

# TNE overview

- More and more students across the world are undertaking TNE programmes.
- The basic principle involves the delivery of higher education programmes in a different country from the one where the awarding institution is based (British Council definition)
- 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.

# UK TNE overview

- Massive growth in TNE programmes
- Increased role in contributing to host countries' national priorities
- 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

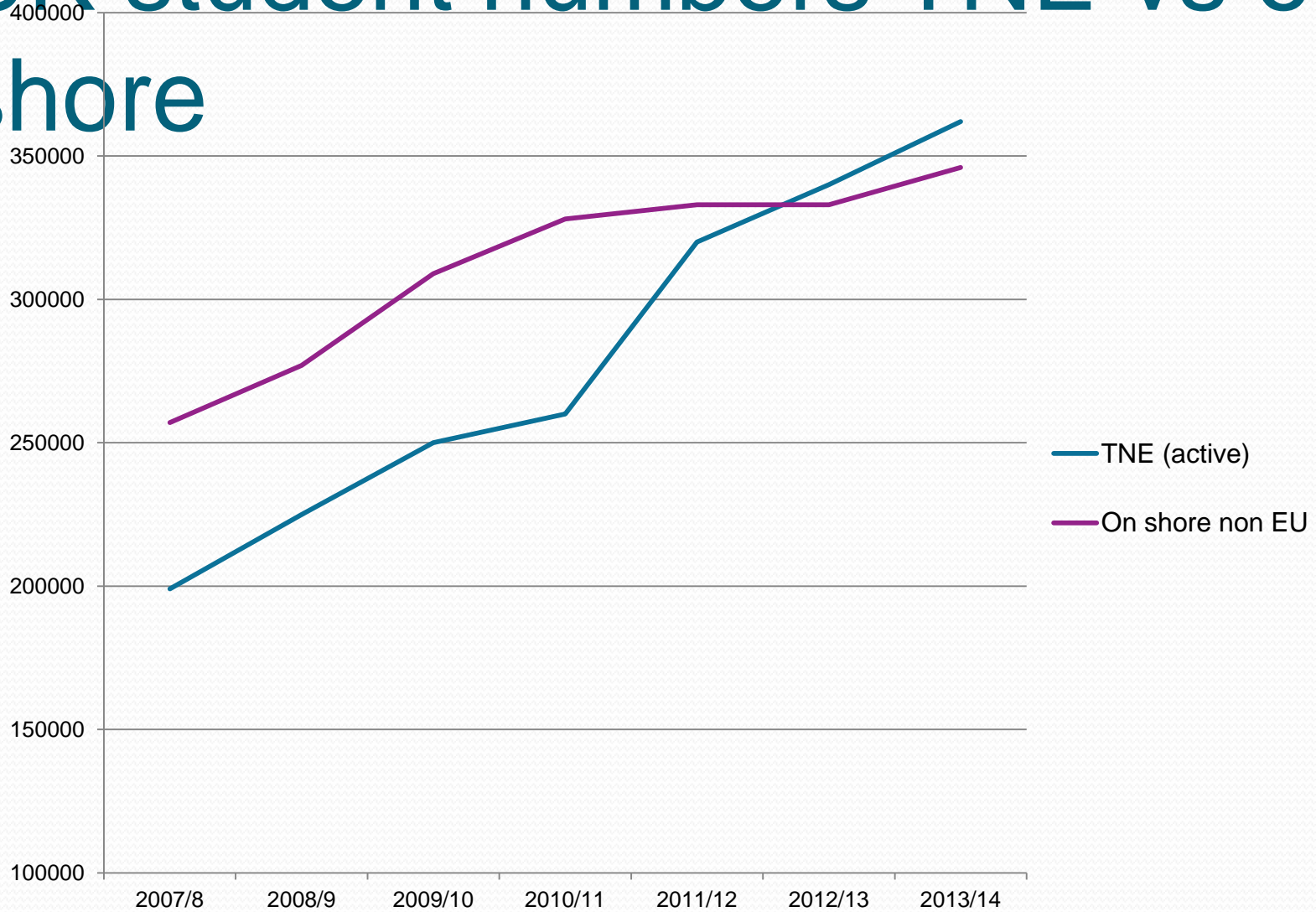


# Paradigm shift in the way UK HE is delivered to international students

- UK qualifications are now delivered in 213 countries and territories outside of the UK to over 300,000 students
- On current trends two-thirds of UK HE international students will be on TNE programmes within the next 5 years



