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Expanding TNE into Developing Markets

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Delivering Quality Higher Education Worldwide*



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Overview

- What's the rationale for TNE?
- Which forms of TNE to develop? And why?
- Selecting markets
- Choosing partners
- Understanding the risks
- Nottingham's approach: a portfolio of activity



What's the rationale for TNE?





What's the rationale for TNE?

- opportunities for 'home' students
- technology transfer and research collaboration
- social responsibility
- new programme development



Which forms of TNE to develop? And why?

- validation & franchise
- distance/ e-learning
- in-country delivery
- twinning
- joint/ double degrees
- campuses

income

recruitment pipeline

research collaboration

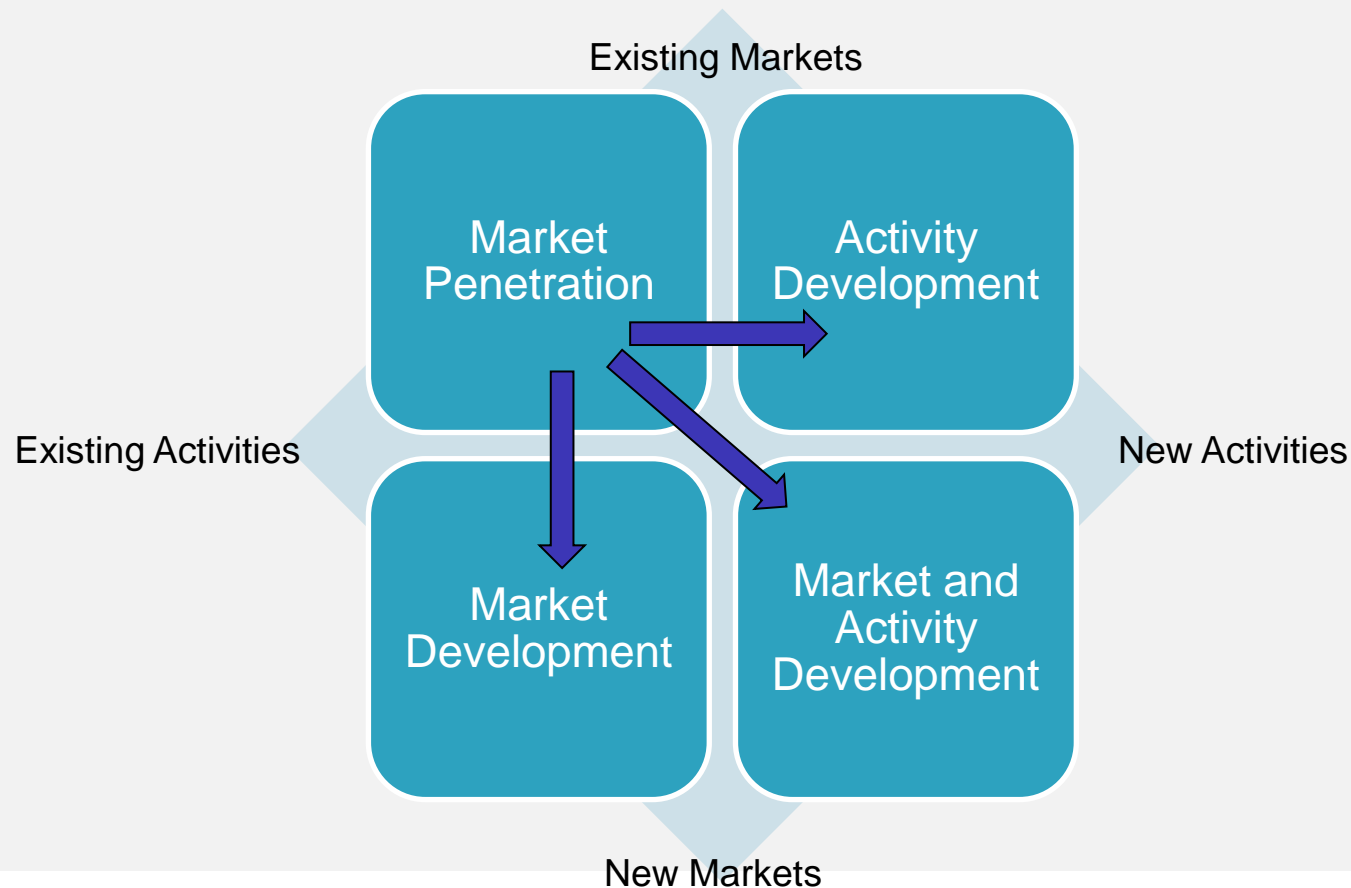
capacity development

opportunities for 'home'

