



Transnational Education Policy (TNE)

TNE Policy 2024

Table of Content		
	Introduction	3
A	Guidelines for Pakistan’s Higher Education Institutions Offering Degree Programs in Collaboration with Foreign HEI’s	3
1.	General Requirements for Collaboration	4
1.1	Completion of Legal Formalities	4
1.2	Application for Collaborative Arrangement	5
1.3	Site Inspection	6
1.4	NOC and Recommendation	6
1.5	Renewal of NOC	6
2.	Conditions Governing Foreign Collaboration	6
2.1	Institutional and Academic	7
2.2	Constitutional and Cultural	8
2.3	Co-Curricular and Healthcare Facilities	9
2.4	Monitoring and Visitation	9
2.5	Formal Signing of Agreement	9
2.6	Disciplinary Measures and Conditions for Withdrawal	10
B	Guidelines for Establishment of Offshore Campuses of Pakistan’s Higher Education Institutions	11
1.	Legal Requirements	11
2.	Constitutional and Cultural Requirements	12
3.	Regulatory and Quality Parameters	12
4.	Site Inspection	13
5.	Recommendation of NOC	13
6.	Monitoring and Evaluation and Reporting Mechanism	13
7.	Compliance Withdrawal of NOC	14
C	Guidelines on Quality Assurance and Regulatory Arrangements	15
1.	Introduction	15
2.	Quality Assurance Arrangements	15
3.	Compliance with Regulatory Mandates, Policies, and Legal Framework	16
4.	Compliance with Quality Assurance Requirements	17
5.	Conclusion	20
Annex-A	Precepts Standards and Guidelines (PSG) for Program Review for Effectiveness and Enhancement (PREE)	21
Annex-B	Joint Letter of Commitment (JLOC) (template)	23
Schedule-I for Type-I		26
Schedule-II & III for Type II & III		30

Introduction

There is an increasing mobility of students and academic staff because of the internationalization of higher education and the globalization process. As a result, a rapid increase in cross-border higher education is being witnessed with intense competition among universities/institutions of the developed world for seeking collaboration/operation of campus at overseas locations. Cross-border education provides yet another avenue to meet the challenge.

The purpose of this document is to provide revised policy guidelines and set out criteria, and procedures for collaboration with foreign Higher Education Institutions (HEI's). It identifies different requirements, that need to be fulfilled and adhered to while negotiating collaborative arrangements for the provision of foreign HEI's and higher education providers in Pakistan and is equally applicable to local as well as foreign partners along with guidelines for Quality Assurance.

Transnational Education Policy (TNE) comprises of the following sections:

- A. Guidelines for Pakistan's higher education institutions offering degree programs in collaboration with foreign higher education institutions (HEI's).
- B. Guidelines for establishment of offshore campuses of Pakistan's higher education institutions.
- C. Guidelines on Quality Assurance and regulatory arrangements.

Details of the Sections have been specified below:

A. GUIDELINES FOR PAKISTAN'S HIGHER EDUCATION INSTITUTIONS OFFERING DEGREE PROGRAMS IN COLLABORATION WITH FOREIGN HEI'S

The collaborative arrangement for provision of foreign qualifications may have different modes and forms leading to the award of degree by the foreign HEI. Collaboration modes may be either of the following:

- i) **Type-I.** External degree program for which tuition/facilitation is provided by a local institution, while the course of study, study material, question papers, and assessments are done by the foreign HEI's under the supervision of a third-party, like the British Council.

The local institutions in this type of collaboration would be required to fulfill all the pre-requisites of the HEC (**Schedule-I**).

- ii) **Type – II.** Local institution franchised by a foreign HEI for the award of degree where students are assessed and evaluated locally, and the degree is awarded by a foreign HEI.

The local institutions desirous of operating under this mode would be required to fulfill all the prerequisites of HEC (**Schedule-II**).

- iii) **Type – III.** A campus entirely administered, managed, and operated by a foreign HEI in Pakistan and award of degrees identical to degrees given to on-campus students at the principal seat.

The foreign HEI's planning to operate in Pakistan (through their offshore campus in Pakistan) would be required to secure approval of the Ministries of Foreign Affairs and Interior, and respective Provincial Governments and apply to HEC for No objection certificate (NOC). Such Institutions would be required to fulfill all the prerequisites of HEC (**Schedule-III**).

1. General Requirements for Collaboration

The procedure for collaborative arrangements of foreign HEI's with Pakistani institutions/universities is outlined below:

1.1 Completion of legal formalities

1.1.1 No foreign HEI, other than accredited/chartered in its country and recognized by the Higher Education Commission, would be allowed to operate through any mode as specified herein.

1.1.2 Foreign renowned HEI's with good reputation and among the Top 700 World Universities in QS/THE Academic Ranking or falling within the category of Fachhochschule would be eligible to offer their degree programs in Pakistan as prescribed in this policy document. All the same, HEC reserves the right to allow or deny, based on merit or breach of policy as the case may be, TNE operation in the country within or outside the ranking limit prescribed herein. Moreover, the condition shall not be applicable to the TNE providers already in business unless their NOC is revoked by the HEC.

1.1.3 If a country chooses to disallow Pakistani universities to establish their offshore campuses there, the HEC may like to reciprocate the action of the respective country.

1.1.4 Approval of statutory bodies (Foreign HEI) for the programs being offered will be mandatory.

1.1.5 Local partners offering programs of foreign HEI's through Teaching Centers (Type-I) shall not use the administrative and academic leadership titles, such as Rector, Vice-Chancellor, etc., and shall use the name of the foreign partner only for the intended purpose.

1.1.6 Foreign HEI must carry specific provision/permission for its operation overseas, through any of the above modes, and sponsors of the local institutions would be required to submit proof of such a legal provision.

1.1.7 No Pakistani institution offering foreign programs shall be allowed to conduct an academic program in anticipation of NOC from HEC and execution of formal agreement with the foreign HEI.

1.1.8 NOC / Permission to run the collaborative degree program(s) will be granted separately for each physical location where the program(s) is/are to be conducted.

1.1.9 The local Institutions offering school/college level programs besides foreign collaboration arrangements shall be required to fulfil all requirements (academic, physical and others) as prescribed by the HEC for offering the foreign collaboration program(s). HEC affiliation policy prescribes these requirements which may be adopted for the purpose of this policy.

1.1.10 The ownership of the local institutions, collaborating with a foreign HEI, shall vest in a body corporate and not in individual(s) or family. It shall be registered under the relevant laws of companies' ordinance/societies registration act/trust act as a foundation/society/ trust. This shall not be required if the institution is in the public sector.

