Universities and International HE Partnerships: Making a Difference

Kingston University & CHEMS Consulting

Profile of participating universities

- 28 subscribing universities in Million+
- HEIs with 25,000 + students to 3,000 students
- 4 in Scotland, 24 in England
- Teach 70,000+ international students in UK
- All post-1992 HEIs

The Research

- February-December 2008
- Desk research: data on universities' international strategies, internationalisation context + published evidence on impact of international partnerships
- Survey of 28 universities (strategies, rationale, objectives + 5 most successful & innovative partnerships for Teaching, Research & Knowledge Transfer)
- 12 UK Policy interviews
- Analysis of policy contexts in Australia & USA

International Partnerships...

- Level One: institution-wide strategic partnerships (centrally supported)
- Level Two: School or Faculty partnerships (sponsored & funded by Faculties/Schools)
- Level Three: individual/group research, teaching, consultancy

UK context: DIUS Research 2008

- Post-1992 HEIs = largest UK providers of Trans-national education (63% of all programmes)
- Delivered in 80+ countries (Malaysia, China, Greece, Singapore, HK-SAR)
- UG provision dominant, especially in Africa, Asia, Middle East + 34% in Europe
- 44.2% in Business & Administrative Studies
- Maths & Computer Science, Creative Art & Design, Subjects Allied to Medicine = strong

UK context: DIUS Research 2008

- Post-1992 HEIs have highest number of post-graduate students located overseas (85%)
- Research funding from overseas' public bodies (76%), international organisations (65%) & UK public bodies (83%)
- Partner countries: USA, Germany, France, Australia, Canada, Japan, China, India

Australia (all universities)

- 18.3% of all students = international (IDP-Australia 2007) – highest in OECD member countries
- 61, 331 of these are estimated to be on TNE programmes (Malaysia, Singapore, China, HK-SAR)
- Business, ICT, Social Science – main subjects
- 5,168 formal partnership agreements in 2007 (Asia, Europe, the Americas)
- 2005 TNE Quality Strategy
- Profile of innovation in international education
- Australia Education International: federal international strategy + regular published data + good practice

Why build international partnerships? IAU survey (2005)

- Broaden & diversify sources of faculty & students
- Create international profile & reputation
- Strengthen research, knowledge capacity & production
- Promote curriculum development & innovation
- Increase student & faculty international knowledge & intercultural understanding
- Contribute to academic quality
- Diversify income generation

Million+ Survey

- Majority of HEIs have international strategies; also international partnership strategies (Glasgow Caledonian) + institutional leadership

Rationales:

- Academic: international activities enhance quality (Leeds Met)
- Knowledge-based: critical mass to engage in research & build research capacity (London SB, Greenwich)
- Social: expand access (UCLAN; Univ of West of Scotland)
- Economic: collaboration in trade, education, sport for university & local organisations (Wolverhampton)
- Financial: more international students overseas than in UK (UCLan, Derby, UEL, Middlesex, Staffordshire)

UK Strategic Partnership Funding : PMI2 Connect

- Research: 9/86 projects (Malaysia, Japan, S Korea) – 6 universities
- Collaborative Programmes: 7/14 (Pakistan, Malaysia, Vietnam) – 5 universities
- Student Mobility: 7/26 projects (Korea, India, Malaysia) – 7 universities
- Strategic Partnerships: 11/47 projects (Sri Lanka, Malaysia, Singapore, Nigeria, Thailand, Korea, China, Ghana) – 10 universities

Priority Countries: UK & EU funding

- China: Employability & Entrepreneurship (4/7 awards) – 4 universities
- Russia: Full degrees, CPD, Research (12 awards) – 10 universities
- India: Science & Technology Awards – (11 awards) - 6 universities
- Asia Development Partnerships – 3 awards – 4 universities
- Europe-Asia Link (research, teaching, KT) – 6/155 projects: 5 universities

Africa: Development & Capacity –building

- South Africa
- Ghana
- Malawi
- Rwanda
- Tanzania
- Uganda
- Zambia
- Zimbabwe
- Ethiopia
- Nigeria

- Urban environment & health
- Career & employment skills
- Community-based healthcare
- Initial police training
- Quality & standards in tertiary technical I's
- Agriculture
- Developing mental health workforce
- Alleviating hunger & malnutrition
- Establishing credit-based framework
- Organic agriculture & commercial development

Overseas' Teaching Partnerships: scale

- Large: 3,000 students+
  - Bedfordshire, Coventry, UCLan, Derby, UEL, Greenwich, Middlesex, Staffordshire, Sunderland
- Medium: 500-2,000 students
  - Abertay, Anglia Ruskin, Bolton, Glasgow Cal., Kingston, Leeds Met, London Met, LSBU, Napier, TVU, Teesside
- Small: < 500 students
  - Bath Spa, Birmingham City, Bucks New, Northampton, Roehampton, Southampton Solent, West of Scotland, Wolverhampton

Highlights

- Wide range of partnerships in 70+ countries (including 27 European countries)
- Teach ca 50,000+ students outside UK (TNE programmes)
- 5 universities received 40% of their RG&C income from overseas' sources
- M+ universities won 40% of Commonwealth Scholarship Commission awards for DL provision in 2007
- Participate in multi-national research projects with HEIs & businesses in applied/niche areas
- Partner with other UK universities on international projects (pre & post-1992 HEIs)

Educational & Economic Impact

- Int'l activities of M+ universities generate ca £660 million to UK cities & regions
- Universities' int'l partnerships are used to build collaborative networks in partner cities (Northampton Univ + Borough Council + N'hamptonshire police in China)
- Network of 'Soft-landing zones' in 14 countries (Coventry, Wolverhampton, Staffordshire + UKTI) to help local SMEs enter o'seas markets
- Impact on local communities in UK (London Met & LSBU)
- Impact on local communities o'seas (Coventry + Greenwich Tabeisa Partnership)
- Contribution of CSC projects to Millenium Development Goals

UK policy issues

- Limited knowledge at policy level of M+ universities international partnerships + contributions to national/international agendas
- Lack of consistent & coherent govt. agenda for internationalisation (& partnerships); differences between depts., + lack of national data c/f co-ordinated Australian approach
- Large-scale projects (re-building tertiary systems, developing QA systems, in-country workforce training) require co-ordination & collaboration across sectors
- Limited national funding for international partnerships, scholarships (& debate over need/focus)
- Need to balance UK & overseas country interests for sustainable partnerships

Conclusions

- Participating universities have key strengths & experience in teaching partnerships, QA & infrastructure for partnerships, distance-learning, CPD & niche areas of research
- Multi-layered partnerships for T, R, KT are developing, some sustained over 10 years in priority countries & subjects
- Regular information on international partnerships is needed in the UK
- These universities demonstrate richness, enterprise, diversity of UK sector
- Lack of regular policy-level information & promotion represents missed opportunity for the UK