Code of Good Practice
in the Provision of Transnational Education

adopted by the Committee of the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention) on 22 October 2025 at its Tenth meeting in Paris, France

PREAMBLE

The Parties to the **Council of Europe/UNESCO Convention on the Recognition of Qualifications concerning Higher Education in the European Region** (**the Council of Europe/UNESCO Lisbon Recognition Convention**),

Conscious of the rapid development of "transnational education" (TNE), characterised by relevant actions, arrangements and partnerships between institutions and organisations, and of its impact on higher education globally, but also specifically in the European Region;

Considering that the Council of Europe and UNESCO have always encouraged academic mobility as a means for better understanding various cultures and languages, and without any form of discrimination;

Conscious of increasing international cooperation in higher education, of the mobility of learners, workers, professionals, researchers and academics, of changes in scientific research, and of the different modes, methods, developments and innovations in teaching and learning;

Conscious of the need to encourage international co-operation and enhance the understanding of the importance of quality provision in transnational education to protect learners and other stakeholders from malpractice as well as to encourage the development of quality transnational higher education that meets human, social, economic and cultural needs;

Considering higher education to be a key factor in meeting the United Nations' Sustainable Development Goals (SDGs) and the State Parties' commitment to supporting higher education institutions in bringing their educational, research and innovation capacities to bear on these fundamental global objectives and convinced that deeper co-operation between higher education institutions will help to address the above objectives through joint teaching and research;

Recognizing that higher education institutions have a responsibility not only to provide quality assured and recognized qualifications, but also to critically engage with global inequalities and structural imbalances in knowledge production and access.

Being aware of of the growing and seemingly limitless uses of new information technologies in providing educational services in a world of borderless transnational education;

Acknowledging the transformative potential of Artificial Intelligence in reshaping education, including TNE, and other core aspects of society, and convinced that human responsibility and democratic oversight are indispensable to ensure that the development and use of AI in education remain accountable, transparent, fair and fully aligned with the protection of human rights;

Convinced that systems of higher education of the State Parties are, and will continue to be, entrusted *inter alia* to preserve the cultural, social,and religious diversity of the European Region while also being expected to promote various forms of international co-operation;

Considering that member States are responsible for the organisation and content of their education systems and provision within and outside their jurisdictional borders, in accordance with Party's legislation, regulations, competences, practices and international agreements;

Acknowledging that facilitating the recognition of qualifications awarded through transnational arrangements will contribute to promoting both the mobility of learners and that of study programmes between higher education institutions and systems;

Having regard to the continuous efforts to facilitate the recognition of qualifications concerning higher education carried out by the Council of Europe/UNESCO European Network of National Information Centres (ENIC) on academic recognition and mobility in co-operation with the European Commission National Academic Recognition Information Centres (NARIC) network;

Conscious of opportunities presented by the presence of lawful and recognised transnational education, but also noting the challenges posed by transnational education institutions and programmes operating outside of any national education system;

Having Regard to the quality assurance systems of the State Parties and ensuring that the external quality assurance arrangements cover transnational higher education with equal standards as for domestic provision to foster a culture of quality in higher education;

Recognising that the effective application of quality assurance standards, guided by ethical principles and values, promotes trust, transparency, and accountability within and between higher education systems, while supporting international cooperation;

Seeking to discourage malpractices in the field of transnational education, adopting measures to eradicate all forms of fraudulent practices regarding higher education institutions and qualifications in line with the **Council of Europe Recommendation on Countering Education Fraud;**

Mindful that codes and statements developed to provide working frameworks for transnational education on a regional basis need to incorporate in practice the perspectives of the receiving institutions/systems as well as those of the sending institutions/systems;

Conscious of the need for additional initiatives, strengthened international co-operation and networking, and more transparent information on transnational provisions, procedures and systems of quality assurance and the recognition of qualifications;

Conscious of the need to continually update the implementation mechanisms of the principles and provisions of the Council of Europe/UNESCO Lisbon Recognition Convention, thus keeping up with the pace of new developments in higher education co-operation;

