BRITISH COUNCIL

UK Transnational Education

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Summary of presentation

Changing Global context

The growth of UK TNE

Changing patterns of delivery

Implications and challenges

Definition 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)

Changing global context

Global education market is expected to grow significantly in the long-term

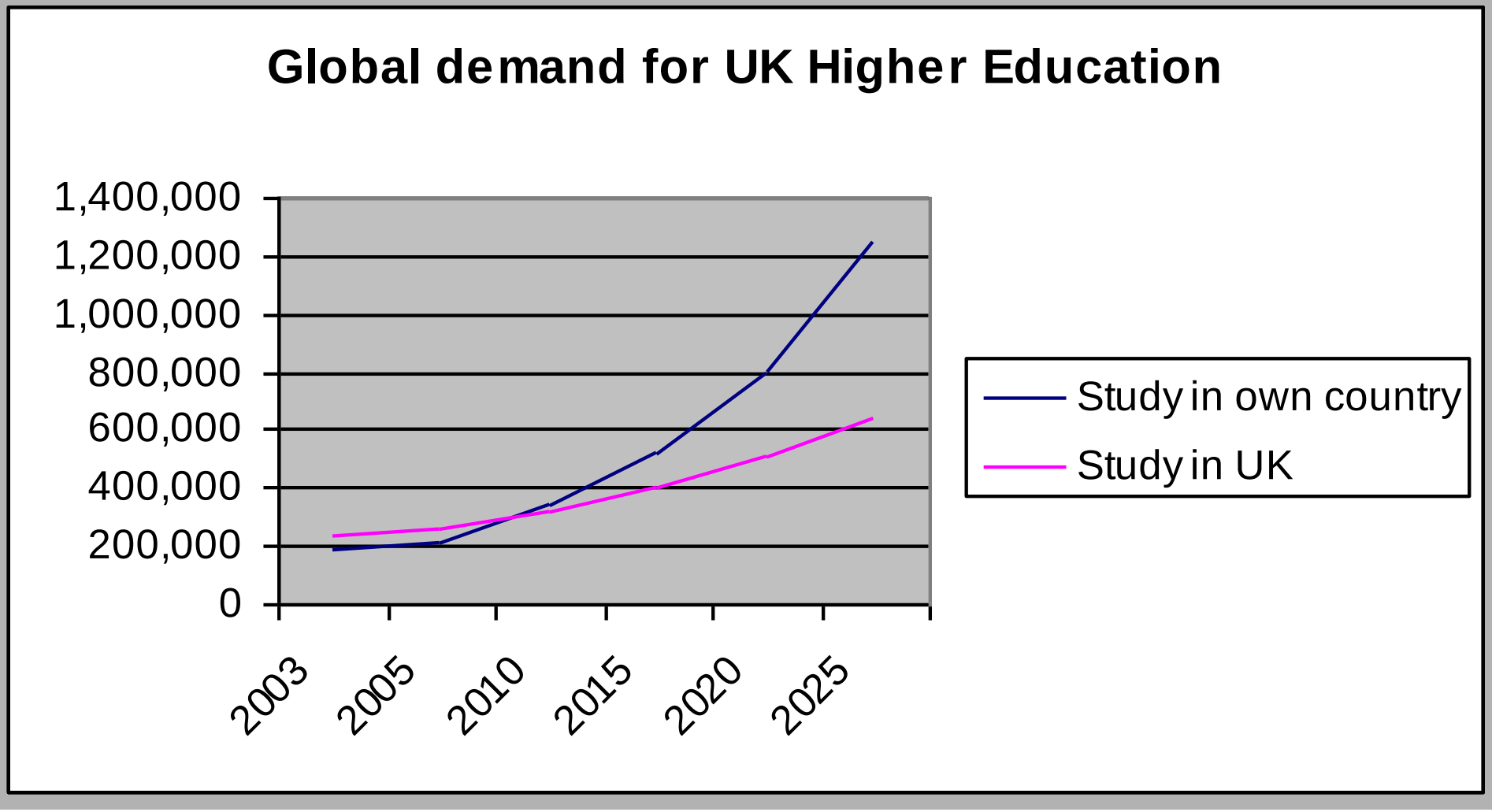
Fundamental and far reaching changes in the underlying dynamics of the global education market mean that the operating context is very different and there are no guarantees that the UK will maintain its strong position

Early indicators suggest a market break-point: established trends are changing dramatically

