The Rise of Transnational Education

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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)

‘The global demand for higher education is forecast to increase from 97 million in 2000 to 263 million in 2025’

Source: Global Student Mobility 2025

IDP Education Australia

‘Currently, the largest part of existing higher education capacity globally is not centred in parts of the world that will experience substantial growth over the next 20 years’

Source: Atlas of Student Mobility

Institute of International Education, New York

Transnational Education (TNE) Examined

2013- Review of Int'l and TNE policies in 25 countries

2014- Review of impact of TNE in 15 host countries

2015- Review of TNE Data Collection systems in 13 TNE active countries- host and sending

2016- Review of all TNE academic research 2000-2015 –in process

What is the common and key finding?

‘TNE Terminology Chaos’

Over 40 different terms used to describe TNE

Different terms to describe **same** mode – i.e Int Branch Campus

Same term to describe many **different** modes- Joint/Double Degree programs

Confused with student mobility

TNE =

International Program and Provider Mobility (IPPM)

Does NOT focus on student, staff, scholar mobility **(ISM)**

Is broader than mere transfer of credits for study abroad programs

Needed- a system to categorize different modes of TNE

TNE Framework- a *work in progress*

Independent TNE Provision

-foreign sending HEI responsible for curriculum, qualification and external QA

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1. Franchise Programs

2. Int'l Branch Campus

3. Self- study Distance Education

Collaborative TNE Provision

-both foreign sending and host HEIs responsible for curriculum, qualification and/or external QA.

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4. Partnership Programs

5. Joint Universities

6 Distance Education with local academic partner

WHAT DO WE KNOW ABOUT TNE?

@HE
_Glo

710,010

Paradigm shift in the way UK HE is delivered to international students

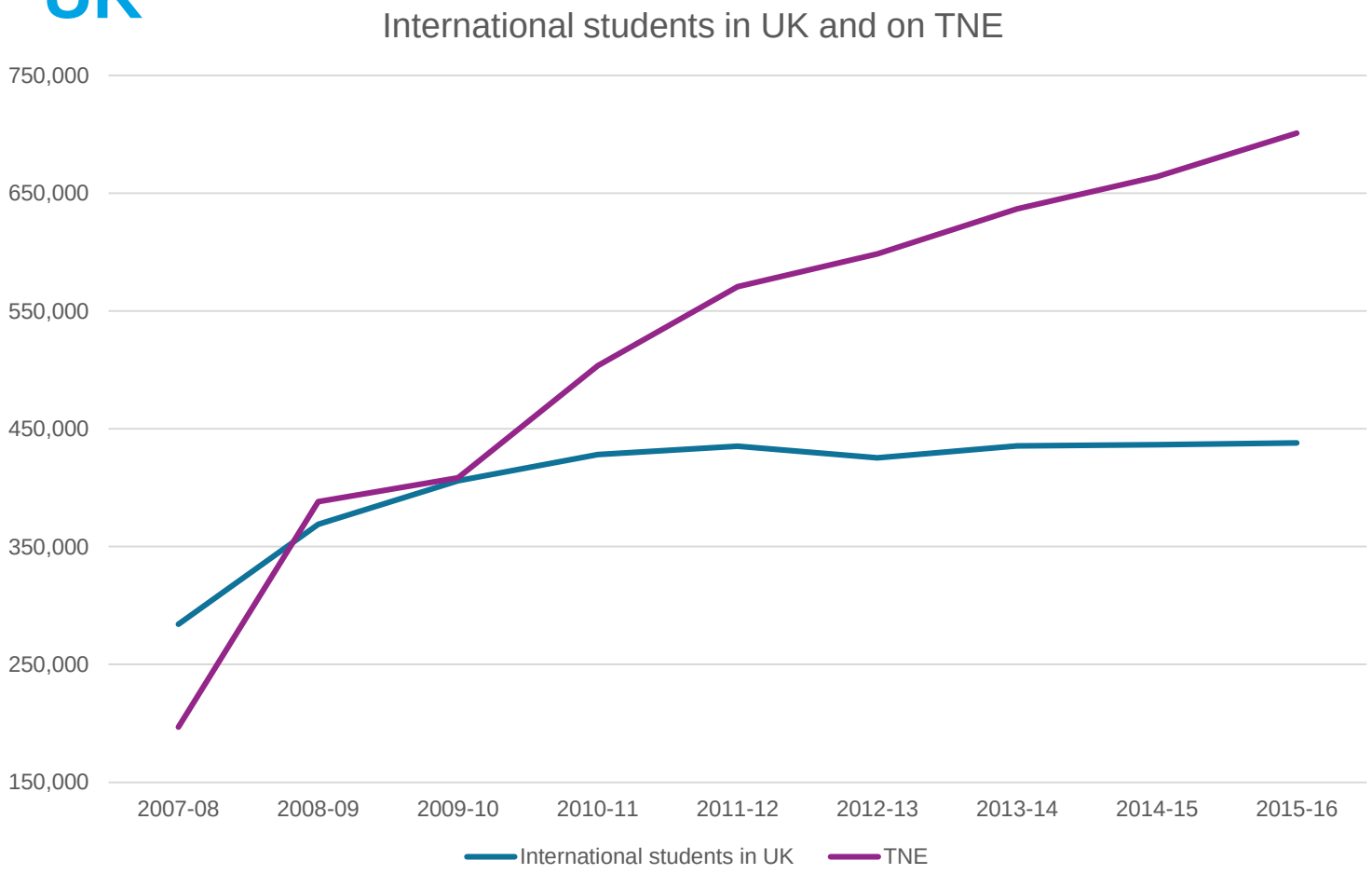
UK qualifications are now delivered in 213 countries and territories outside of the UK