Considering in particular the **articles IV.9** and **VI.5** of the **Council of Europe/UNESCO Lisbon Recognition Convention**;

Having regard to the second **Monitoring Report of the implementation of the Lisbon Recognition Convention** approved by the by the Lisbon Recognition Convention Committee, especially with regards to "Recommendations on Transnational Education" and "Automatic Recognition";

Conscious of the need to find common solutions to practical recognition challenges in the European Region, and between the States of the Region, and those of other Regions of the world, in an ever more global space of higher education, including in relation to the **UNESCO Global Convention on the Recognition of Qualifications concerning Higher Education**;

Having regard to

- the Council of Europe/UNESCO *Convention on the Recognition of Qualifications concerning Higher Education in the European Region* (ETS No. 165, hereafter "the Lisbon Recognition Convention");
- the UNESCO *Global Convention on the Recognition of Qualifications concerning Higher Education* (hereafter "the Global Recognition Convention");
- the *Joint Declaration of the European Ministers of Education* in Bologna on 19 June 1999 (Bologna Declaration), and the establishment of the European Higher Education Area, as well as to the subsequent communiqués of the ministerial conferences within the Bologna Process;
- the subsidiary texts adopted under the *Lisbon Recognition Convention*: the *Recommendation on international access qualifications*, the *Revised recommendation on criteria and procedures for the assessment of foreign qualifications, the Revised recommendation on the recognition of joint degrees* and explanatory memorandum;
- the Diploma Supplement and its 2019 revised template developed jointly by the European Commission, the Council of Europe and UNESCO and aiming to provide supplementary information facilitating the assessment and recognition of qualifications;
- the *Guidelines for Quality Provision in Cross-border Higher Education,* jointly elaborated by UNESCO and OECD (2005);
- the *European Approach for Quality Assurance of Joint Programmes* adopted by the ministers at the Bologna Ministerial Conference in Yerevan in 2015;
- the *Recommendation CM/Rec(2022)18* of the Committee of Ministers to member States on countering education fraud;
- the UNESCO/Council of Europe *Monitoring Report of the implementation of the Lisbon Recognition Convention* (2022);
- the Council of Europe (2024), Glossary of Terms Related to Ethics and Integrity in Education.
- the Council of Europe/UNESCO *Guidelines for National Online Information Systems* (2019);

Have decided on the need for:

- **A Code of Good Practice** in the provision of higher education study programmes and other educational services by means of transnational arrangements.

SECTION I. Terminology

Terms defined in the **Council of Europe/UNESCO Lisbon Recognition Convention** are not mentioned here again and should, for the purposes of this Code of Good Practice, have the same meaning as in the Convention. The terms below, listed in alphabetical order, should have the following meaning:

Agents

Third parties, such as brokers, facilitators or recruiters that act as intermediaries between awarding and providing institutions and between institutions and individuals for establishing transnational educational arrangements. An agent is not involved in the provision of educational services.

Agreement
A document agreed formally by the partners that contains all collaborative arrangements made between the awarding and providing institutions.

Awarding Institution
A higher education institution awarding degrees, diplomas, certificates or other qualifications.

Collaborative Arrangement
An arrangement occurring when a foreign institution partners with a local providing institution to share academic responsibilities, which may include, but not be limited to, curriculum development, teaching, the award of degrees and quality assurance. The extent of collaboration determines whether the roles of the awarding institution and the providing institution are shared or distinct, as well as the distribution of external responsibility for quality assurance in compliance with the legal requirements of the relevant educational systems. Examples of collaborative arrangements include, but are not limited to: Joint Universities (also known as International Joint Venture Universities), Country-Branded Universities, European Universities Alliances, Joint Programmes, Twinning Programmes, Franchise Programmes, Validation Agreements and Distance Education with Local Academic Partner(s).

Double/Multiple Degrees
Separate degrees awarded by higher education institutions on the basis of the same joint programme and attesting the successful completion of the programme. (If two degrees are awarded by two institutions for the same study programme, the term is 'double degree').