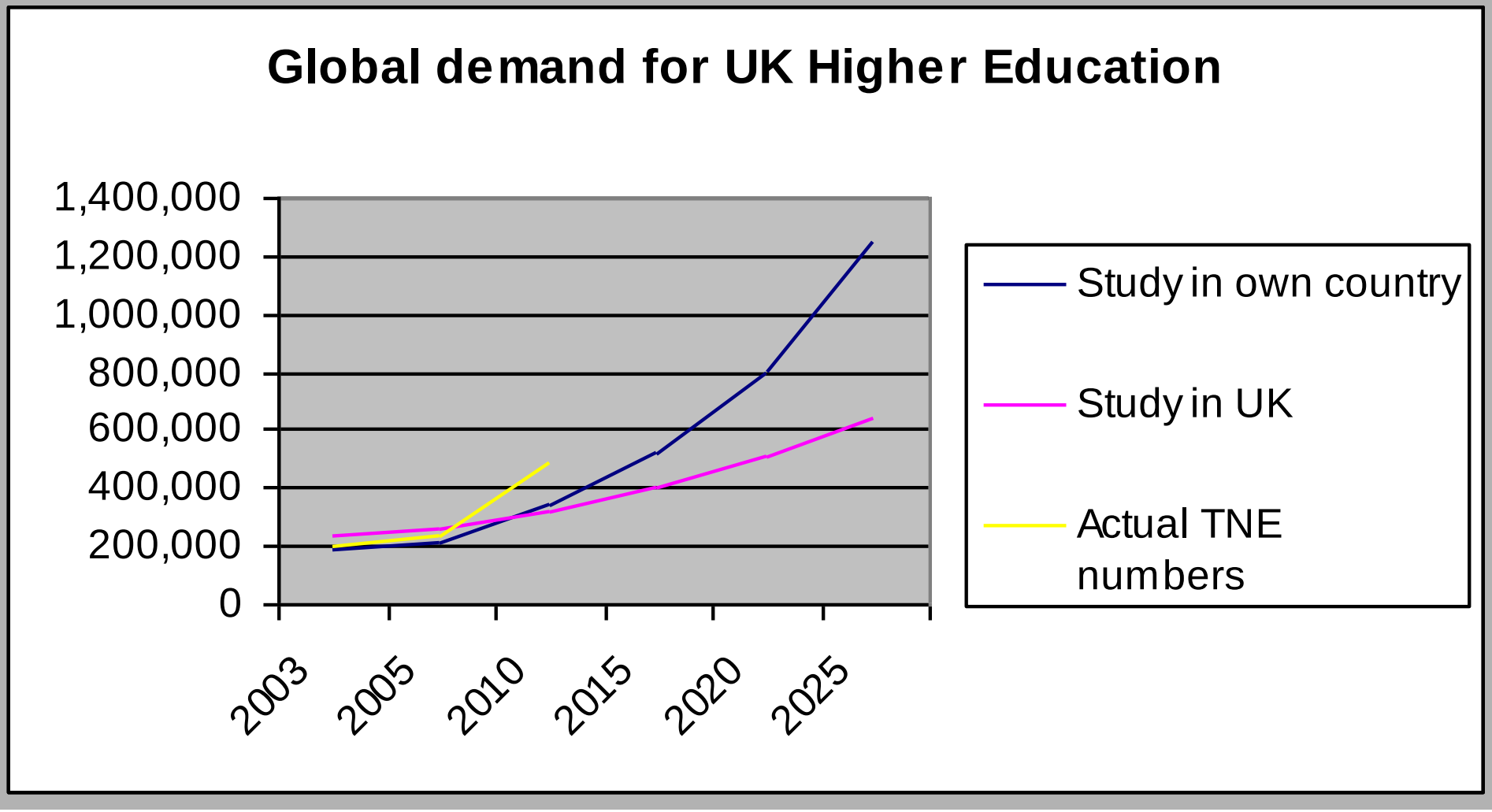
Overall global growth in student mobility, but a slow down in the growth rates for some major countries

The growth of UK TNE

Vision 2020 – the prediction



Vision 2020 – the reality



Top level summary

Since academic year 2007-08, it has been mandatory for UK institutions to report to HESA data on students studying the whole of their UK qualification outside of the UK.