students



Selecting Markets



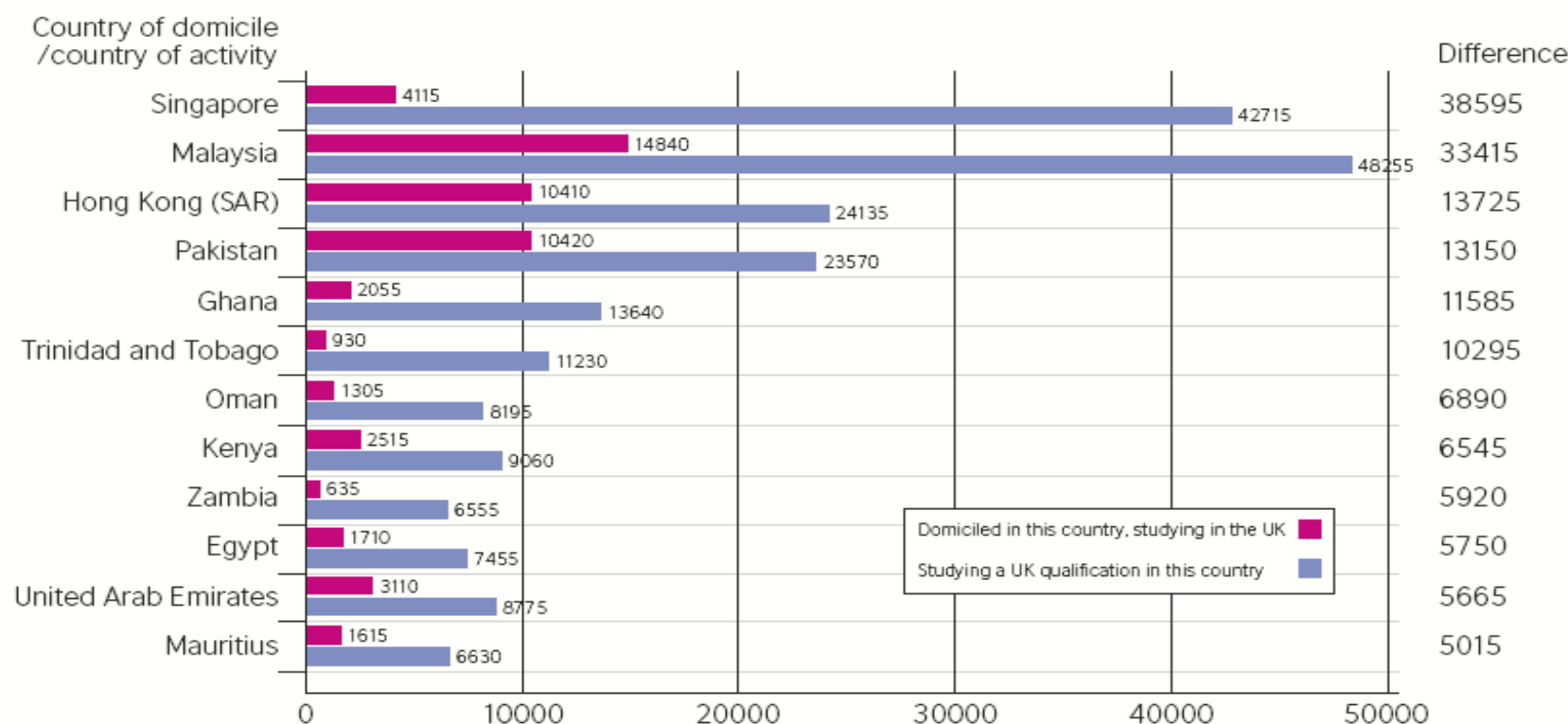


Selecting Markets

- Time-scale for development
 - How long before recruitment efforts pay-off
- Scale and quality of domestic HE
 - TNE that depends on existing provision
 - TNE as an alternative to existing provision
- Government policy and investment
 - Educational hubs
 - Climate for foreign providers



Selecting markets



Sources: HESA Standard population (2011); HESA Aggregate overseas record (2011).