Dual Degrees
Two separate degrees awarded individually, attesting the successful completion of two separate curricula, with potential overlap and efficiencies in course-taking, and, if more than one institution is involved, each institution being primarily responsible for its own degree.

Educational Services
Any study programme or parts thereof that lead, after successful completion, to credits or a qualification. This also includes services such as preparatory/introductory modules to facilitate access to a study programme, or training modules that lead to professional development.

Education Fraud
Behaviour or action occurring in the field of education intended to deceive and obtain an unfair advantage. It includes, but is not limited to: (i) the activities of diploma mills, accreditation mills, visa mills, essay mills and essay banks; (ii) impersonation by undertaking in whole or in part any work or assessment required as part of a programme in the place of an enrolled learner; (iii) illegal or irregular use of authentic documents; (iv) plagiarism; (v) production or use of forged, plagiarised or counterfeit documents; and (vi) the offer of unrecognised or unaccredited qualifications with the intention of deceiving another party.

Foreign Institution
An institution or organisation involved at any level in a transnational arrangement that does not belong to the local education system of the country where the educational service is delivered.

Joint Degree
A single degree recognised and/or authorised and conferred jointly upon completion of an integrated, co-ordinated and jointly run programme, by two or more higher education institutions belonging to one or more countries.

Independent Arrangement (also known as Non-Collaborative Arrangement)
An arrangement occurring when a foreign institution delivers study programmes or parts thereof in a receiving country without entering into an academic partnership with a local institution. The arrangement may involve legal, financial or operational agreements (e.g., obtaining a licence from the receiving country) with the receiving country, but not academic collaboration in curriculum design, teaching or the award of degrees with a local partner. Examples of independent arrangements include, but are not limited to: International Branch Campuses (IBC), Off-shore Institutions (also known as Stand-Alone Foreign Institutions), Binational Universities, Non-Country-Specific Institutions (also known as International Institutions) and Self-Study Distance Education.

Licensing (also known as Registration or Authorisation to operate)
Licensing (also known as registration or authorisation to operate) is the formal approval granted by a governmental authority to a foreign educational institution, permitting it to operate legally within a specific jurisdiction. This process ensures that the institution meets minimum legal and operational standards typically relating to infrastructure, financial stability, governance and other operational aspects determined by the state or country. It does not automatically imply any evaluation of the academic quality of the institution and/or programme offered and usually does not require accreditation or quality assurance procedures.

Non-Country Specific institution (also known as International institution)
An institution that offers programmes or degrees that are not attributable to any education system of a Party. It is typically established by supranational or international organisations/bodies through bilateral or multilateral treaties, of which the host country is often a member or signatory. The programmes delivered by these institutions generally lead to the awarding of single, non-country-specific qualifications whose recognition in the receiving country is sometimes regulated by the Party's legislation or international agreements.

Partners
Higher education institutions or providers involved at any level in collaborative transnational arrangements.

Providing institution (also called Institution administering studies or Teaching Institution)
An institution or organization which delivers all or part of a study programme.

Quality assurance
The process or set of processes adopted by a Party and institutionally to ensure the quality of educational programmes and qualifications awarded. Quality assurance should ensure a learning environment in which the content of programmes, learning opportunities and facilities are fit for purpose.

Receiving Country (also called host country)
The country where the transnational educational services are delivered.

Sending Country (also called home country)
The country whose domestic education system (if any) the awarding institution belongs to.

Transnational Arrangement
An educational, legal, financial or other arrangement between a foreign institution and a providing institution and/or receiving country for the delivery of education services across jurisdictional borders. It defines the responsibilities, governance, degree of collaboration in curriculum development, teaching, quality assurance and awarding of qualifications. A transnational

arrangement may be either **collaborative** or **independent** (also known as non-collaborative).