There are now 62 countries or territories where at least as many students study a UK HE qualification *in that country* compared to the number of students travelling to the UK for their education

There are 17 countries where the difference between students studying a UK qualification in country and those studying in the UK is greater than 1,000

On current trends two-thirds of UK HE international students will be on TNE programmes within the next 5 years

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 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 – new markets.
- TNE as first choice/ highest quality
- TNE as a recruitment tool
- 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

Distance and on-line learning largest markets

Singapore

Hong Kong

Nigeria

USA

Malaysia

Ireland

Canada

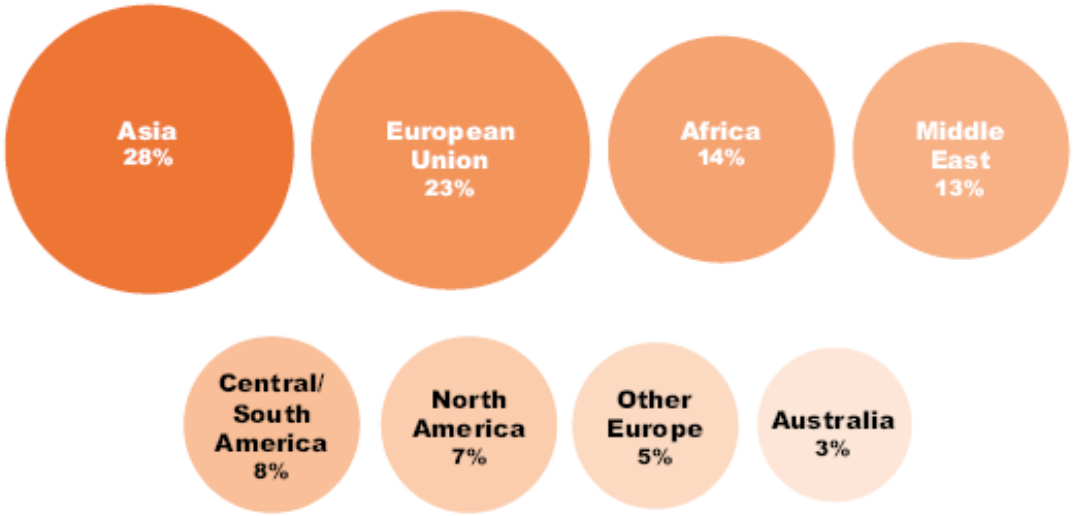
Trinidad & Tobago

Germany

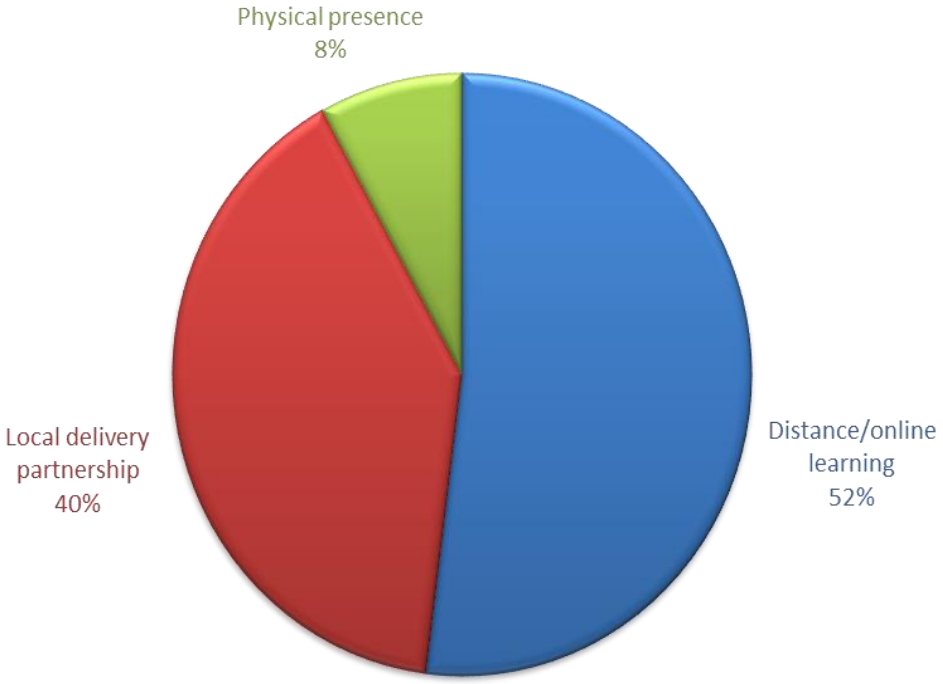
South Africa

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



Distribution of TNE types, 2014-15
(survey findings)



Distance learning TNE trends
(exc. OB effect)

Year	AOR return
2007-08	100,360
2008-09	112,385
2009-10	115,010
2010-11	113,060
2011-12	116,535
2012-13	123,635
2013-14	119,755
2014-15	120,475
2015-16	113,995

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Top Distance/on-line

University of London (Institutes and activities)	42531
The Open University	8372
The University of Liverpool	8127
The University of Leicester	5072
Heriot-Watt University	3900
The University of Manchester	3762
The School of Oriental and African Studies	2625
Roehampton University	2278
The University of Reading	2214
The University of Warwick	2159

Top all TNE

Oxford Brookes University	315710
University of London (Institutes and activities)	42531
The Open University	30973
Staffordshire University	19775
The University of Greenwich	17450
The University of Liverpool	16057
Heriot-Watt University	14408
University of Nottingham	13223
Coventry University	13116
Middlesex University	9767

BRITISH COUNCIL

The models

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Many different approaches….

