

# TNE Partnerships overview and the role of the British Council

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# Context

- Increasing demand for higher education globally, with challenges of how to fund this at the scale and quality demanded
- Greater role for technology – learning any time, anywhere.
- More emphasis on internationalisation, and increasing student and researcher mobility
- Greater emphasis on employability and entrepreneurship of graduates
- Increased competition for international students and challenging trends in numbers for some UK universities
- Uncertainty around the impact of the UK leaving the EU, including the future of Erasmus +
- Universities engaging more with local communities and cities – agents of economic development and social change.

# The Role of the British Council in Higher Education

- To promote the benefits of internationalisation and support universities) develop and **deliver strong international strategies**
- To shape, inform and influence **HE policy globally through dialogue**, sharing information and best practice
- To celebrate the quality, experience and benefits of UK HE and support the UK sector in **student recruitment** [UK & TNE]
- To support the UK sector in creating a range of opportunities through **strategic partnerships** in study/scholarship/research and related activities
- To support the UK sector in **building/maintaining long-term collaboration** with international partners
- To encourage and support a range of **scholarship and mobility** programmes building connections between the UK and EU countries

# Definitions of TNE

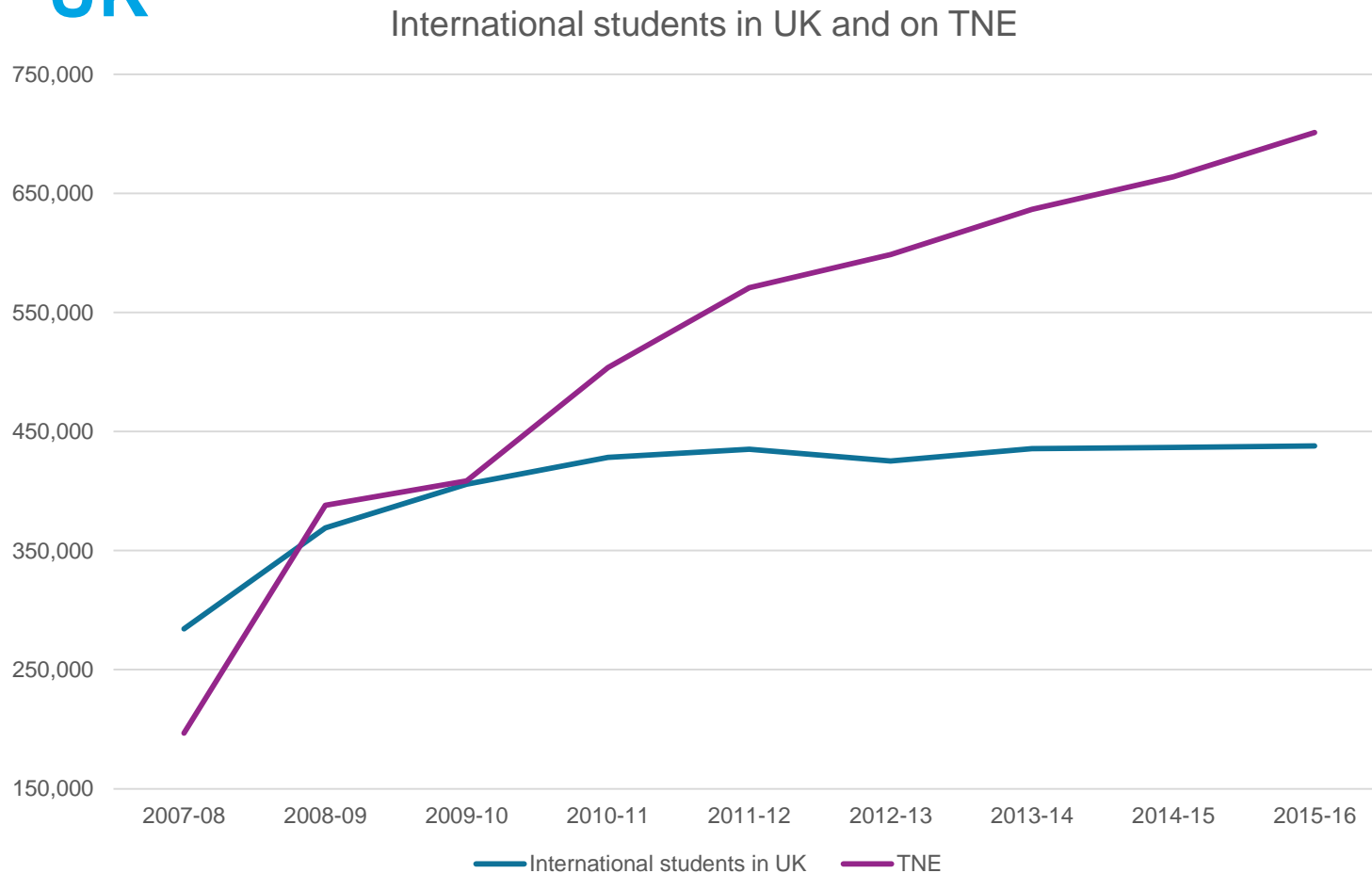
All types of higher education study programmes, or sets of courses of study, or educational services (including distance education) in which the learners are located in a different country from the one where the awarding institution is based. Such programmes may [...] operate independently of any national education system.