1.1.11 All those local institutions, that do not have their own charter/degree awarding status, and desire to have such collaborative arrangements shall NOT be allowed to use the name of "University" with their names.

1.1.12 As per the Government regulations, the local institutions would be required to get their society/trust evaluated and certified by an independent certification agency approved by the Federal Board of Revenue (FBR), Govt. of Pakistan.

1.1.13 An online portal shall be developed by the local institution, and the data of all the registered students as well as teaching staff (searchable by CNIC) shall be recorded in the portal and its access given to the Commission to search/view any record. Moreover, the HEC shall also provide a link to an online portal for the Institution to submit the record of students as well as teaching staff.

1.1.15 All the local institutions, collaborating with foreign HEI's, that had been accredited in the past without a timescale – for an indefinite period – or where the period of accreditation has expired, shall seek fresh accreditation from the HEC, within a period of six months from the commencement of this policy. Non-compliance thereof shall result in cancellation of the accreditation and any further enrolment of students.

1.1.16 HEC will soon issue a policy addendum on Dual, Double, and Joint Degree Programs, providing clarity and guidance for institutions after thorough consideration.

1.2 Application for collaborative arrangement

1.2.1 After completion of legal requirements, the local institutions shall submit an inclusive proposal, along with a one-time accreditation fee (PKR 1,000,000/= per campus) in favor of the Higher Education Commission. The overseas partner shall certify after satisfying itself from the HEC that the Pakistani institution possesses the required physical, human, and financial resources and that due regard has been given to ensure the quality and standards of the respective degree program(s) planned to be launched.

1.2.2 The respective division of the HEC shall scrutinize the proposal submitted by the local institution (its sponsors) to ascertain whether it fulfills the specified basic requirements or not. If the HEC finds that there is a prima facie case for further consideration, the feasibility report shall be thoroughly scrutinized. The HEC may ask for additional information or recommend the case for inspection of the institution by a panel of experts.

1.2.3 Feasibility evaluation/visit fee will be PKR 200,000/ (two hundred thousand only) per campus.

1.3 **Site Inspection**

1.3.1 On fulfillment of mandatory requirements pertaining to academic, financial, and physical infrastructure, a physical inspection of the institution shall be carried out by an Inspection Committee nominated by the HEC to determine that the institution has the potential to run the collaborative program(s).

1.4 **NOC and recommendation**

1.4.1 On satisfactory report by the Inspection Committee (constituted under Para 1.3.1), the sponsor/s shall submit the negotiated draft agreement with the overseas partner/s to the HEC for approval. The HEC may call for additional information about the collaboration. Joint Letter of commitments (JLOC) between the local partners and the foreign HEI's shall be submitted to the Commission for approval.

1.4.2 Once the HEC is satisfied with the arrangement including submission of Joint Letter of commitments (JLOC) to HEC, the institution concerned will be allowed to enter into an agreement with a foreign HEI's, and for this purpose, the NOC/recommendation letter will be issued to offer foreign degree program(s).

1.4.3 The validity period of institutional accreditation and program recognition - first or subsequent - shall be for a minimum of 12 months and maximum 36 months.

1.5 **Renewal of NOC**

1.5.1 Renewal of NOC shall be processed as per the prescribed procedure (**Schedule I**).

2. Conditions Governing Foreign Collaboration

The provisions for collaborative degree arrangement/functioning of offshore campus shall be governed by the following:

2.1 **Institutional and academic**

- i. The agreement shall be executed in Pakistan in accordance with the Pakistani laws. No arbitration clause shall be included in the MoU/Agreement, and in case of litigation, if any, the jurisdiction shall be a court of law in Pakistan.

- ii. Local institutions and foreign HEI's shall have joint responsibilities to safeguard the interests of students and provisions for quality assurance and maintenance of standards of quality education.
- iii. Minimum qualifications, admission requirements and collaboration modes allowed shall be as follows:

Sr. #	Program /NQFP level*	Minimum Admission Qualification/ Requirement	Collaboration Modes
a.	Associate degree / (5)* (AD)	Intermediate /A level or Equivalent	Type I, II, & III
b.	Undergraduate/ (6)*	Intermediate / A level or Equivalent	Type I, II, & III
c.	Graduate/ (7)*	NQFP Level-6 or Equivalent	Type II & III
d.	Postgraduate / (8)*	NQFP Level-7 or Equivalent	Type III

***[National Qualification Framework of Pakistan](#) level-7 is equivalent to 18 years of education. The distinction or variation between NQF 17 and 18 years of qualifications will be explained separately.**

- iv. The Local institution and the degree awarding body/foreign HEI's shall work together to develop a mechanism that enables verification of published information before it is released, and no misleading information shall be published.
- v. The degree awarding institution shall be ultimately responsible for ensuring that the academic standards and quality of learning opportunities offered through the collaborative arrangement are adequate to enable a student to achieve the academic standard and prescribed learning outcomes required for its award.
- vi. The degrees awarded to students at the local institutions shall be identical to the degrees awarded to on-campus students of the collaborating foreign HEI.
- vii. The institutions (both local and foreign) shall be responsible for providing accurate, reliable information on all aspects of educational provisions.
- viii. An up-to-date and authoritative record of the collaborative arrangements shall be publicly available.
- ix. The students at the local institution shall be registered at the principal seat of the respective foreign HEI and shall be eligible to all due academic rights and privileges, including transfer of credits. In case of closure of the local institution, for any reason, the students shall be transferred to similar programs in other local institutions, the principal seat, or its regional campuses.
- x. The local institution shall be governed by the rules and regulations framed by the franchising foreign HEI, from time to time, regarding the general scheme of studies,

duration of courses, learning outcomes, medium of instruction, detailed curricula, examination and assessment pattern, the conditions under which students shall be admitted to the examination of university, etc.

- xi. Admission of students for a program, examination, and assessment of requirements shall be equivalent to the comparable programs delivered by the degree awarding institution at its principal seat.
- xii. Degree awarded in a professional field should be accredited/recognized by the relevant professional bodies of both the countries, i.e., Pakistan and the respective foreign country.
- xiii. Policies and procedures shall ensure that there are adequate safeguards for the financial or academic interests of students.
- xiv. The site selected for the local institution must be suitable from the academic point of view and possess sustainable financial and physical viability, civic facilities like provision of water, electricity, fuel gas, telephone, and internet with appropriate bandwidth, etc.
- xv. The local institution has set proper rules/regulations regarding the efficiency and discipline of its students, faculty, support staff, and other employees.
- xvi. The local partner will provide need-based fully funded scholarships against at least 05% of the allocated seats per program.
- xvii. Repeated at sub-para vii in case a student at a local institution is unable to continue with the degree program, due to any reason, he/she shall have the right to transfer to the host university's main/another campus after following due requirements.
- xviii. The local sponsors (institutions) shall provide career counseling and job search services to the students.
- xix. That the policies for appeals and complaints shall be brought to the attention of students at the start of each academic year.

