

Using Greek as the language of delivery for UK TNE: Rationale, implications, and solutions

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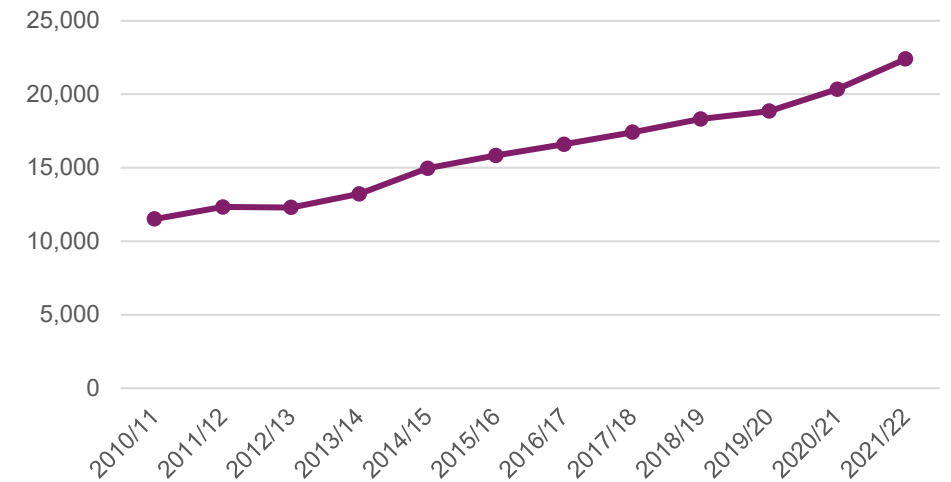
Presented at the IEAA TNE Forum Session: Delivering TNE in the host country language: Case studies from around the world, 27 July 2023

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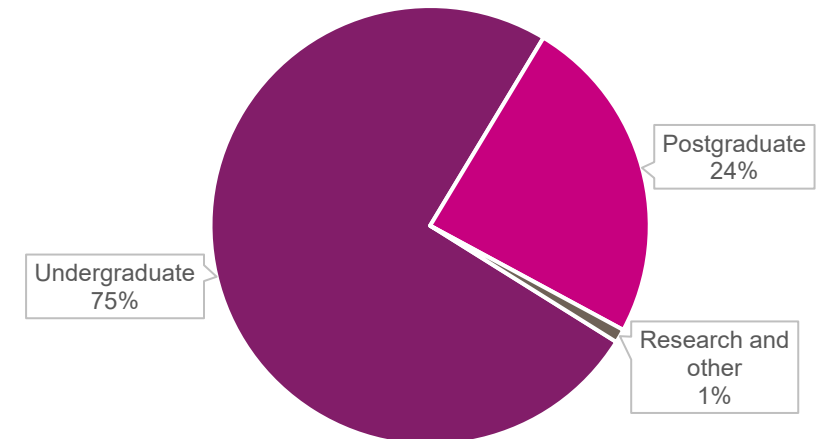
Context

- Greece is the one of the UK's largest host country in Europe with 22k students in 2021/22
- Majority of students study at UG level
- There is a strong demand for HE despite the high Gross Enrolment Ratio
- Strong demand is driven by cultural/societal perception about HE as a vehicle for social and economic mobility
- Only public universities exist in the country
- TNE providers, mostly private Colleges, do not have degree awarding powers