# UK student numbers TNE vs on-shore



# TNE – a stakeholder perspective

- Drawing on five major studies conducted by the British Council in partnership with DAAD and others which have provided us with a fascinating insight into the value and uniqueness of TNE programmes when compared to other study options
  - Portrait of a TNE Student (2012),
  - Shape of things to come 2: the evolution of TNE (2013)
  - Impacts of TNE on host countries, in partnership with DAAD (2014)
  - TNE data collection systems: Awareness, Analysis, Action (with DAAD 2015)
  - TNE Graduate Employment study: An analysis of Graduate Employment Trends in Malaysia (Cheung et.al. 2015)

# 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.

## Shape of Things to Come 2 – The evolution of TNE

1. Assess the impacts of TNE on the host country, focusing on academic, economic, human resource development and socio-cultural outcomes.
2. Review existing definitions and descriptions of TNE and its various delivery modes, and conduct an exhaustive search of national and international sources of TNE data.
3. Develop an analytical framework to establish which host countries have the most favorable environments for TNE operations to establish and/or develop.



# Shape of Things to Come 2

- Regulatory framework essential
- Data poor, TNE is evolving, complex (and often unique to host country environment)
- Case studies show that impacts of TNE tend to match national policy rationales





# Exploring the impact of TNE – a pilot study

- In May 2013, the British Council convened the ‘Higher Education Summit in the year of the UK’s G8 presidency.’ The summit brought together more than 30 higher education leaders from 17 countries, including heads of national agencies and representatives of Ministries of Education.
- The discussion focused on the local impact of transnational education (TNE) in supporting economic empowerment and the development of global knowledge societies.



# Findings from TNE Impact study (pilot)

- 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 favouring TNE graduates.
- Economic impacts: flexibility of TNE facilitating study while working. Little FDI but some local income generation.
- Socio-cultural impacts: importance of English language and intercultural competence.



# Impacts of TNE on host countries: Academic, cultural, economic and skills impacts and implications of programme and provider mobility

Study commissioned by The British Council and DAAD, with support from Australian Education International, Campus France, and IIE

Kevin Van-Cauter: British Council



# Study design

- Online survey:
- 9 countries and 1 administrative region included in the study

Botswana	Hong Kong	Malaysia	Mexico	UAE
Egypt	Jordan	Mauritius	Turkey	Vietnam

- 8 survey groups targeted. Total of 1906 survey responses

TNE students (912)	TNE faculty (168)	TNE senior leaders (62)	Gov agencies (31)
Non-TNE students (473)	Non-TNE faculty (131)	HE experts (56)	Employers (73)

# Impact study: Introduction and context

- **Purpose and significance of study**

- Analysis of the impacts of TNE, from host countries perspective
- Address gap in the literature
- Build on previous pilot study
- Collaborative nature of research: Project sponsors (BC & DAAD) supported by AEI, IIE & Campus France
- Ongoing process: next phase about gathering TNE enrolment data



## The attributes of TNE that appeal to students

The research found that for students the most positive attributes of TNE are :

- 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 on critical thinking and voicing of opinions when compared to local programmes. These skills are highly valued by both students and employers.



# Employers views

- The views of TNE students are backed up by the fact that career prospects of TNE students appear to be good
- in the TNE impact study only 13% of students were not in employment 6 months after graduation.
- While foreign graduates are top in language, communication skills and confidence, local university graduates are prepared to work hard, committed and are familiar with the local business environment
- 60% of employers suggested that a TNE qualification would have a positive impact on a graduates career prospects. 76% of students thought employment prospects would be enhanced



# An employer's view

- *But I like all categories of graduates as they have various strengths and weaknesses. There is a need to create a balance of graduate employees – the intellectual capacity of foreign graduates mixed with the local graduates and, hopefully, the graduates of transnational education somewhere in between as they have had both the benefits of a foreign education provided in the local context.'*





# Motivations for choosing TNE programme

- **Top 5** motivations:

1. Improves professional skills for **career development**
2. Specific **qualification** on offer
3. Improve **intercultural competence**
4. **Prestige** of TNE institution / overseas education system
5. Improve **language skills**

# Top 3 positives of TNE at 'Student' level

1. TNE '**affordable**' alternative to study abroad
2. Strengthens '**international outlook**'
3. Promotes '**intercultural understanding**'