Selecting Markets: The Next Eleven (N 11)



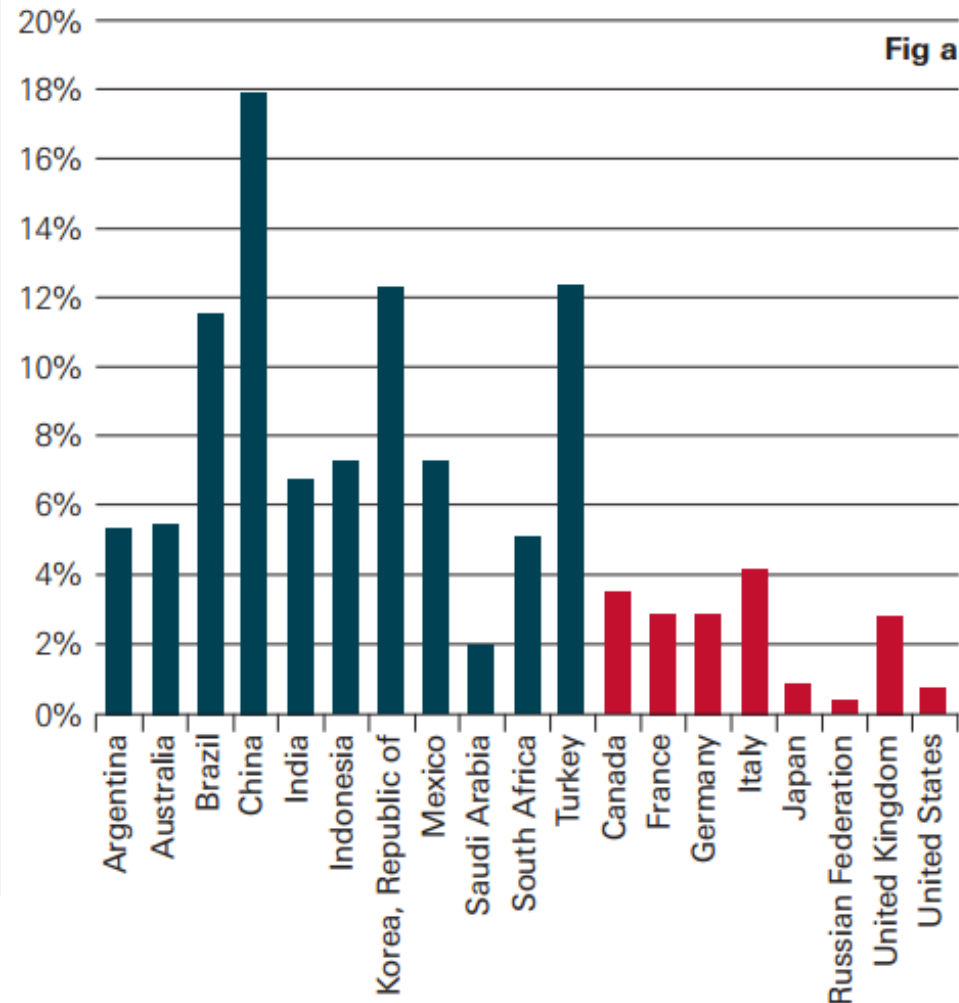


Selecting Markets: Emerging Research Economies

Figure a

G20 – growth in publications 1996-2008
(G8 in red)

Source: Royal Society





Choosing Partners

“a (wo)man is known by the company (s)he keeps”

- Prestigious partners (top 100?)
- Partners who need us
- Longer term potential versus immediate delivery
- Balancing strategic selection versus opportunism



Choosing partners

- Do they have authority to enter into proposed agreements?
- Do they have the physical and human resources to deliver?
- Are they financial sound? Do they have the resources to deliver on commitments?
- **Do they share your vision?**
- etc., etc., etc.