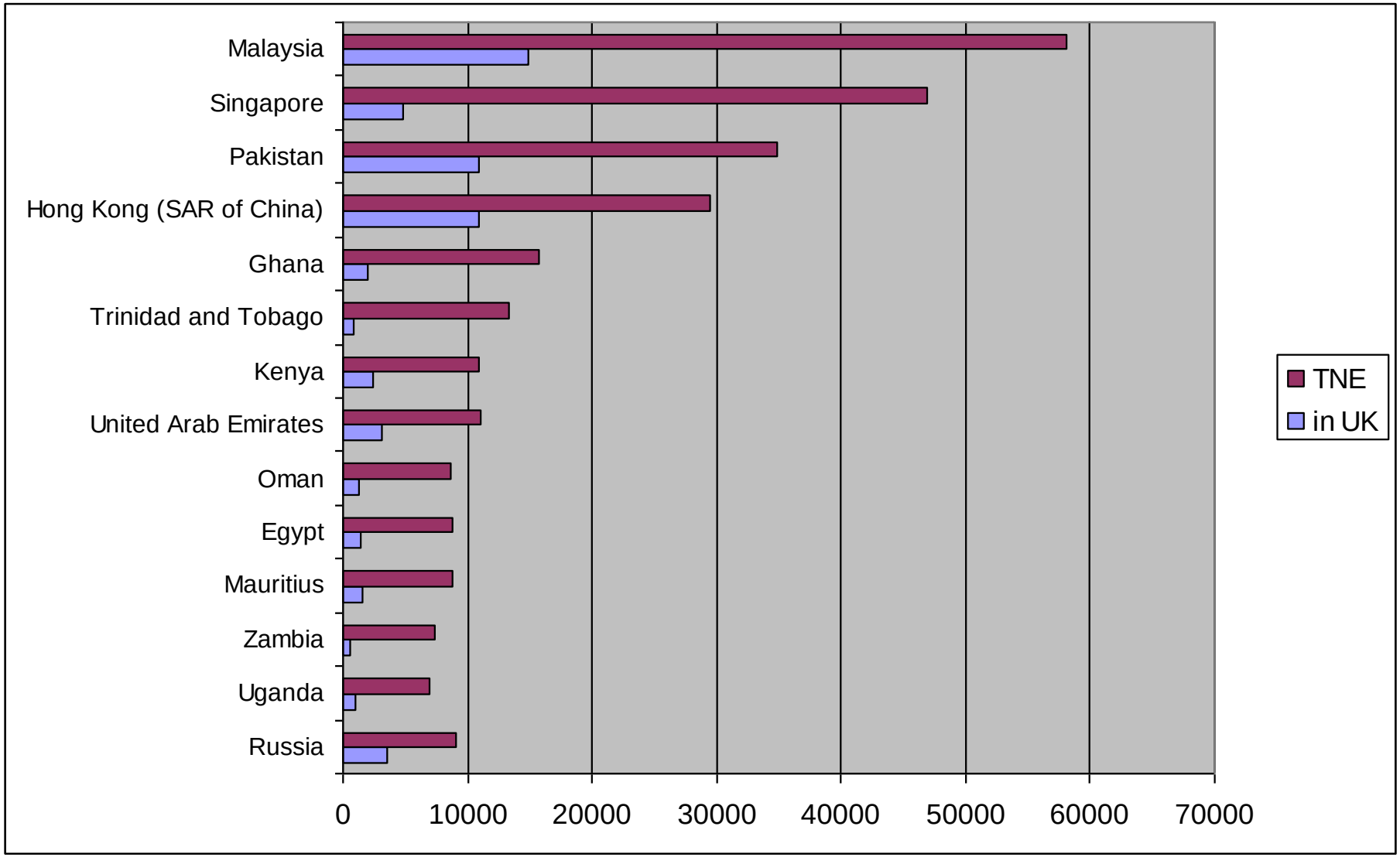
the number of students studying their entire UK qualification outside of the UK has increased 39% in the last year from 408,685 in 09-10 to 503,989 in 10-11.