# Negatives of TNE at 'Student' level

1. **High cost** compared to local programmes
  2. **Limited campus experience**
  3. Low commitment of **fly-in faculty**
- Other attributes not considered to be negatives of TNE:
4. TNE programmes **western centric**
  5. Lack of official **local recognition**
  6. **Overuse of English** as teaching language

*High level of consistency across 7 target groups*

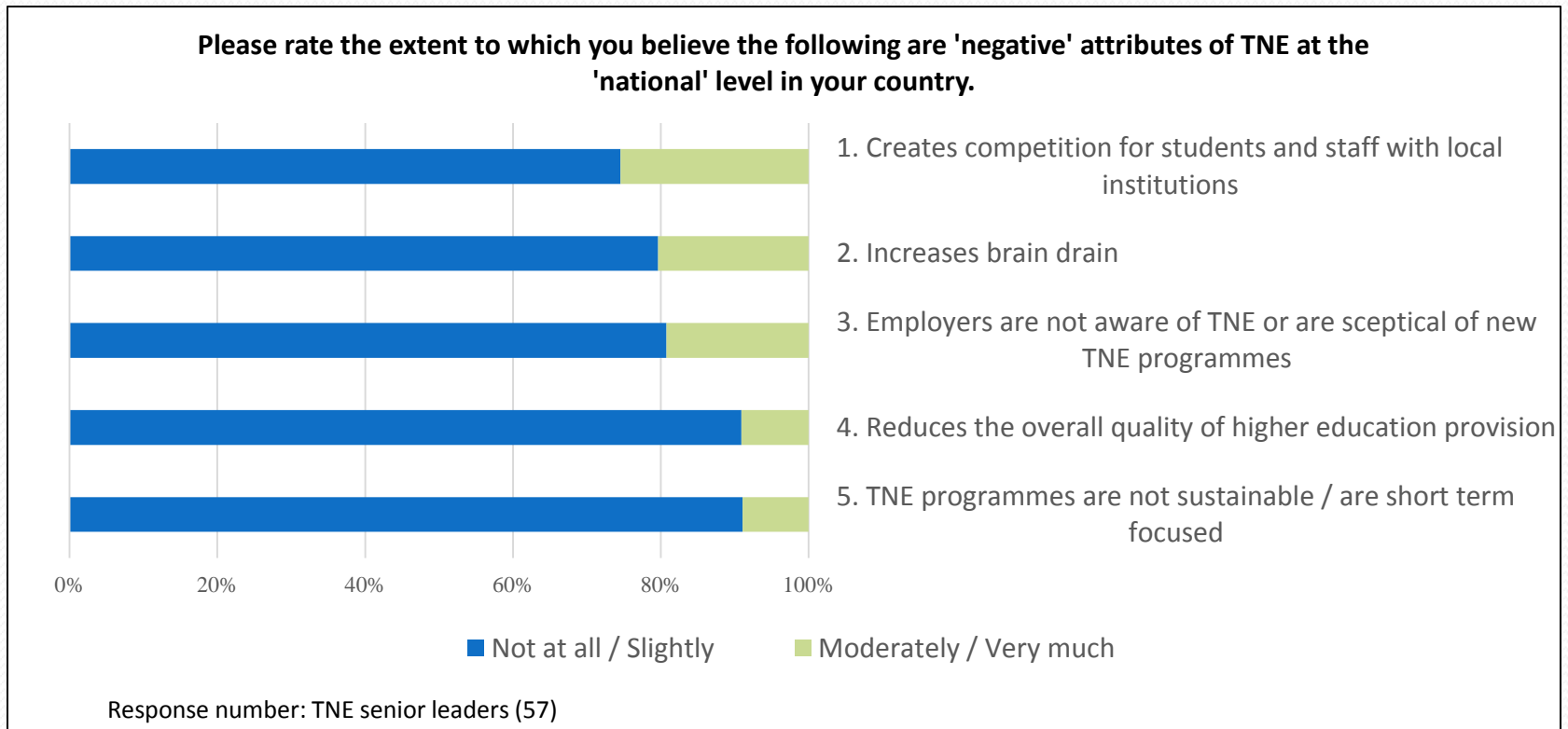
# Positives of TNE at 'National' level

Please rate the extent to which you believe the following are 'positive' attributes of TNE at the 'national' level in your country.