2.2 Constitutional and Cultural

- i). The local institution shall be required to strictly comply with and respect the constitutional provisions, local laws, and the ideology of Pakistan.
- ii). The institution must focus on the core functions of teaching, training, and co-curricular activities and refrain from deeds and doings in conflict with provisions of 2.2(i) above.
- iii). The local institution shall have to work within the law or policy framed/amended by the HEC /Government of Pakistan or the concerned provincial government from time to time.
- iv). Courses of Islamic Studies or Ethics for Non-Muslims and Ideology and Constitution of Pakistan as prescribed in the [HEC Undergraduate Education Policy \(UEP\)](#) under the "General Education Cluster" shall be offered by the local partners.

2.3 Co-curricular & healthcare facilities

- i) The local institution shall organize cocurricular and recreational activities for students and provide facilities for healthcare and general welfare.
- ii). Indoor and outdoor facilities for games shall be ensured to provide healthy outlets to the students for imbibing the sense of competition and tolerance. The students will be encouraged to participate at least in one of the games.

2.4 Monitoring and visitation

- i). The franchised institution shall furnish such reports, returns, and other information as the Commission/provincial government may require, enabling it to judge the efficiency and effectiveness of the institution.
- ii). The institution shall also be subject to random monitoring and visitation by the HEC.
- iii). A joint inspection comprising members from the HEC and the foreign HEI's offering their degree in Pakistan, shall be held once in three years. Local institutions shall get the Institution reviewed by the Review Committee of the HEC at least once in three years or as may be prescribed.

2.5 Formal signing of agreement

- i). Pakistani institutions seeking collaboration should ensure that the foreign HEI with which they intend to enter collaboration is duly accredited and recognized in their home country and by the HEC.
- ii). All arrangements of collaboration between institutions (local and foreign) should be agreed upon and formally written down as approved legal agreements and signed by senior authorized representatives of the institutions. Detailed arrangements for partnership should be set out clearly in the Agreement / Joint Letter of commitments (JLOC) and/or Memorandum of Understanding.
- iii). The Agreements should consider the scope of the arrangements, responsibilities, financial arrangements, quality control mechanism, mode and means of payment, validity period and procedure for resolution of differences and termination of the Agreement, etc.
- iv). The agreements should clearly spell out the provisions for quality control mechanisms, including monitoring, assessment procedures, and review and visitation.
- v). Mechanisms should be provided for ensuring the availability of student support services, library, computer lab(s), and laboratory facilities, qualified faculty and financial resources, and a proper system of student assessment and examination.

- vi). The Agreement should ensure a credible system of student evaluation and its integrity. It is advisable that external examiners for franchised programs are involved in the assessment of students. Overseas partners should preferably involve their own examiners in the assessment of students.
- vii). Agreements should include provisions for termination, in case of breach of the terms by the overseas or local partner and should include responsibilities of the partners.
- viii). The validity period of the Agreements should be clearly agreed upon by the parties. The requirements / provisions for review /extension should be clearly specified.
- ix). Termination of collaborative arrangement should safeguard the interests of the students and should be duly notified to the public and the HEC, well ahead of the termination of such arrangement.

2.6 Disciplinary measures and conditions for withdrawal

- i). If a foreign HEI or a local franchised institution fails to comply with any of the conditions as contained in the above regulations and/or consistently refrains from taking corrective actions contrary to the advice, the HEC may after giving reasonable opportunity to the concerned franchising university/institution through hearing or after making such inquiry as the HEC may consider necessary, withdraw the permission granted to such University / Institution to offer their degrees, diplomas in Pakistan and forbid such Foreign HEI to either open campuses or enter into any collaborative arrangement with any university / institution in Pakistan.
- ii). The HEC may impose financial penalties to such Foreign HEI's in such cases including but not limited to returning the entire fee collected from students. Such foreign HEI's shall not be allowed to open any other Centre/Institution or enter a collaborative arrangement in Pakistan. If any question arises as to the interpretation of these Regulations the same shall be decided by the HEC or the explanation of the HEC shall prevail.
- iii). The HEC shall have the power to issue any clarifications to remove any doubt which may arise regarding the implementation of these regulations.

B. GUIDELINES FOR ESTABLISHMENT OF OFFSHORE CAMPUSES OF PAKISTAN'S HIGHER EDUCATION INSTITUTIONS

The Higher Education Commission ("HEC") encourages the initiatives of Pakistani Higher Education Institutes ("HEI's") to establish their offshore campuses. Internationalization of higher education has become a priority for many universities. It provides them with educational models that can respond efficiently to current issues and challenges of globalization.

Pakistani HEI's intending to establish offshore campuses must pay greater attention to quality of education to remain attractive and competitive. Such HEI's shall maintain quality of education at their offshore campus on a par with that offered at their principal seats in Pakistan. Additionally, they shall comply with the quality standards of the host country. The education itself and the degrees formally awarded by the HEI's shall be understood as a right in intellectual property that is granted to students by the HEI's, and such right shall not be infringed or diluted by provision of education of lesser quality at other campuses of the respective HEI. Therefore, the HEI's desirous of international expansion shall especially be mindful of quality enhancement both within Pakistan and abroad and shall commit to compliance with international best practices and standards.

The HEIs intending to establish offshore campuses must meet the requirements enumerated below:

1. Legal requirements:

- i. The HEI shall have a provision in its charter allowing for the establishment of a campus abroad.
- ii. The HEI shall formally take approval for the establishment of a specific offshore campus from its relevant statutory bodies, Patron/ Chancellor and the relevant Government agencies including ministries of Foreign Affairs and Interior.
- iii. Since this process will also involve a foreign exchange component and transaction of funds to and from Pakistan, the HEI shall obtain approval from the relevant government departments with respect to foreign exchange laws in force.
- iv. The HEI shall fulfill financial requirements including those related to endowment funds and certain amount of working capital to be retained in Pakistani Banks/Financial Institutions or at maximum in foreign branches of Pakistani banks. However, physical assets, in form of infrastructure, will need to be developed in the country where the campus is located; and
- v. The HEI shall fulfill all the requirements of the host country, including obtaining permission from the relevant government bodies, education departments and councils for the establishment of the campus.