Delivered to the same academic standard

Branch campus
University of Nottingham

Independent and locally supported distance learning
Heriot-Watt and Leicester MBAs

Flying teacher programmes
Manchester and Warwick MBAs

E-learning/ fully on-line
University of Liverpool MBA, RCN/City/Leicester/Ulster health

Twinning and franchising agreements
Sheffield Hallam University

The models

Where students' contracts are with partners

Validation

A partner designs its own programme, adhering to the course planning and validation requirements of the UK HEI, but the award for the programme is from the UK HEI.

Articulation

The UK HEI recognises a programme of study in a partner institution as being equivalent to a stage of one of its own programmes. Students then join the UK HEI's programme at an identified point.

Where students complete an award in another country (e.g. a diploma) enabling them to join a programme in the UK (e.g. year 2 of an undergraduate degree) this falls within the definition of TNE,

Models continued

Franchise

A UK HEI's programme is run by a partner overseas in the same way that it would be delivered in the UK. Rigorous partner approval is seen as particularly important. The UK HEI's quality assurance processes are followed by the partner and may be identical to those for programmes in the UK or more rigorous

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

Where students' contracts are with the UK HEI

In-country/flying faculty

Members of staff from the UK HEI deliver class sessions overseas, which may or may not be in a partner institution. Classes are usually in intensive blocks and learning and teaching methods include inputs and workshop or group activities.

Distance learning

Students study a UK programme remotely, either by paper or by online resources and access to virtual learning environments (VLEs),

Blended delivery

This is increasingly common. It usually involves a mix of flying faculty from the UK HEI, tutorial support from a local partner and the use of e-learning, usually via the UK HEI's VLE..