Attributes	TNE senior leaders	HE experts	Gov. agencies	Employers
1. Increased access to higher education for local students	2	1	1	1
2. Improves the overall quality of higher education provision	1	2	2	3
3. Builds International relations and mutual understanding between countries	3	3	3	2
4. Addresses skills gaps in the labour market	4	4	4	4
5. Improves infrastructure such as transport routes, buildings/campuses, research and IT facilities	5	5	5	5

# Negatives of TNE at 'National' level

None of the negatives at the national level were considered to be relevant or significant.



# Economic impacts

## 1. Positives and negatives at student / institution level

- Main positive 'More affordable than studying abroad'.
- Main negative 'High cost of TNE compared with local programmes'
- But TNE programmes considered 'good value' by 72% TNE students

## 2. Local economy impacts

- TNE programmes attracting international students
- Limited impact on local infrastructure

# Skills impacts

## 1. Skills enhanced by TNE

### - TNE students' view:

1. Analytical thinking,
2. International outlook
3. Adaptability to change

### - Other survey groups' view:

1. International outlook
2. English language
3. Cross cultural understanding

# Skills impacts cont.

## **2. Is TNE addressing skills gaps?**

- Question asked of HE experts & Employers
- Only moderately, since most TNE programmes are available locally

## **3. Earning power of TNE students**

- 62% of total respondents consider their earning power to have increased
- Reducing to 46% of graduate respondents

## **4. Employer preference for TNE graduates**

- 76% of TNE students believe employers are favourable to TNE
- Two main reasons for this:
  - i. International outlook / multicultural experience of TNE graduates.
  - ii. Prestige of foreign university.



# Academic Impacts

- 1. Academic impacts predominate at the 'National Level' via**
  - Increased access to HE for local students
  - Improving overall quality of HE in host country
- 2. TNE not generally diversifying or offering niche programs**
  - 72% indicated same programme offered by local HEIs
- 3. Difference in modes of pedagogy ?**
  - TNE and non TNE teachers note little difference
  - 77% TNE students note a moderate/major diff

# Social/cultural impacts

1. TNE is seen to enhance students **International Outlook** and **Intercultural skills**
  - TNE and non TNE students ranked them as top 2 positive aspects of TNE
2. TNE contributes to better **intercultural relations** within host country
  - 73% of HE experts believe TNE has positive impact on intercultural relations within country
3. **Competitive relationship** between TNE and non-TNE institution
  - 61% of Non TNE faculty describe relationship as competitive, 26% neutral, 13% collaborative

# So what does this tell us about a typical TNE student?

- Today's TNE student is goal-orientated, practical, and highly motivated to progress along a predetermined career path.
- Flexibility and employability are paramount in the choices TNE students make towards selecting TNE programmes.
- Evidence suggests that course quality, time commitment, and relevance are most important in a student's decision-making regarding a TNE programme.
- This indicates that potential TNE students are more interested in the relevance and impact of the specific qualification on their career and lifestyle than on the brand, reputation, or ranking of a specific institution.

# TNE data collection systems: Awareness, Analysis, Action

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- it is encouraging to see the extent to which the more active systems have incorporated TNE data into their higher education planning, policy development and strategies
- In these countries, TNE data collection is informing policy around access, quality assurance and recognition, this reinforces the role of TNE in building capacity in local systems.
- This permits deep analysis of whether TNE increases access to higher education

# TNE is evolving

- Ten years ago there were concerns about quality
- Today TNE is much more likely to be a positive choice made on the basis of a perception that the quality of TNE has improved significantly in the last decade. TNE is now seen in many countries as high quality, on a par with local provision. Recognition by employers and the skills which TNE programmes confer have contributed to this trend.
- Given this acceptance that TNE is a worthwhile and positive choice, students are most concerned with the quality and recognition of the degree itself, and to experience different teaching methods and new ways of learning.

# Outlook for TNE- benefits outweigh the risks

- In host countries, all stakeholders were generally optimistic
- The number of programmes and capacity of existing programmes is expected by all stakeholder groups to expand in the medium term
- TNE looks well placed to assist in development of local knowledge economies and could lead to more collaborative research output
- Overall the positive attributes and impacts of TNE were perceived to be significant, with negative attributes or consequences not significant. (with the exception of costs of TNE compared to local programmes)