2. Constitutional & Cultural Requirements

- i. The offshore campus shall promote, protect, uphold the ideological, national, and

cultural values of Pakistan and the host country to promote and strengthen the cross-culture harmony and diversity.

- ii. The offshore campus shall restrict itself to teaching, training, and co-curricular activities. Political or other activities detrimental to national, religious, social, or local culture shall not be undertaken; and
- iii. The HEI shall work within the law or policy framed by the HEC and the Government of Pakistan as well the policies of the host country, as amended from time to time.

3. Regulatory and Quality Parameters

- i. The HEIs shall only be eligible to apply for establishment of offshore campuses after 15 years of establishment.
- ii. The HEI desirous of establishing an offshore campus shall be listed among top 1000 universities (general or subject wise) as per latest Quacquarelli Symonds (QS) World University Rankings. However, the HEI's that do not meet this criterion and intend to establish an offshore campus to impart education in any specific subject or program may request the HEC for establishment of an offshore campus and any such request shall be considered by the HEC on a case-to-case basis; provided that the HEI meets the other criteria and complies with the quality standards defined by the HEC.
- iii. The HEI shall meet all the requirements of Federal Cabinet Criteria in terms of physical, academic and financial parameters at its principal seat and other campuses/constituent units in Pakistan.
- iv. Only those programs shall be offered at the offshore campus which are also being offered by the HEI at its principal seat and meet all applicable criteria/standards of the HEC.
- v. For any specific degree program to be offered at the offshore campus, the HEI shall have completed at least three batches of that degree program (three batches shall have graduated) at its principal seat in Pakistan.
- vi. The offshore campus of the HEI shall meet the land requirements of the host country and all other prerequisites required by the host country.
- vii. The offshore campus of the HEI shall be housed in a conducive environment for teaching and learning. The campus shall have all basic facilities such as water, gas, electricity, telephone, and internet along with requisite I.T. infrastructure.
- viii. The offshore campus shall have a library with latest editions of books and research journals as required under Cabinet Criteria.
- ix. The offshore campus shall meet faculty requirements for each department as per Cabinet Criteria and teacher-student ratio at offshore campus must be at least 1:20 (for science subjects involving lab work) and at least 1:30 for other subjects.
- x. All undergraduate programs being offered by the HEI in Pakistan, which will also be offered at offshore campus, shall be in line with the national standards and accredited by the relevant professional accreditation councils of Pakistan and foreign country respectively.
- xi. Any MS, MPhil and PhD programs shall have NOCs from the Quality Assurance Division of

- the HEC and satisfactory evaluation of their Quality Assurance Mechanism by the Quality Assurance Agency of the HEC.
- xii. The HEI shall not have been involved in unlawful activities or the mushrooming of unlawful campuses in Pakistan in the last 15 years.
 - xiii. The degrees awarded to students studying at offshore campus shall be identical to the degrees awarded in Pakistan by the HEI and in no way shall infringe the rights of students.
 - xiv. All students will be registered with the principal seat after fulfillment of all the legal and codal formalities. Students of offshore campuses shall be registered as students of HEI and shall have the right of full credit transfer to the principal seat/main campus; and
 - xv. Exact place of study shall be mentioned on the transcripts of the students upon successful completion of their degree programs. Degree must be issued from the principal seat of the university/HEI.

4. Site Inspection

Upon fulfillment of mandatory requirements with respect to academic, financial and physical infrastructure, physical inspection of the institution will be carried out by an inspection committee nominated by the HEC to determine whether the HEI has the potential to run the offshore campus.

5. Recommendation of NOC

Once the HEC is satisfied with the institutional arrangements, the HEI concerned will be allowed to operate the offshore campus and for this purpose the NOC/Recommendation Letter shall be issued for the specific subjects.

6. Monitoring & Evaluation and Reporting Mechanism

- i. The HEI shall ensure robust monitoring and evaluation, and for that purpose institute a reporting system for all academic and administrative activities and provide necessary information to the relevant stakeholders.
- ii. The HEI shall provide details of programs being offered including courses, credit hours, allied facilities, faculty and other relevant information through the web. The database of students (enrolled and graduated) shall also be maintained with all specific information (registration number, course/degree, commencement, and completion dates) as well as their academic progression.
- iii. The University/ HEI shall be required to submit bi-annual reports for all academic and administrative activities to the HEC and relevant professional accreditation councils of Pakistan.

7. Compliance; Withdrawal of NOC

- i. In case of (a) violation of any laws or rules (either of Pakistan or of the host country), (b) failure to comply with any of the conditions contained in the above regulations or to meet criteria and quality standards defined by the HEC, or (c) declaration of unsatisfactory performance by the HEC or relevant professional accreditation councils of Pakistan, and failure of the HEI to take corrective actions contrary to the advice of the HEC, the HEC may after giving reasonable opportunity to the concerned HEI through hearing or after making such inquiry as the HEC may consider necessary, revoke the NOC of the HEI for the offshore campus and further forbid the HEI from establishing additional offshore campuses.
- ii. Upon revocation of the NOC, the future of students (enrolled/graduated) will be safeguarded and the HEI shall be liable to reimburse up to three times of the amount of tuition fee charged to the students.

C. GUIDELINES ON QUALITY ASSURANCE AND REGULATORY ARRANGEMENTS

1. Introduction:

In adherence to the fundamental global quality principle, the primary responsibility for ensuring quality remains with the higher education providers. Specifically, within the realm of Transnational Education (TNE) programs, this responsibility primarily lies with Degree Awarding Institutions (DAIs) situated in the country of origin of the program. These institutions frequently serve as the custodians of quality in TNE¹.

Concurrently, the regulatory bodies and quality assurance entities within Pakistan, such as Higher Education Commission (HEC), the Quality Assurance Agency (QAA), and the Accreditation Councils, play a pivotal role in overseeing and assuring the quality of academic programs within their jurisdiction. In the context of TNE and foreign collaborations, their role involves close collaboration with their counterparts in the country of origin to ensure alignment with standards and expectations. This relationship between regulatory bodies of the origin and host countries is typically characterized by cooperation, mutual recognition, and understanding. Pakistan's regulatory bodies are responsible to facilitate for reviewing and approving TNE programs to ensure compliance with local regulatory and quality assurance requirements.