Excluding largest provider, underlying growth of 10% year-on-year

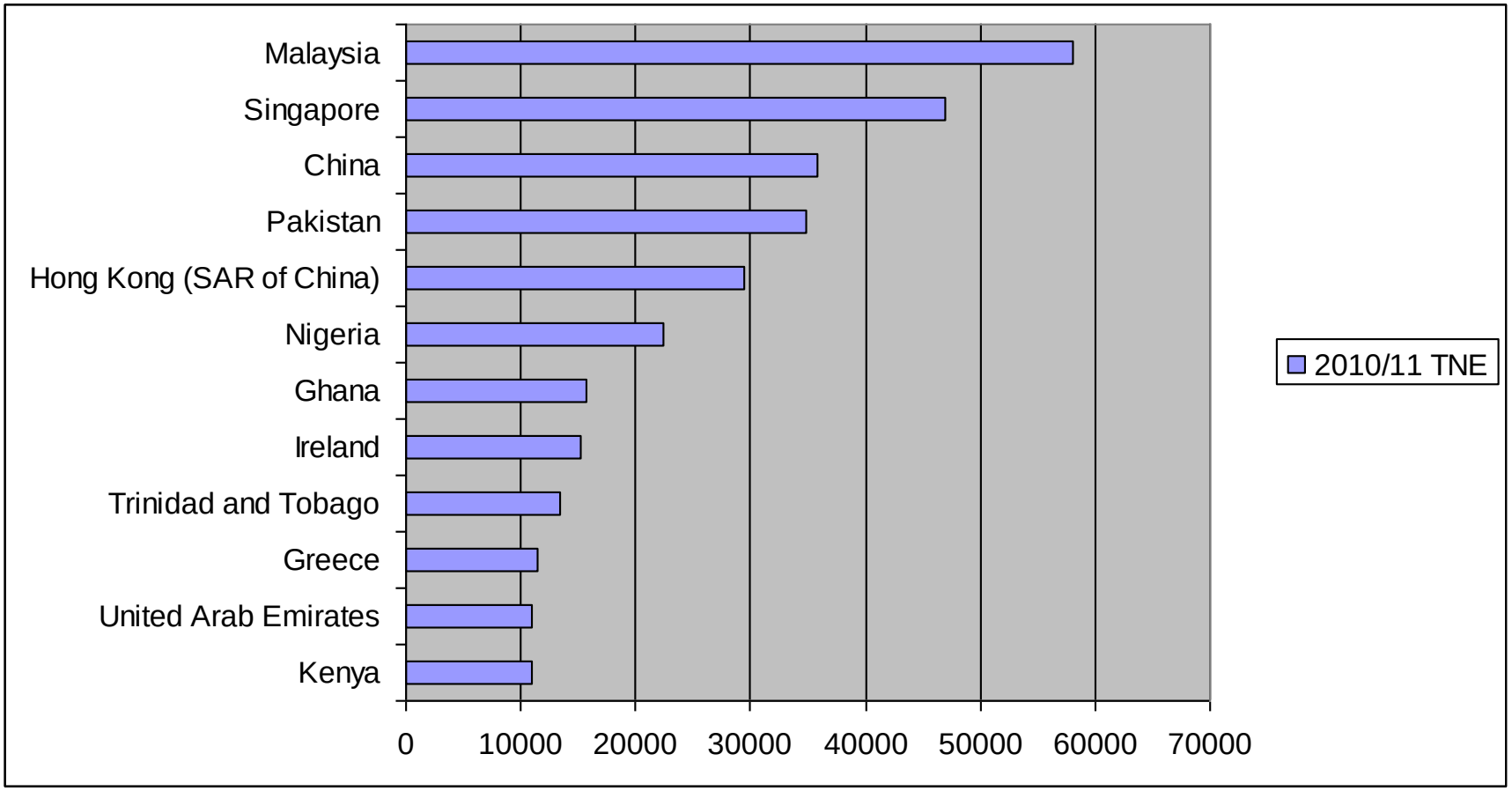
UK qualifications are now delivered in 214 countries outside of the UK

There are 14 countries where the difference between students studying a UK qualification in country and those studying in the UK is greater than 5,000:

Study in UK vs TNE



Countries with more than 10,000 UK TNE students



Importance of TNE

Provides access to a UK qualification for a wider range of students than traditional methods can reach and **meet goals of increasing access.** This has allowed UK institutions to tap into new markets which can be defined as the **new emerging middle class in country** + **third nationals** who are drawn to educational hubs such as Singapore, Malaysia and Hong Kong due to the number of UK qualifications on offer.

The more successful programmes **develop a wider and deeper range of partnerships** beyond the delivery of the programme.

Have influence in globally significant regions and assist governments in developing own capacities.

Changing patterns of delivery

In 2008 DIUS survey indicated that nearly half of all provision falls into franchise/validation categories

Trend towards more ‘partnership-led’ models

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

Some Implications

Transnational education provides greater flexibility and choice for students across the world who may not be able to afford to spend several years thousands miles away from home.

It clearly presents many opportunities for UK institutions, but it also brings competitive challenges as we are not the only players in the TNE market.

Perhaps foremost among these challenges is that of maintaining the quality of courses and protecting the UK’s reputation for high quality education which is a key selling point for us.

Implications continued

It will be important for universities and colleges working with the Quality Assurance Agency and other organisations to keep a close watch on the programmes to ensure standards are maintained at a level equivalent to that expected at home.

The expansion in TNE has occurred at a time when the number of international students enrolled in the UK has also increased. Offering education closer to the homes of international students need not mean reducing numbers travelling to the UK

“Many students who have had good experiences on TNE programmes go on to study in the UK, whether at undergraduate or postgraduate level