OECD guidelines (2005)

**WHAT DO WE KNOW ABOUT UK TNE?**

**710,010**

# There are more students overseas studying towards UK degrees than in the UK



Source: Analysis based on HESA Student Record and Aggregate Offshore Record

# UK support for TNE

## Government Departments

- Department for Education (responsible for HE)
- Department for International Trade
- Department for Business, Energy & Industrial Strategy

## Agencies

- The British Council
- UUKi
- QAA
- JISC



# UK context

- Significant falls in international recruitment
- No real consensus on which models of TNE bring most value to UK
- Significant and growing demand
- TNE seen as mitigating risks of falling incoming numbers
- Growth in TNE likely to continue for foreseeable future
- Target emerging middle class.
- TNE as first choice/ highest quality
- Importance of local partners in delivering student experience
- UUKi/HE Global



# UK TNE overview

- Massive growth in TNE programmes
- Increased role in contributing to host countries' national priorities
- Trend towards more 'partnership-led' model
- More research-led universities engaging in TNE
- Developments in host countries are having an impact
- TNE increasingly being seen as a significant priority institutionally, and part of internationalisation strategies

# THE CHANGING LANDSCAPE.....



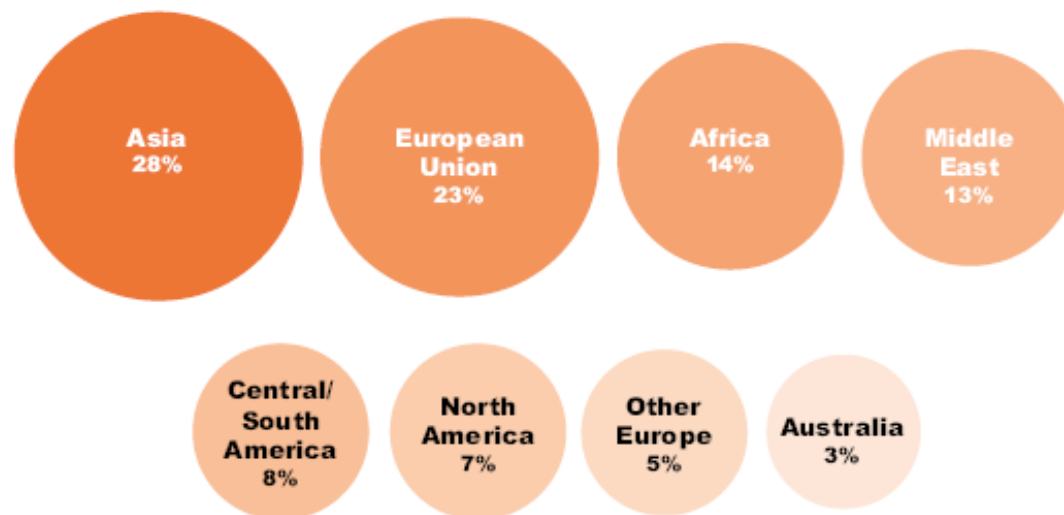
Rank	2015- 2016	Change from 2014-15	% of UK HE TNE students in 2015-16
1	Malaysia		14.20%
2	Singapore		8.20%
3	China	Up 1 from 4th	7.10%
4	Hong Kong	Down 1 from 3rd	6.36%
5	Egypt	Up 1 from 6th	5.07%
6	Sri Lanka	Up 1 from 7th	4.59%
7	Oman	Down 2 from 5th	4.56%
8	Greece		3.75%
9	UAE		3.31%
10	India		2.37%
11	Saudi Arabia	Up 2 from 13th	2.09%
12	Nigeria		1.90%
13	Trinidad and Tobago	Down 2 from 11th	1.89%
14	Kuwait	Up 1 from 15th	1.88%
15	Pakistan	Up 1 from 16th	1.73%
16	Switzerland	Up 2 from 18th	1.46%
17	Germany	Down 3 from 14th	1.45%
18	USA	Up 1 from 19th	1.37%
19	Ireland	Down 2 from 17th	1.31%
20	Canada	Up 1 from 21st	1.20%

Little change in the top 5 and top 20 countries are similar from 14-15 to 15-16

# WHAT DO WE KNOW ABOUT THE SCALE OF UK HE TNE?

## MAIN REGIONS (PROGRAMMES – 2014/15 SURVEY)

- Over one quarter of programmes are delivered to students in Asia
- EU accounts for just under a quarter of programmes
- Africa and the Middle East account for 14% and 13% respectively



# The models

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# Models continued

## **Joint award**

The award is given jointly by two (or more) HEIs. The model is usually implemented by peer institutions where it is seen as inappropriate for either to take the lead. Each institution contributes a proportion of the programme delivery and arrangements are jointly agreed between institutions

## **Dual award (may be known as double)**

An award is given by the UK HEI and also by one or more partners

# The benefits of TNE

Benefits of TNE to the providing institution identified include:

- reaching new students
- diversifying education programme delivery
- developing a brand/reputation for the quality of education provision

For students:

- the ability to gain a more international outlook
- develop intercultural competence
- the chance to develop analytical thinking skills.
- Students feel that teaching methods on TNE programmes rely more critical thinking and voicing of opinions. These skills are highly valued by both students and employers

# Benefits to partners

- Access and capacity building
- Academic impacts: significant knowledge transfer via quality assurance processes, teaching and assessment methods & program management.
- Skills: gaps being addressed, especially at masters level. Evidence of employers engaging TNE graduates.
- Socio-cultural impacts: importance of English language and intercultural competence.



# Enabling factors

the enabling factors in place in a country or region which can facilitate initiation and development of sustainable TNE partnerships.

a growing youthful population

growing economy

growing demand for HE enrolment

Use of English

Enabling policy environment (QA system in place, recognition of qualifications, student perceptions, employer engagement and recognition)

crucially a comprehensive TNE strategy