Transnational Education
A subset of cross-border education where study programmes, or sets of courses, or educational services borrow or transfer elements of one country's higher education system (or non-country specific education systems) from or to another country. It may involve the movement of faculty, learners, knowledge, programmes, providers and curricula across jurisdictional borders. It may encompass a wide range of mode of delivery (including distance and blended learning) and may or may not require learners mobility. The programme(s) and qualification(s) awarded may belong to the domestic education system of reference of the providing institution, to the education system of a State different from the State in which the providing institution operates, or may be independent of any national education system.

SECTION II. Principles

II.1 General Considerations

The present Code is adopted under the Lisbon Recognition Convention and applies to the parties to the convention. The principles and practices described in this Code may, however, be applied equally well to the recognition of qualifications from countries other than those party to the Lisbon Recognition Convention or to qualifications issued between or among national or subnational education systems or to qualifications issued by non-country-specific (international) institutions that operate outside any education system.
Holders of qualifications awarded as a result of transnational provision should have access, upon request, to fair assessment and recognition of their qualifications. When assessing such qualifications, the competent recognition authorities should follow the same assessment procedures and criteria as stipulated in the provisions of the Revised Recommendation on Criteria and Procedures for the Assessment of Foreign Qualifications (adopted by the Lisbon Recognition Convention Committee in 2010) and in line with the application of Articles IV.9 and VI.5 of the Council of Europe/UNESCO Lisbon Recognition Convention.
Qualifications awarded through transnational educational programmes complying with the provisions of the present Code should be assessed and recognised in accordance with the stipulations of the Council of Europe/UNESCO Recognition Convention and its subsidiary texts.

II.2 General Principles

1. **Transnational arrangements,** both collaborative and independent, **should** be developed, delivered and monitored in such a way as to respond to learners' educational demands, contribute to their cognitive, cultural, social, personal and professional development and comply with the national legislation regarding higher education in both receiving and sending countries. They should endeavour to encourage awareness and knowledge of the culture and customs of both the awarding institutions and receiving country among learners and staff. In the case of collaborative arrangements, there should be written and legally binding agreements or contracts setting out the rights and obligations of all partners

2. **In case of institutions established through transnational arrangements, their mission statement**, **as well as the goals, objectives and content of specific programmes and other educational services,** should be published and made available upon request to the authorities and beneficiaries from both the sending and receiving countries and other stakeholders prior to establishement and then published when established.

3. **Teaching and research staff** of the institutions involved in transnational arrangements or those teaching on the programmes established through transnational arrangements should be proficient in terms of qualifications, teaching, research and other professional experience. The awarding institution should ensure that it has effective measures in place to review the proficiency of staff delivering programmes that lead to its qualifications.

4. The awarding institution is responsible for the **agents** that it, or its partner institution(s), appoint(s) to act on its behalf. Institutions using agents should conclude written and legally binding agreements or contracts with them, clearly stipulating their roles, responsibilities and delegated powers as well as monitoring, dispute settlement mechanisms, and termination provisions. These agreements or contracts should further be established with a view to avoiding conflicts of interest and to protecting the rights of learners with regard to their studies. The institution must guarantee that **the agent respects the principles of ethics, transparency and integrity in the performance of their duties** and in their relations with the institution, with the relevant authorities and with learners.

5. The **qualifications** awarded by the responsible awarding institutions under transnational arrangements should be accompanied by a document providing clear and transparent information regarding the nature and status of both the awarding and providing institutions – including details about branch campuses located outside the sending country, if applicable - and the study programme to facilitate their assessment by competent recognition bodies, higher education institutions, employers and other relevant stakeholders.

6. In the case of **collaborative arrangements**, **the admission** of learners to a study programme, **the teaching/learning activities and the examination and assessment requirements** for educational services provided under transnational arrangements should be comparable to similar programmes delivered by the foreign awarding institution within the territory of the sending country.

7. In the case of **non-collaborative arrangements**, **the admission** of learners to a study programme, **the teaching/learning activities and the examination and assessment requirements** for educational services provided under transnational arrangements should be aligned with the regulations of the education system of reference of the State Party.