On-campus provision overseas

A UK HEI has a campus overseas that mirrors as far as possible its provision in the UK (i.e. the Learning and Teaching features are those for its UK based courses) and that provides programmes for local students or those from surrounding region. Where an overseas institution is a partner collaborative models may apply (e.g. *joint award*).

Taking a ‘host country’ perspective

- The development of TNE programmes has accelerated in recent years and in some countries (e.g. Malaysia, UAE) TNE is a significant part of the local education system.
- In many other countries TNE is now a small but significant alternative to traditional international mobility or domestic higher education for local students.
- TNE can account for a large share of HE provision –

  15% in Hong Kong & Malaysia,

  20% in Botswana,

  40% in Mauritius

Key findings across all studies

- career development is the main motivation for TNE students
- Students see studying a TNE programme as a way to improve their professional skills and thereby improve their career prospects.
- Students also believe that employers value highly the skills developed as a result of studying a TNE programme.
- Lack of comparable data across countries

Shape of global higher education: Introduction

- British Council research looking at the environment for international engagement in higher education
- Launched in May 2016 (but extended for 2017)

- *How can national HE systems reach out and engage?*
- *What kind of national framework will most enhance the international engagement activities of HE institutions?*

The research objective:

To measure the enabling environment provided by national governments which supports the internationalisation of higher education in the following 3 areas:

- **Openness and mobility** of students, researchers, academic programmes and university research;
- **Quality assurance** of higher education provision (domestic and overseas) and degree recognition of international qualifications;
- **Equitable access** and sustainable development policies

To identify areas for international engagement between different countries' higher education systems

Methodology

- Index based methodology to evaluate countries' regulatory environments with regard to IHE.

- 37 criteria comprise 10 indicators, grouped into 3 broad categories. The categories contribute equally to the overall index (equal weights)
- The information against each indicator is factual and refers to government guidelines and the legal framework in countries;
- Each criterion is assessed whether it is fully met; partly met or not met
- The data are captured across 962 descriptive fields (increasing to 1,406 with study extension)

Outputs and outcomes

- Summary report

www.britishcouncil.org/education/ihe/knowledge-centre/global-landscape/report-shape-global-higher-education

- Global gauge of HE policy (online tool)

www.britishcouncil.org/education/ihe/knowledge-centre/global-landscape/global-gauge

"the report **creates greater awareness** in CHED leadership/key people on TNE opportunities in the Philippines, **re-affirming their decision** to 'open up' and **influencing them to provide more capacity/funding** support to Philippine HEIs to internationalise."

LOOKING AHEAD…

Top three regions by time bracket			
In the next year	Asia	EU	Middle East
3-5 years	Asia	Africa	Middle East
5-10 years	Africa	South and Central America	Asia