It is imperative to establish a "Joint Letter of Commitment (JLOC)" between foreign HEI and Local Partner and shall be provided to HEC at the time of submission of the Feasibility Proposal for grant of NOC for offering external qualification to the effect that the Foreign as well as Local Partner commit to completely observe the HEC prescribed QA requirements and submit TNE Program(s) information, data, records, and institution for review, evaluation, review and inspection as may be required.

Furthermore, the Joint Letter of Commitment should explicitly express the commitment to adhere to the regulatory and quality assurance requirements stipulated by the Higher Education Commission (HEC) of Pakistan, thus providing assurance to HEC regarding compliance with the established standards and regulations.

Foreign Higher Education Institutions (HEI) partnering with local institutions will be required to adhere to the educational standards set by their own country as well as the standards established by the Higher Education Commission (HEC).

2. Quality Assurance Arrangements

Meticulously designed agreement is essential for ensuring the quality and success of Transnational Education (TNE) initiatives in the host country such as JLOC Template given at Annexure B. These frameworks promote effective collaboration, uphold educational standards; for instance, PSG-2023 including PREE (Program Review for Effectiveness and Enhancement), and

¹ This policy document/brief has been prepared by QAA while consulting various resources, international practices and documents such as PSG-2023 and NQF with the support of various online resources including LLM.

unite all parties involved towards the common goal of maintaining educational quality and excellence. Establishing clear agreement, such as JLOC given at Annexure B, sets the stage for a consolidated approach to TNE, fostering a strong foundation for successful educational partnerships.

3. Compliance with Regulatory Mandates, Policies, and Legal Framework

The compliance with regulatory mandates, policies, and the legal framework of the Govt. of Pakistan and the HEC for TNE provision by a foreign country/institution should encompass the following elements:

- I. **Legal Conformity:** Ensuring that TNE programs fully align with Pakistan's legal framework is a vital responsibility. This requires a commitment to abiding by Pakistan's laws and regulations, especially those concerning higher education. The aim is to gain reasonable assurance and confirmation that every aspect of the TNE program is compliant to the pertinent legal provisions in Pakistan.
- II. **Program Authorization:** Secure official approval necessary to commence and sustain TNE programs. This involves meticulous preparation and submission of comprehensive program proposals to the HEC or relevant regulatory bodies. The process may include in-depth evaluations, on-site inspections, and assessments to ascertain that the programs not only adhere to rigorous educational standards but also align seamlessly with the policies and regulations set forth by the HEC.
- III. **Attestation & Accreditation Requirements:** Ensure strict adherence to the criteria, standards, and guidelines outlined by the Attestation and Accreditation Division. This includes compliance with specific directives for attestation, accreditation, and the issuance of foreign equivalence certificates, all aimed at securing recognition and endorsement of TNE programs.
- IV. **Faculty Qualifications:** Guarantee that faculty members meet the stringent qualifications and standards mandated by HEC accreditation section and Quality Assurance bodies for the delivery of higher education. Faculty qualifications encompass academic degrees, equivalency certificate (in case of foreign degree), teaching credentials, and professional experience. Compliance with HEC and Quality Assurance bodies' regulations, which may outline minimum faculty requirements, is essential, and TNE providers must ensure the faculty at the local institution either meets or surpasses these standards.
- V. **Administrative Resources:** Furnish essential administrative infrastructure to oversee TNE programs effectively. Administrative resources include personnel tasked with program coordination, management, student services, admissions, and diligent record-keeping. The provision of adequate administrative support is instrumental in ensuring smooth operation of programs.

- VI. **Infrastructure Requirements:** Fulfill the specified infrastructure and facility prerequisites stipulated by the HEC Accreditation section and Quality Assurance bodies. Infrastructure obligations may span physical facilities, classrooms, laboratories, libraries, and technology infrastructure. Conformity with these requirements guarantees that students have access to appropriate and conducive learning environments.
- VII. **Human Resources:** Ensure ample complement of qualified staff members to strengthen TNE programs. Human resources encompass academic staff (professors, instructors), administrative staff (program coordinators, counselors), and support staff (IT personnel, librarians, etc.). Maintaining optimal staffing levels and qualifications is indispensable for the successful delivery of programs.
- VIII. **Technological Resources:** Ensure provision of essential technological resources and infrastructure to facilitate effective execution of program delivery. This entails affording students and faculty access to digital platforms, learning management systems, internet connectivity, and other technological tools indispensable for effective teaching, learning, and communication.
- IX. **Financial Compliance:** Adhere to financial regulations, encompassing transparent financial reporting and the prompt settlement of fees and charges, and taxes stipulated by the Government. Financial compliance entails transparent reporting of finances, prompt payment of taxes, payment of application fees for program approvals, and strict conformity with fee structures and financial regulations delineated by the Government and the HEC from time to time.

4. Compliance with Quality Assurance requirements

Compliance with quality assurance standards entails commitment to both the quality benchmarks set by the TNE provider's country, regulatory authority and/or the Degree Awarding Institution (DAI) and the quality assurance requisites delineated by HEC Pakistan. This unwavering adherence guarantees that TNE programs will sustain elevated levels of quality, academic rigor, and alignment with the local educational standards. The anticipated compliance with quality assurance requirements encompasses the following:

- I. **Quality Assurance Standards:** Ensure that TNE programs align with the quality assurance standards established by the Degree Awarding Institutions (DAIs), country or relevant accreditation or regulatory body. Compliance includes adhering to quality assurance mechanisms and practices within the foreign country or institution, which may involve internal quality audits, faculty qualifications & competence, student support services, curriculum reviews, and continuous improvement processes.
- II. **Pakistan's Quality Assurance Requirements:** To meet minimum quality thresholds, TNE programs must integrate with Pakistan's Precepts, Standards, and Guidelines for Quality Assurance in Higher Education (PSG-2023), with a specific

focus on Program Review for Effectiveness and Enhancement (PREE) **Annexure-A**. This integration necessitates a deep understanding of PSG-2023, adherence to its quality standards across curriculum, assessments, teaching and learning quality, and overall operations. Commitment to continuous self-assessment and improvement is crucial, supported by constant internal and external monitoring and evaluation. [PSG-2023](#) is placed at our website.

III. **Quality Assurance Reviews:**

Including a representative from HEC (A&A and QAA) in Quality Assurance-related site visits and reviews by the TNE Provider (foreign) or the international Quality Assurance (QA) body is essential to ensure comprehensive and transparent assessments aligned with regulatory standards. Their presence enhances credibility, oversight, and collaboration, leading to consistent evaluation of TNE programs and continuous improvement in educational quality.