UK TNE students in Greece

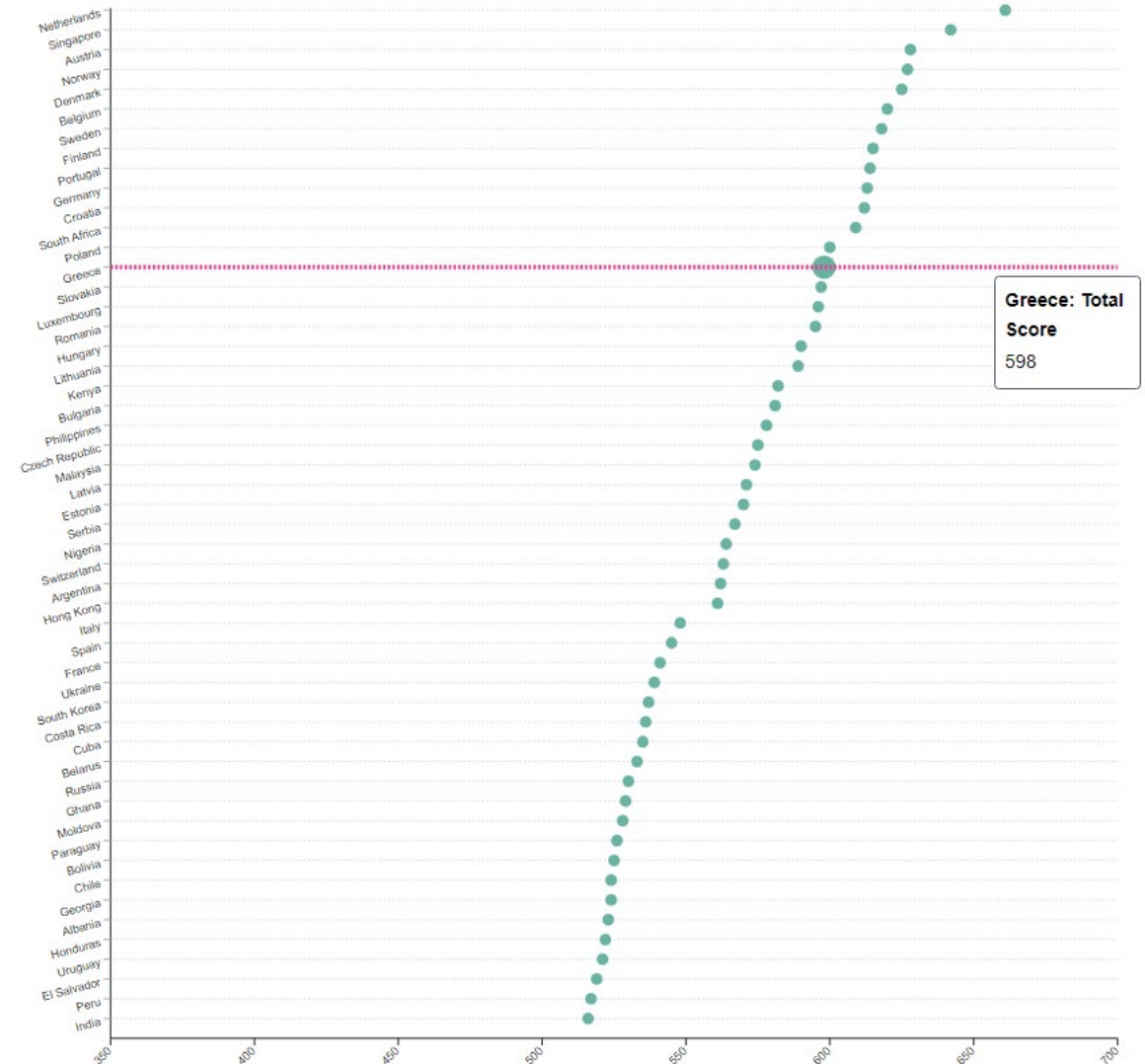


UK TNE in Greece



English Proficiency in Greece

- The EF EPI 2022 ranks Greece 14th out of 111 countries, with a high proficiency level
- The EF EPI score for Greece is 598, while the global average score is 502
- Greece is the 12th most proficient country in Europe out of 35 countries
- English is a mandatory course from the early years of education, and Greeks study English from grades 1 to 12



Overview of the partnership, program and delivery model, qualification(s) awarded

- Franchise arrangement between a UK university and a Greek private college
- Full time model with in-person teaching
- Moderation system involving Greek speaking external and internal moderators
- A suite of UG programmes entirely delivered (teaching and assessment) in Greek since 2015
 - BA and BSc degrees in Business management, Marketing Management, International Hospitality Management
- Approximately 2,900 students

Benefits – programme, student, graduate, community outcomes

- The partnership has grown substantially since 2015
 - 2015: ~500 students
 - 2023: ~3,000 students
- Widening access of students from disadvantaged backgrounds
- Intercultural education
- Improved employability of graduates

See more : PAPAGEORGIU, F., TSILIGIRIS, V. and MAKELLARAKI, V., 2020. [Transnational education as enabler of access to quality higher education and its link to UN SDG4: the case of Greece](#). In: V. TSILIGIRIS , W. LAWTON and C. HILL, eds., Importing transnational education: capacity, sustainability and student experience from the host country perspective. London: Palgrave Macmillan. ISBN 9783030436469

Challenges/issues and risks – what would be done differently next time?

- Progressive development of the quality assurance model
 - had to be informed by UK Quality Code for Higher Education (Chapters B6, B7, B10) QAA audits for overseas provision in Greece (2008 and 2015) case study on collaborative activity (January 2016) university policy for delivery of programmes in a language other than English (June 2016) university partner review (March 2016).
- Establishing a language policy
- Develop academic roles for bilingual internal moderators
- Appoint bilingual external examiners with experience in UK HE
- Ensure appropriate systems, people and information are in place

What does the future look like for this programme/partnership?

- Local partner has developed a scalable model with strong quality management principles
- The existing partnership will continue to develop
- The local language model has substantial benefits, but it has also important operational implications
- The university will not consent to deliver a programme in any language other than English with a new partner



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Thank you