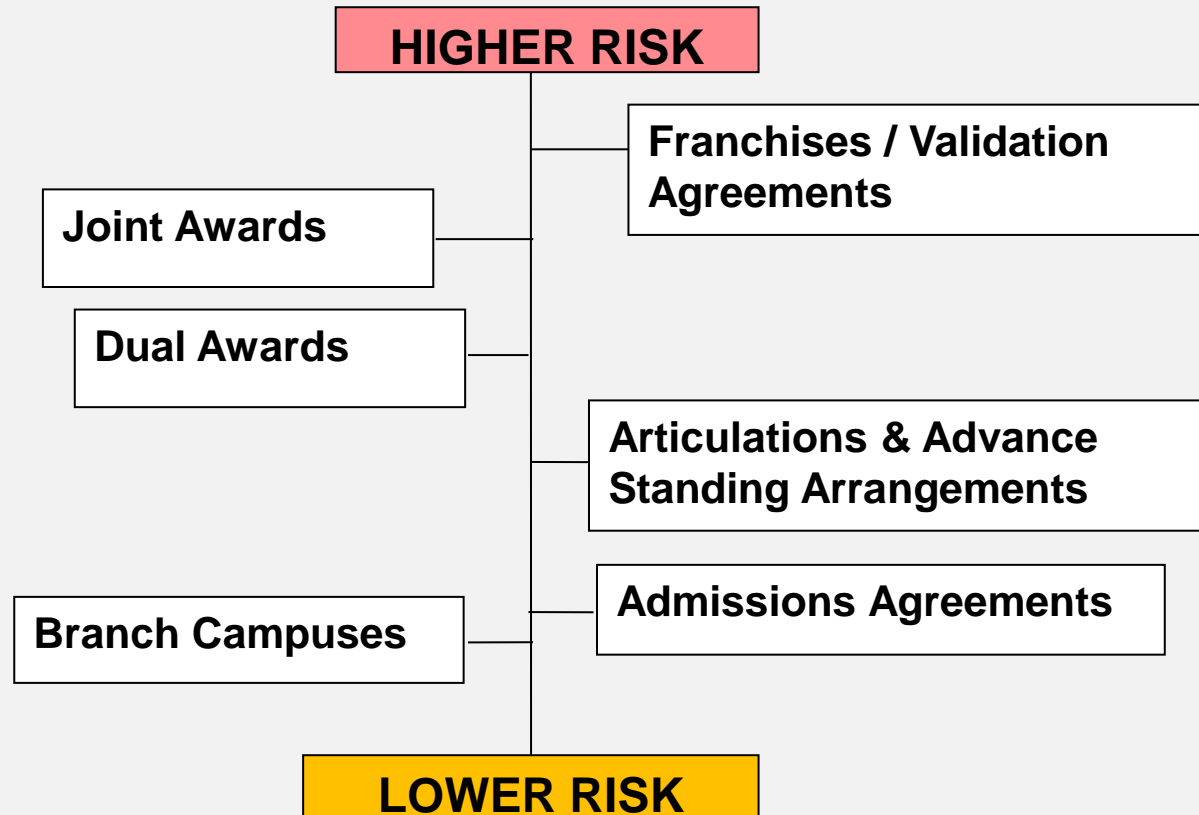


Due diligence

- **Is there a market?** Have you tested assumptions and what you've been told by partners?
- Regulatory: **do you have permissions from appropriate authorities?** Will qualifications be recognised locally?
- Legal jurisdictions: **what happens if something does wrong?**
- Perceptions and **impact on existing activities**
- Staffing: **do you have the staff to manage activities overseas?**