IV. **Internal Program Quality Assurance and Self-Assessment:** The foreign HEI's should pledge to uphold the quality and academic rigor of its TNE programs, aligning them with its own national quality standards and regulations. It should establish mechanisms for ongoing programs' self-assessment, review, and enhancement to ensure programs exceed local quality expectations and prepare academic programs for external quality assurance.

V. **Accreditation by Respective Councils:** Alignment with the accreditation standards and guidelines outlined by various accreditation councils in different disciplines is imperative. The TNE institutions must secure No Objection Certificates (NOCs) or approvals for various disciplines from the relevant accreditation councils.

VI. **Faculty/Staff Qualifications and Training:** Maintain faculty and staff qualifications in accordance with the local requirements and invest in faculty development programs. This includes training in effective outcome-based teaching methodologies and student engagement. Such qualification and training programs may be comparable to staff development opportunities that the foreign provider offers to their staff on the main campus in the home country.

VII. **Curriculum Alignment:** Ensure that TNE curricula align with the educational framework and learning outcomes defined by the National Qualification Framework (NQF) and relevant regulatory bodies, including the requirement of accreditation council and other relevant bodies.

VIII. **Student Support Services:** Provide comprehensive student support services, including academic advising, counseling, and orientation programs, to promote success and well-being of TNE students.

IX. **Transparency and Reporting:** Commit to sharing program details transparently, including faculty qualifications, assessment methods, and student outcomes, with the regulatory bodies, and the HEC, as required.

- X. **Cultural and Contextual Sensitivity:** Promote initiatives that enhance cultural sensitivity among faculty, curriculum, staff, and students to ensure TNE programs adapt to the local context effectively.
- XI. **Financial Obligation and Commitment:** The foreign HEI must explicitly outline its financial commitment to the development and delivery of TNE programs, encompassing the following key areas:
- a. **Joint Review Visits and Compliance Follow-Ups** (if required):
 - Allocation of funds for travel expenses, daily allowances encompassing lodging and boarding, should be designated to facilitate joint review visits. These visits, organized by TNE providers in accordance with their regulations, involve representatives from HEC (A&A and QAA) as integral members of the review team.
 - b. **Training and Capacity Building:**
 - Investment in training and capacity building is critical. The foreign HEI shall support and finance national and international training programs designed for TNE officials, faculty members, and the HEC and QAA Reviewers & Officials.
 - Training programs shall encompass quality assurance policies, practices, and methodologies, as well as cultural or contextual aspects relevant to the country.
 - c. **Faculty Development:**
 - Adequate financial support shall be allocated for continuous faculty development programs. This includes training in effective teaching methods, cross-cultural communication, and andragogical practices that ensure high-quality teaching and learning experiences for students.
 - d. **Continuous Improvement Initiatives:**
 - Resources must be earmarked for initiatives aimed at continuous improvement. This may involve conducting internal reviews, surveys, and evaluations to identify areas for enhancement within TNE programs.

These articulated elements form the cornerstone upon which the Quality Assurance (QA) arrangements and regulatory compliance will be established. To streamline this process, the relevant departments in the HEC shall prepare precise strategies. This includes establishing a specialized desk or office and crafting necessary QA mechanisms and arrangements. These measures shall be geared towards bolstering the landscape of Transnational Education (TNE) in Pakistan while upholding local regulatory frameworks and QA standards.

5. Conclusion:

The Higher Education Commission (HEC) is committed to implementing the outlined measures, including establishing a dedicated desk/office for overseeing TNE programs and developing Quality Assurance mechanisms. By fostering formal agreements like JLOCs and MoUs and adhering to local and international standards, we aim to elevate Transnational Education in Pakistan, providing students with top-tier opportunities and enhancing the global reputation of Pakistani higher education.

Precepts Standards and Guidelines (PSG) for Program Review for Effectiveness and Enhancement (PREE)²

Introduction:

[The Program Review for Effectiveness and Enhancement \(PREE\)](#) is the Quality Assurance Agency's (QAA) principal review method for reviewing primarily for the quality of programs at Levels 5-8 in Pakistan.

PREE is conducted by institutions for internal quality assurance of programs at Levels 5-8 and by QAA for external quality assurance of programs at Levels 7 and 8, to inform students and the wider public as to whether the programs of study set and maintain the standards of academic awards at the required level and whether the quality of the student learning experience is being safeguarded and continually improved.

Thus, PREE serves the twin purposes of providing accountability to students, employers and others with an interest in higher education, while at the same time encouraging improvement. Please refer to the PREE Handbook for further details of the method, including how higher education institutions should prepare program a self-assessment for the review. The Standards and expectations for higher education institutions' internal and external quality assurance at the program level are listed below.

Detailed information about the Standards, including what a higher education institution should do to meet each of the Standards and how to do so, as well as a contextual statement to explain the reasoning behind each Standard, are provided in the PREE Handbook.

Standard 1: Program mission, objectives and outcomes

Expectation: Each program must have a mission, measurable objectives and expected outcomes for graduates. Outcomes include competency and tasks graduates are expected to perform after completing the program. A strategic plan must be in place to achieve the program objectives. The extent to which these objectives are achieved through continuous assessment and improvements must be demonstrated.

Standard 2: Curriculum design and organization

Expectation: The curriculum must be designed and organized to achieve the program's objectives and outcomes. Also, module objectives must be in line with program outcomes. The breakdown of the curriculum must satisfy the standards specified in this section. Curriculum standards are specified in terms of credit hours of study.

² Subject to slight changes as per requirement of the provision or as an outcome of a consultation process with the Pakistani universities during pilot testing of PSG-2023.

Standard 3: Subject-specific facilities

Expectation: Subject-specific facilities must be adequately available and accessible to faculty members and students to support teaching and research activities.

Standard 4: Student advising and counselling.

Expectation: Students must have adequate support to complete the program in a timely manner and must have ample opportunity to interact with their instructors and receive timely advice about program requirements and career alternatives.

Standard 5: Teaching faculty/staff

Expectation: Teaching faculty/staff must be current and active in their discipline and have the necessary technical depth and breadth to support the program. There must be enough department members to provide continuity and stability, to cover the curriculum adequately and effectively, and to allow for scholarly activities.

Standard 6: Institutional policies and process control

Expectation: The processes by which major functions are delivered must be in place, controlled, periodically reviewed, evaluated and continuously improved.

Standard 7: Institutional support and facilities

Expectation: The institution's support and the financial resources for the program must be sufficient to provide an environment in which the program can achieve its objectives and retain its strength. Also, the institutional facilities, including the library, classrooms and offices, must be adequate to support the objective of the program. To satisfy this criterion several standards must be met.

