ expenditure targets.

## Periodic quality assurance

This stage aims to introduce a set of checks-and-balances that will act as an unbiased process for the evaluation and continuous improvement of the partnership.

### 1. Periodic review

- Agree on a set of measures that will be used to evaluate the success of the partnership. These measures are important to be agreed upon before the start of the partnership and reviewed annually.
- Set out the process and time period to review all aspects of the partnership through a period review. The details of the process should include 1) areas to review and specific measures; 2) stakeholders to be involved; 3) potential outcomes for the continuation of the partnership.
- The period review process should state the key parameters of a teach-out/ termination of the partnership arrangement.

## 6. Case study: University of London and Universidad del Pacífico, Peru<sup>16</sup>

**Mike Winter OBE**, Director International Affairs, University of London

*The University of London (UoL)'s online and distance provision spans 190 countries, with 45,000 students taking a UoL degree at any one time. Around half of these, nearly all undergraduates, access additional face-to-face tuition at one of over 80 Recognised Teaching Centres (RTCs) in 47 countries. RTCs must meet and maintain a series of standards set by the University in order to remain recognised. These cover induction, teaching and learning, student support, academic management and administration, staffing, facilities and quality assurance as well as financial and legal status.*

*Universidad del Pacífico (UP), a highly ranked institution in Lima, began to support University of London degrees in 2015, offering tuition for the BSc Business and Management, BSc Accounting and Finance, BSc Economics and BSc Economics and Finance, all with academic direction<sup>17</sup> by the London School of Economics and Political Science (LSE). To these has been added the BSc Management and Digital Innovation, also academically directed by the LSE. In all cases UoL retains responsibility for the award, as well as for learning design, programme management, quality assurance, student lifecycle and academic support.*

*The collaboration with UP is built on the tried and tested model of parallel degrees. Unlike joint, dual or double degrees, there is no formal joint academic governance: while respective programmes are aligned and credit transfer may apply, UP and UoL are responsible for their*



*respective awards, and successful completion allows the student to graduate with two degrees. Students complete the UP Year 1 before embarking on the UoL Year 1 alongside the UP Year 2, and so on.*

*With over 130 students currently studying for UoL degrees at Universidad del Pacífico, UP is among the highest performing institutions worldwide in terms of academic attainment in UoL exams.*

*UP has commented: “Graduates of these programs are highly regarded and have high probabilities of being accepted in Master’s programs in prestigious universities such as the London School of Economics, Wharton Business School, University of Chicago, University of Cambridge, University of Oxford, Cass Business School, University of Hong Kong, among others.”*

<sup>16</sup> In 2023/2024, UoL has over 230 students in Peru, including a cohort at the Universidad

de Lima as well as Universidad del Pacífico.

<sup>17</sup> Responsibility for programme structure and content, curriculum, study materials,

setting and marking of assessments, and determining the regulations for progression of students.

# References

- British Council. (2016). The reform of the Peruvian university system: Internationalisation, progress, challenges and opportunities.
- Gao, C. Y. (2019). Measuring University Internationalization: Indicators across National Contexts (1st ed. 2019 edition). Palgrave Macmillan.
- Hawawini, G. (2011) The Internationalisation of Higher Education Institutions: A Critical Review and a Radical Proposal. Faculty & Research Working Paper, INSEAD. Available online: [https://flora.insead.edu/fichiersti\\_wp/inseadwp2011/2011-112.pdf](https://flora.insead.edu/fichiersti_wp/inseadwp2011/2011-112.pdf)
- Ilieva, J., Killingley, P., Tsiligiris, V., & Usher, A. (2019). The Shape of Global Higher Education: International comparisons with Europe (pp. 1–56). British Council and NAFSA.
- Monroy, C. and Mackie, C. (2022). “Education in Peru.” WENR. March 15, 2022. <https://wenr.wes.org/2022/03/education-in-peru-2>.
- Stafford, Sally, and John Taylor. 2016. “Transnational Education as an Internationalisation Strategy: Meeting the Institutional Management Challenges.” *Journal of Higher Education Policy and Management* 38 (6): 625–36.
- [Transnational education \(TNE\) toolkit | Tertiary Education Quality and Standards Agency \(teqsa.gov.au\)](#)
- [Transnational education toolkit | Advance HE \(advance-he.ac.uk\)](#)
- Tsiligiris, V. and Bessa-Rodrigues, P. (2022). Environment for transnational education partnerships and UK qualifications: Challenges and opportunities: Peru and UK. In *Environment for transnational education partnerships and UK qualifications: Challenges and opportunities: Peru and UK*. British Council.
- [UUKi Scale of UK HE TNE 2020-21 updated.pdf \(universitiesuk.ac.uk\)](#)

# Further reading

- OECD (2012). Approaches to Internationalisation and Their Implications for Strategic Management and Institutional Practices. OECD Higher Education Programme. Available online:
- QAA (2022) The quality evaluation and enhancement of UK Transnational higher Education Provision 2021-22 to 2025-26 [https://www.qaa.ac.uk/docs/qaa/guidance/qe-tne-handbook-22.pdf?sfvrsn=3ec7d281\\_12](https://www.qaa.ac.uk/docs/qaa/guidance/qe-tne-handbook-22.pdf?sfvrsn=3ec7d281_12)