8. **The academic workload** in transnational study programmes, expressed in credits, units, duration of studies or otherwise, as well as **learning outcomes**, should be that of comparable programmes in the awarding institution, in the case of collaborative arrangements, and aligned with the education system and qualification framework(s) of reference of the State Party, in the case of non-collaborative arrangements. Any difference in this respect requires a clear statement on its rationale and its consequences for the recognition of qualifications.

9. **During recognition procedures**, the status of the institution that issued the final credential (awarding institution) and the institution where the studies were actually undertaken or which organised them (providing institution/institution administering studies) should be taken into account, with status referring to the positive outcomes of quality assurance procedures.

10. Competent authorities, higher education institutions and national information centres are invited to **adopt every possible measure to respect the principles of ethics, transparency and integrity** in the transnational education sector, and are invited to **adopt every possible measure to eradicate all forms of malpractice**, such as diploma mills and fraudulent qualifications.

11. Competent authorities, higher education institutions and national information centres should promote the responsible and ethical use of AI and information technology and data protection with regards to the TNE.

SECTION III. Quality Assurance and Recognition

In order to promote quality assurance and recognition of qualifications awarded through transnational arrangements while safeguarding the interests of competent recognition authorities, learners, and employers; and to foster trust, integrity and good practices regarding higher education institutions and qualifications, in this sector:

1. **Competent Authorities of State Parties** are encouraged:

   (i) to promote the establishment of a comprehensive capacity for reliable quality assurance and accreditation of transnational education provision, recognising that quality assurance of transnational higher education provision involves both sending and receiving countries;

   (ii) to promote the establishment of a comprehensive, fair and transparent system of registration or licensing for transnational higher education providers wishing to operate in their territory;

   (iii) to ensure that the information on the higher education institutions and the study programmes organised transnationally is included in accessible public registers.

   (iv) to promote the strenghtening of international cooperation to regulate efficiently transnational education;

   (v) to support national and cross-border initiatives to enhance AI literacy among learners, educators, and education providers, with a particular focus on the human dimension of AI, enabling informed, responsible, and inclusive engagement with AI technologies in educational settings.

   (vi) Competent authorities have the responsibility to request periodic external evaluations of transnational programmes and their results must be made public.

2. **Competent Recognition Authorities,** during the recognition process**,** are encouraged to:

   (i) take into consideration the distinction between:
   - the right of a foreign institution to operate within a State Party often granted through a licensing, registration, authorisation or other process deemed suitable for the purpose;
   - the right of such institution to award degrees within the territory of the State Party;
   - the ability of the qualification awarded through transnational arrangements to be recognised by the competent recognition authorities of the State Party and the right of the institutions involved to have access to a local recognition procedure;

   (ii) consider the extent to which **transnational provisions respect the regulations of both the sending country and receiving country** in supervising and delivering higher education across borders, including distance education;

(iii) recognise qualifications awarded through transnational arrangements where there is **evidence of quality assurance** of the qualification, provision and institutions involved comparable to that applied for qualifications awarded in the territory of the State Parties involved;

(iv) recognise qualifications subject to transparent quality assurance mechanisms in line with the procedures and legislation of the countries to which the institutions providing studies belong, as well as the ESG or similar instruments related to quality assurance;

(v) Take into account as the key element during evaluation procedures of transnational qualifications quality assurance aspects of programmes and institutions, considering both the awarding body and the institution administering studies.

Where the competence to make decisions in recognition matters lies with individual higher education institutions or other entities, rather than the central authorities of that state Party or component thereof, each **Party according to its constitutional situation or structure will transmit the text of this Code of Good Practice to these institutions or entities**.