Standard 8: Institutional general requirements

Expectation: The institution, at its core, prioritizes students within its academic and research environment. It not only establishes rigorous academic principles and incorporates global best practices but also remains steadfast in its adherence to local regulatory and QA requirements. In this student-centric context, learners are provided with abundant opportunities and comprehensive support to excel both academically and personally during their educational journeys. This holistic approach not only nurtures academic excellence but also equips students with the essential skills and insights required to meet the evolving needs of both society and industry³.

³ The expectation has been rephrased slightly to relate with TNE provisions.

The template provided outlines the key sections and components for a Joint Letter of Commitments (JLOC) between foreign HEI's and local Institutions. It's crucial to customize these details to fit the specific needs of the TNE program and partnership. Joint Letter of Commitments (JLOC) will be aligned with the Pakistan Government and HEC Pakistan regulatory and QA standards.

Joint Letter of Commitment (JLOC) (template)

By

Local Partner

And

Foreign HEI

[Your Institution's Letterhead]

[Date]

[Recipient's Name] [Recipient's Title] [Recipient's Institution/Organization] [Recipient's Address]

Dear [Recipient's Name],

Subject: Joint Letter of Commitment for Transnational Education to Ensure Compliance with Regulatory Requirements and Surpass Quality Assurance Standards.

We, [Your Institution's Name], located at [Your Institution's Address], hereinafter referred to as "the Local Partner," and [Foreign HEI's Name], located at [Foreign HEI's Address], hereinafter referred to as "the Foreign HEI," collectively referred to as "the Parties," acknowledge the importance of complying the regulatory requirements and ensuring quality teaching and learning experiences in the context of Transnational Education (TNE) initiatives as per international best practices and local requirements.

This Joint Letter of Commitment serves as an assurance to the Higher Education Commission (HEC) of Pakistan of our unwavering commitment to adhere to the prescribed regulatory and quality assurance requirements for TNE programs and internal best practices. The Parties hereby pledge to the following commitments:

A. Compliance with Regulatory Mandates, Policies, and Legal Framework:

I. Legal Conformity:

- The Local Institution and TNE Provider commit to conducting a comprehensive review and compliance check of Pakistan's higher education laws and regulations to ensure alignment with the legal framework of Pakistan.

II. Program Approval/Authorization:

- The Local Institution and Foreign HEI acknowledge the necessity of obtaining official authorization from HEC for the initiation and continuation of its TNE programs in Pakistan. This process will

involve a thorough evaluation by HEC to ensure compliance with specific educational standards and regulatory policies.

B. Compliance with Quality Assurance Requirements:

I. Degree Awarding Institutions (DAIs) and/or Foreign Country's Quality Assurance Requirements:

- The Local Institution and foreign HEI pledge to ensure that the TNE programs adhere to the quality assurance standards established by the degree-awarding institutions (DAIs) in their home country or relevant accreditation and regulatory bodies, in addition to international best practices.

II. Quality Assurance Requirements of HEC Pakistan:

- The Local Institution and foreign HEI undertake to meet or surpass the Quality Assurance standards in accordance with international best practices. This includes aligning their TNE programs with Pakistan's Precepts, Standards, and Guidelines for Quality Assurance in Higher Education (PSG-2023), with specific attention to the Program Review for Effectiveness and Enhancement (PREE).

III. Internal Program Quality Assurance and Self-Assessment:

- The Local Institution and foreign HEI agree to establish mechanisms for ongoing program self-assessment, review, and improvement to ensure that programs meet international best practices and its alignment with local quality expectations and prepare for external quality assurance evaluations when required.

IV. Accreditation by Respective Councils:

- The Local Institution and foreign HEI recognize the necessity of obtaining No Objection Certificates (NOCs) or approvals from relevant accreditation councils for its TNE programs in Pakistan, where applicable.

VI. Faculty Qualifications and Training:

- The Local Institution and foreign HEI commit to ensuring that faculty members meet the qualifications and standards as per their respective institutional (foreign) requirements and as per international best practices including the requirements mandated by HEC and relevant Quality Assurance bodies.

VII. Curriculum Alignment:

- The Local Institution and foreign HEI agree to align the curriculum of its TNE programs with the respective programs' requirements at their own institution (foreign) and with the international best practices as well as with the National Qualification Framework (NQF) and relevant regulatory bodies' educational framework and learning outcomes.

VIII. Student Support Services:

- The Local Institution and foreign HEI undertake to ensure provision of comprehensive student support services to ensure the success and well-being of TNE students as per international best practices.

IX. Transparency and Reporting:

- The Local Institution and foreign HEI commit to transparently sharing program details, including faculty qualifications, assessment methods, and student outcomes, with the Government of Pakistan, regulatory bodies, and HEC as required, if required HEC may also review such provision through site visit etc.

X. Cultural and Contextual Sensitivity:

- The Local Institution and foreign HEI acknowledge the importance of initiatives that enhance cultural sensitivity among faculty, curriculum, staff, and students to adapt to the local context in Pakistan.
- The Local Institution and foreign HEI pledge to offer courses of Islamic Studies or Religious Education/Ethics for non-Muslims and Ideology and Constitution of Pakistan as prescribed in HEC Undergraduate Education Policy (UEP) under the “General Education Cluster” will be offered by the local partners.

XI. Financial Obligation and Commitment:

- The Local Institution and foreign HEI pledge to bear the costs associated with accreditation and program approval, review visits, training and capacity building, faculty development, and continuous improvement initiatives of their respective regulatory body.

We hereby acknowledge our understanding of and commitment to the terms and conditions outlined above.

For [Your Institution's Name]:

[Authorized Signatory] [Name and Title]

For [Foreign HEI's Name]:

[Authorized Signatory] [Name and Title]

[Seal (if applicable)]

This Joint Letter of Commitment is effective as of the date first written above.