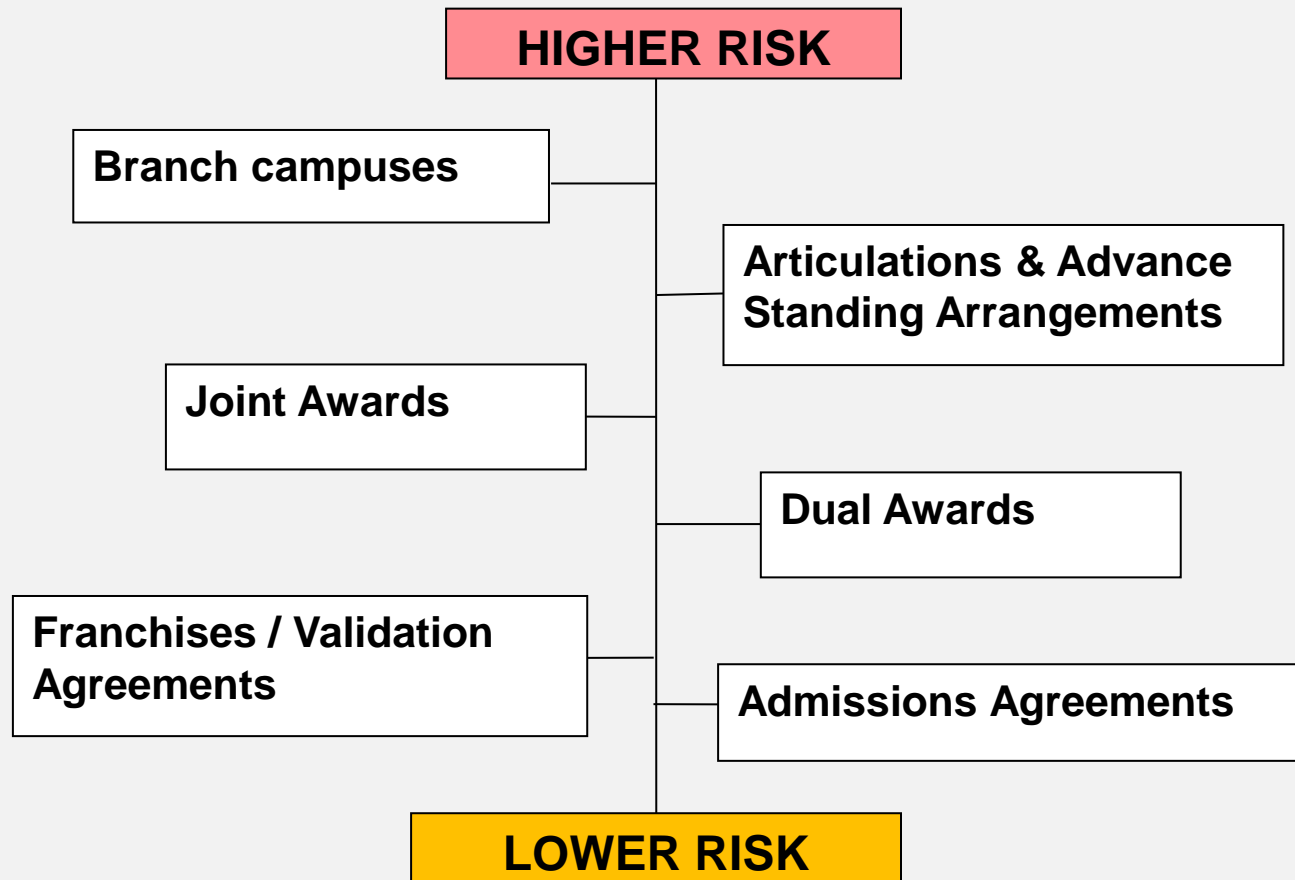


TNE Quality Risk Scale





TNE Financial Risk Scale





Do you have an exit strategy?

What if it all goes wrong/ there's a change in University Policy?



See example of UniSA



Developing the Portfolio of Activity

- recognises the need for **diversity** in the portfolio of activity and in different market segments
- takes a **long term** perspective
- encourages and supports **flexibility**
- encourages **internationalisation “at home”** – reflecting “international” orientation in normal practice
- actively **promotes mobility** for staff and students



Developing the Portfolio of Activity

- Creating the right underpinning systems:
 - student records
 - Finance
 - HR
 - International Office
- Staff development



Conclusion

- **Clarity of vision:** understand why you want to develop TNE activity
- **Properly resource TNE:** put time and effort in early – that's much more cost effective than getting things wrong later ...
- Be **flexible** in terms of forms of delivery considered
- **Build clear positions** around activities and markets and articulating what this means for the student (and parent) experience and for your partners
- Ensure you give attention **to underpinning systems, staff development and staff recruitment**



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