3. It is recommended that **Higher Education Institutions/providers** involved at any level in transnational provision endeavour to ensure:

(i) **when acting as awarding institutions** - that the programmes and educational provision delivered within their national territory and across borders, either independently or in collaboration with local partners, are of comparable academic quality and standard and submitted to comparable supervision. They should be responsible for issuing the qualifications resulting from their transnational arrangements, providing a document reporting clear and transparent information on the status of the qualifications, including mention of the providing institution, if different from the awarding institution, and details about branch campuses located outside the sending country, if applicable;

(ii) **when acting either as awarding and/or providing institutions** - that the programmes offered through transnational arrangements respect the criteria and provisions for quality assurance and/or accreditation systems of the sending country and are recognised in an appropriate way by the receiving country, either as legitimate foreign education or as part of the receiving education system. They are, therefore, responsible for quality assurance and control. Procedures and decisions concerning the quality of educational services provided under transnational arrangements should be based on the same criteria, which must be transparent, systematic and open to scrutiny.

(iii) that TNE follows the principle of equitable, transparent, and mutually beneficial partnerships based on respect and reciprocity.

SECTION IV. Information Provision

In compliance with the Articles III.4, VIII.1, VIII.2 of the Lisbon Recognition Convention and the relevant sections of the explanatory report that emphasise the obligation by each State Party to*:*

- *ensure, in order to facilitate the recognition of qualifications, that adequate and clear information on its education system is provided* (III.4);

- *provide adequate information on any higher education institution belonging to its higher education system, and on any programmes operated by these institutions* (VIII.1);
- *make adequate provisions for the development, maintenance and provision of a list of educational institutions located outside its territory which the Party considers as belonging to its education system* (VIII.1);

and in line with the provisions of the UNESCO/Council of Europe Guidelines for National Online Information Systems adopted in 2019, it is recommended that**:**

1. Competent Authorities of State Parties:

(i) encourage **information provision** strategies to identify and **reduce misinformation** about transnational arrangements involving institutions belonging to their national education systems;

(ii) encourage the provision of **accurate, reliable and easily accessible information on the criteria and standards for quality assurance and accreditation** of national higher education programmes resulting from transnational arrangements, where applicable, and their voluntary or mandatory nature;

(iii) make every possible effort to provide clear and transparent information on **higher education provision resulting from transnational education** involving higher education institutions belonging to their national education system including, where possible, the publication of the **list of such institutions operating abroad**, in both the local language and English;

(iv) contribute to efforts to improve the accessibility at the international level of up-to-date, accurate and **comprehensive information** and to participate in international collaborative efforts to promote the **standardisation of information formats** and **reporting requirements** across countries on:
   - **recognised higher education institutions/providers** belonging to their domestic education system, including those **operating outside the Party's borders**;
   - **foreign or non country-specific (international) higher education institutions/providers** operating **within the Party's borders** and the relevant criteria and standards for registration, licensing, quality assurance and accreditation, where applicable, and their voluntary or mandatory nature;

(v) encourage the provision of accurate, comprehensive and easily accessible information about the relevant criteria and standards for **registration, licensing, quality assurance and accreditation** applied at domestic level to foreign awarding and/or providing institutions, and their voluntary or mandatory nature.

2. National Information Centres:

(i) should make every possible effort to provide clear and transparent information on the TNE sector, including **higher education provision resulting from transnational education** involving higher education institutions belonging to their national education system;

(ii) should make every possible effort to provide accurate, comprehensive and easily accessible information about **their evaluation practices** with regard to qualifications awarded through transnational education arrangements;

3. Higher Education Institutions/providers:

(i) Are responsible for providing **appropriate, accurate, consistent, reliable and easily accessible information** to prospective learners and to those registered on a study programme established through transnational arrangements. The information should include directions to learners about the appropriate channels for particular concerns, complaints and appeals;

(ii) should clearly outline, publish and make easily accessible and updated information about the responsibilities of the participating institutions involved in a programme delivered through a collaborative arrangement and the nature of that arrangement;

(iii) in all cases, the **awarding institution** is responsible for and should control and monitor information made public by agents operating on its behalf, including statements about the nature of the collaboration with its agents/partners, recognition of the qualifications in the sending country and, where appropriate, their location in relevant qualifications frameworks;

(iv) **awarding institutions** should provide graduates with a **Diploma Supplement or a comparable document** clearly indicating details regarding the nature and status of both the **awarding and providing** institutions (institution administering studies), as outlined in Points 2.3 and 2.4 of the Diploma Supplement.