[End of Letter]

Space Standards and Norms

- i. The Institution (Local Partner) shall reside in a spacious, separate, and independent building that is conducive for academic activities. Depending on the location having the potential for further development with no other College/Institute sharing its premises.
- ii. Sufficient space in classrooms, common rooms, library and laboratories must be available.
- iii. The Institution must have adequate physical infrastructure and facilities, preferably as mentioned below:
 - a. 02 classrooms (each department) for 50 students
 - b. 01 teaching faculty office per department
 - c. 01 committee room
 - d. 01 seminar room
 - e. Labs/workshops should be as per need of the program per department with appropriate space in line with the standards of accreditation councils.
 - f. General Computer laboratory for 40-50 students
 - g. Principal office
 - h. Admin/accounts staff office
 - i. Hall for indoor games
 - j. The partner shall make adequate, accessible and convenient arrangements for sports and recreational activities for students.
 - k. Cafeteria
 - l. Lift is mandatory in case of more than two floors.
 - m. Fire extinguishers and emergency exits
 - n. Ramps for differently abled person (mandatory)
- iv. The provision must have been made for a well-stocked library, well-equipped laboratory facilities. In case of IT fields, due arrangements must have been made for imparting instructions in a well-equipped IT laboratory having internet connectivity, which can cater to the course needs of the students and teachers.
- v. The library must have books for supplementary reading along with access to digital books online.
- vi. Subscription to five impact factor online journals must be ensured.

Faculty/Administrative Staff

- i. The faculty at the Local Institution shall be appointed in compliance with the requirements of the Foreign HEI. However, the academic qualifications of the teachers should not be less than MS/MPhil/18 years of education.
- ii. The teacher-student ratio for science subjects, involving lab work, should be 1:20; whereas, for other subjects, it should be 1:30.
- iii. The number of administrative staff will be at the discretion of the local Institution; however, there shall be at least one lab attendant for each laboratory.

Financial Matters

- i. Subject to the satisfaction of the university, the local Institution must be financially stable to sustain its smooth and efficient functioning.
- ii. The sponsors shall, before enrolling students, establish an endowment fund of PKR 5.00 million. The interest in the amount shall be utilized for refurbishing the laboratories and libraries and for providing gadgets aimed at enhancing the quality of education.
- iii. The working capital of at least PKR 1.00 million for each program must stay with the local Institution.
- iv. The tangible assets in the form of land, buildings, etc. of the worth of not less than PKR 20.00 million shall be existent on the ground.

Schedule-I

Nature of Requirement	Norms /Standards	Available Facilities
Endowment Fund (Secured in the name of Trust/Society)	Rs.5.0 million	
Tangible assets in the form of land/building etc.	Rs.20.0 million	
Working Capital	Rs.1.0 million per program	
No. of Administrative Staff	The number of administrative staff will be at the discretion of the local Institution; however, there shall be at least one lab attendant for each laboratory.	
Faculty	At least 4 teachers per Program and qualification of the teachers should not be less than MS/MPhil/18 years of education.	
Teacher-Student Ratio	The teacher-student ratio for science subjects, involving lab work, should be 1:20; whereas, for other subjects, it should be 1:30.	
Library Journals	Subscription to five impact factor online journals.	
Books required	The library must have books for supplementary reading along with access to digital books online.	
Facilities	<ul style="list-style-type: none"> a. 01 committee room b. 01 seminar room c. Principal office d. Admin/accounts staff office e. Hall for indoor games f. The partner shall make adequate, accessible and convenient arrangements for sports and recreational activities for students. g. Cafeteria h. Lift is mandatory in case of more than two floors. i. Fire extinguishers and emergency exits. j. Ramps for differently abled person (mandatory) 	

No of rooms required	02 classrooms (each department) for 50 students	
Teaching and Admin Staff Offices Required	01 teaching faculty office per department	
Labs/ Workshop	Labs/workshops should be as per need of the program per department with appropriate space.	
General Computer Lab	General Computer laboratory for 40-50 students	
Internet service	Internet connectivity should cater to the needs of the students and teachers.	
Scholarships	Local partners will announce and provide need-based scholarships against at least 05% of the allocated seats per program.	
Accreditation Fee	One-time accreditation fee (PKR 1.00 million for each Campus)	

MINIMUM STANDARDS TO BE FOLLOWED BY AN INSTITUTION UNDER TYPE-II & TYPE-III

Nature of Requirement	Norms /Standards		Available Facilities (Yes/No)/
Financial	Rs.15.0 million		
Endowment Fund (Secured in the name of Trust/Society)	(Not required in case of public universities)		
Tangible assets in the form of land/building etc.	Rs.25.0 million		
Working Capital	Rs.10.0 million		
	(Not required in case of public institutions)		
Total:	Rs.50.0 million		
Departments (Physics, Chemistry etc.)	Minimum 1 department		
No. of Administrative Staff	With Admn staff: teacher ratio of 1:2		
Faculty	At least 6 teachers per department		
Name of teachers (full-time) required (cadre wise) per department	Professor	1	
	Associate Professor	1	
	Assistant Professor	2	
	Lectures	2	
Professor & Associate Professor	Must be holder of Ph.D. Degree		
Library	Subscription to at least 15 current journals of international repute with impact factor of at least 1.00		
Journals			
Books required	At least 1500 books from major international publishers in the relevant field.		
Facilities	12 to 15 sq. ft. per student		
Hall/Lecture theatres			
No of rooms required	3 lecture rooms per Department, 1 seminar room, 1 Library cum Reading room, 1 committee room		
Teaching and Admn Staff Offices	1 Staff room		
Required	1 Faculty office for each department		
Laboratories/Workshops/ PC/Internet service	At least 1 Lab. Per department with appropriate space		
No. of laboratories required			

Workshops	35 to 45 sq ft. per student	
PC (desirable)	1 for 3 students in case of IT courses	
Internet service	100 Mbps access rate shall be provided	
Gross Area Area in acres	3 – 1/3 acres at least (depending upon the location having potential for further development)	
Built in/covered Area	Minimum 100 sq ft. per student	
Scholarships and free ships	Local partners will announce and provide need-based scholarships against at least 05% of the allocated seats per program.	
General facilities: office, staff room	Basic facilities for staff and students	

Abbreviations:

- i. 'HEI' stands for Higher Education Institution.
- ii. 'JLOC' stands for Joint letter of Commitment.
- iii. 'NQFP' stands for National Qualifications Framework of Pakistan
- iv. 'HEC' stands for Higher Education Commission.
- v. 'AD' stands for Associate Degree.
- vi. 'MoU' stands for Memorandum of Understanding.
- vii. 'NOC' stands for No Objection Certificate

Definitions:

- i. 'Collaborative arrangement' means any mode of collaborative arrangement.
- ii. 'Local partner' means local institution providing TNE programs locally in collaboration with foreign university in any mode (Type I or II).
- iii. 'Commission' means Higher Education Commission.
- iv. 'Foreign HEI' means foreign higher education Institution that may be a university or Degree Awarding Institution.
- v. 'Principal' means the head of the local institution.
- vi. 'Provincial government' means higher education department of concerned province where institution/offshore campus is being opened/operated.