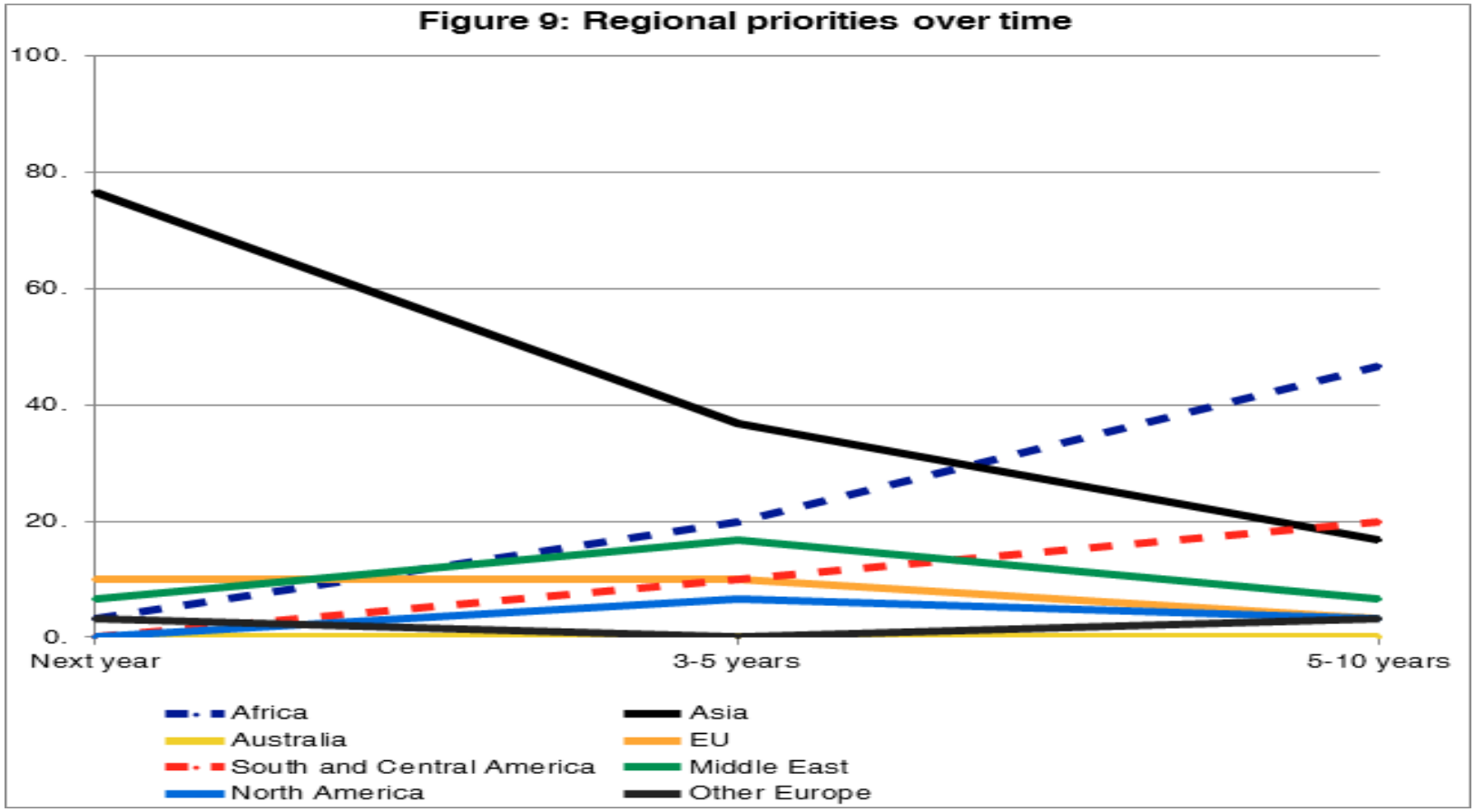
Figure 9: Regional priorities over time
100.
80.
60.
40.
20.
0.
Next year
3-5 years
5-10 years
Africa
Asia
Australia
EU
South and Central America
Middle East
North America
Other Europe

Case study

University of Liverpool's online degree programmes with Laureate Online Education

About the University of Liverpool

- Liverpool, North West England
- Founded in 1881
- 3 Faculties: Health and Life Sciences; Humanities and Social Sciences; and Science and Engineering
- 22,720 students in the UK
- 7,725 international students in the UK
- 16,875 TNE students

About the University of Liverpool and Laureate Online Education partnership

- Worldwide
- Established in 2002
- University of Liverpool and Laureate Online Education
- Online degrees
- 8,560 students registered with University of Liverpool

The University of Liverpool has offered extensive e-learning provision for 20 years. In 2002, the University partnered with Laureate Online Education to offer wholly online, global programmes. Based in the Netherlands, Laureate Online Education has students registered in over 150 countries.

The partnership offers programmes across management, education, health, psychology, law and information technology. Graduating students receive University of Liverpool degrees.

Success factors

- Shared priorities
- Clear roles and responsibilities
- Learner demographics

Shared priorities

The University of Liverpool and Laureate Online Education both identify as global education providers. Liverpool Online makes use of learning models that enhance TNE students' learning experience without boundaries, and to extend participation opportunities so that more people can access the courses.

Clear roles and responsibilities

The governance and delivery expectations of each partner are clearly documented in the Quality Assurance Operational Framework, which is regularly reviewed. Laureate Online Education is responsible for student recruitment, marketing, recruiting staff, the online platform and student support. The University of Liverpool is responsible for academic oversight, quality and standards of the programmes.

Learner demographics

The programmes have been designed to cater to a specific group of TNE learners: working professionals looking for postgraduate qualifications. Many programmes have specific industry accreditation, making them geared to career progression.

Recognising student learning priorities and availability led to the creation of relevant, accredited programmes.

Case study

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 host county

- 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

Does TNE represent a new model of learning?

Majority of TNE has an element of face to face delivery

Flexible delivery tends to be focused on mature, professional, non traditional student

Students are looking for a ‘UK’ experience

Distance and on-line learning still not recognised in many countries

Limited interaction between TNE and ‘home’ students