(v) the **providing institution** is responsible for and should control and monitor information made public by agents operating on its behalf, including statements about the nature of the collaboration with the awarding institution and recognition of the qualifications in the receiving country;

Explanatory Memorandum

The Unesco/Council of Europe Code of Good Practice in the Provision of Transnational Education

STATUS OF THE DOCUMENT:

The Code was adopted by the Intergovernmental Committee of the Council of Europe/UNESCO Recognition Convention during its 2nd session (Riga, 2001).

The first revised version of the Code was adopted by the Intergovernmental Committee of the Council of Europe/UNESCO Recognition Convention at its 4th Session (Bucharest, 2007), as a subsidiary text to the Council of Europe/UNESCO Recognition Convention.

The second revised version of the Code was adopted by the Intergovernmental Committee of the Council of Europe/UNESCO Recognition Convention at its 10th Session (Paris, 2025), as a subsidiary text to the Council of Europe/UNESCO Recognition Convention.

Introduction

The Code which follows is designed to present the perspectives of both sending and receiving countries regarding the provision of transnational education. Its contents are to be seen as complementary to the **Council of Europe/UNESCO Recognition Convention**, thus providing a normative framework to serve as a reference for the competent recognition bodies in their specific roles.

The Objectives of the Code

In order to promote good practice in the area of transnational education - with particular reference to the quality of the provision of study programmes and the standards of qualifications issued by the Parties to the **Council of Europe/UNESCO Recognition Convention**, the Code is intended:

(i) to meet the expectations of both the sending and the receiving countries with regard to transnational arrangements in higher education;
(ii) to provide a source of reference on issues relating to the quality assurance and evaluation of programmes provided and qualifications issued through transnational arrangements;
(iii) to safeguard the interest of learners, employers and others who may be concerned with qualifications awarded through transnational arrangements;
(iv) to support the recognition of qualifications awarded through transnational arrangements in higher education.

Implementation of the Code

The **Code** includes includes a set of *principles* which should be respected by institutions or organisations involved in the provision of educational services through transnational arrangements. These principles are presented in the form of statements with a normative value. The principles also include a set of recommendations for Competent Authorities of State Parties

and National Information Centres that may contribute to transparency and information provision on the quality and recognition of qualifications awarded through transnational arrangements. In terms of implementing the provisions of the **Code**, mainly with regard to the recognition of qualifications issued through transnational arrangements, the ENIC network should also apply the procedures outlined in the **Revised Recommendation on Criteria and Procedures for the Assessment of Foreign Qualifications (adopted by the Lisbon Recognition Convention Committee at its fifth meeting, Sèvres)**. The **Code** and the **Recommendation** are therefore fully complementary and mutually supportive documents.

Following the mutual recognition principles inherent in the Council of Europe/UNESCO Recognition Convention, timely and favourable consideration should be given to requests for the recognition of transnational education qualifications awarded by those providers demonstrating adherence to the principles and criteria set out in the Code of Good Practice, on a case-by-case basis, unless there are legitimate grounds for denying recognition owing to other factors.

The Scope of the Code

The Code refers particularly to those transnational arrangements which lead to the provision of study programmes and to the issuing of qualifications. Consequently, reference is made to:

a) **institutions and programmes** involved in concluding any type of transnational arrangement whereby an institution provides educational services outside its country of origin;

b) **teaching staff**, regardless of their country of origin, who work in an institution/study programme established through a transnational arrangement;

c) **learners**, regardless of their country of origin, who are registered for a study programme or parts thereof leading either wholly or in part to a higher education qualification, in an institution/programme established through a transnational arrangement;

d) **agents,** i.e. third parties acting as brokers, facilitators or recruiters in transnational arrangements;

e) **other** stakeholders, such as National Authorities of State Parties, Competent Recognition Authorities, National Information Centres, employers and the public at large, interested in the quality of higher education qualifications.

Under the LRC, all Subsidiary Texts, as such, are not legally binding.