

A large, circular graphic dominates the lower half of the page. It contains an aerial, high-angle view of a city skyline, likely London, with numerous skyscrapers and buildings. The image is rendered in shades of blue and teal, matching the overall color scheme. The circular frame is set against a solid blue background that curves upwards from the bottom left.

TRANSNATIONAL EDUCATION: GLOBAL LOCATION, LOCAL INNOVATION

**A REPORT PRODUCED
FOR UUKi**

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EXECUTIVE SUMMARY

Transnational education (TNE) is the delivery of an educational award in a country other than that in which the awarding body is based. It can include, but is not limited to, branch campuses, distance learning, joint and dual degree programmes, fly-in faculty, or a mix of these, often referred to as blended learning.

The UK's higher education TNE offer is growing in terms of both scale and strategic importance, and TNE is becoming a core component of many universities' strategic approach to international growth. The large majority of UK universities (84%) now deliver TNE to over 700,000 students worldwide with this number having increased year on year since 2007/08. This means that the UK higher education sector now provides qualifications to more students overseas than to international students in the UK (approximately 450,000).

The increasing scale of activity belies a huge variety in the types of TNE partnerships being developed by UK institutions. Drivers for engagement with international partners are diverse, relating to international strategies, to research priorities and to student and staff mobility. This publication aims to illustrate the breadth of engagement by highlighting 17 examples of TNE partnerships involving UK higher education institutions.

TNE provision is driven by a range of local and international institutional, socio-economic, technological and geopolitical factors. It is, therefore, unsurprising that the TNE landscape, i.e. what it provides, how, where and who participates, is constantly evolving. This dynamism also reflects the willingness, flexibility and agility of UK higher education institutions and their partners to remain connected with one another around the globe despite the changes that are taking place around them.

Collaborative provision offered in partnership with an overseas institution is the most common form of provision for the UK. However, as illustrated by the 17 case studies presented in this report, UK higher education institutions are involved in a range of delivery models that fulfil multiple objectives for home and host institutions. These include:

- Capacity building in host countries for inclusive and equitable quality education.
- Responding to specific sector and employer needs and country priorities.
- Supporting students who might not otherwise access global higher education.
- Increasing opportunities for two-way student mobility, including visits and exchanges, giving students invaluable international experience that benefits them and their local economies.
- Opening up new routes to continuous professional development for academic staff in the host and home countries, including networking for international collaborative research projects.
- Raising institutional reputation and improving market position in the global market.
- Mutual strengthening of cultural understanding and respect for securing long-term and effective partnerships.

The case studies presented here have shown that successful TNE provision comes in many shapes and forms, but done well, it is fit for purpose for the host country, closely aligned with partners' priorities and aspirations and well-rooted in high-quality assured provision. Successful TNE engagement is undeniably resource intensive – the management of programmes and relationships requires time, careful planning and regular communication, and relies upon shared objectives and a commitment to high-quality provision. Where partners are aligned in objectives and expectations, the outcomes and quality of delivery are significantly higher, and the levels of success greater.

1. INTRODUCTION

TNE is the delivery of an award in a country other than that in which the awarding body is based. It can include but is not limited to branch campuses, distance learning, joint and dual degree programmes, fly-in faculty for short courses, or mixed models (often referred to as blended learning).

The UK's higher education TNE offer is recognised as integral to the future development of UK higher education and its global reputation. This report demonstrates the wide range of reasons and ways in which UK universities are engaged in TNE. Universities and policy bodies in the UK and host countries can use it to support, enhance and grow their TNE programmes and international collaborations.

The report:

- Outlines the amount of UK higher education TNE currently in operation – primarily by country, institution and programme type.
- Showcases the diversity in approaches and models of practice.
- Demonstrates the breadth and depth of UK higher education TNE.
- Highlights ways that TNE programmes support and benefit the host community and society.

The first section of the report gives an overview of the scale of TNE in terms of the main types of engagements and where it is operating around the world including how these patterns have changed over time. It also highlights the main benefits of TNE for the institutions involved, academics, students and local economies, and, identifies key issues for consideration in assessing the future of TNE provision.

The second section gives a flavour of the scope and diversity of UK higher education TNE through 17 case studies that have been gathered as part of this study. The case studies represent only a fraction of the TNE activity that UK universities are engaged in. They have been collected in order to illustrate the range of approaches in different countries and contexts. They include examples from different types of universities across the UK, each focusing on distinctive aspects of education and learning provision in the host countries and often adopting different delivery models. All highlight the benefits that these collaborations and joint working have delivered for both the host and home institutions, communities and countries, and share tips for successful and sustainable TNE provision.

2. THE UK HIGHER EDUCATION APPROACH TO TNE

WHAT IS TNE?

UK higher education TNE is the provision of a higher education degree programme leading to a UK qualification for students based in a country other than the one in which the awarding institution is located.¹

It can be delivered by higher education providers (HEPs) in a number of ways (with some examples listed in Figure 2.1) and is delivered across almost all subject areas at all levels of study (undergraduate, postgraduate taught and postgraduate research), often with the option of studying part-time or full-time. It can also include joint, double or dual awards.

FIGURE 2.1: TYPES OF TNE PROVISION

TYPE OF PROVISION	TERMINOLOGY IN THIS REPORT	EXAMPLE OF PROVISION
Registered at overseas partner organisation – studying overseas for an award of the reporting provider.	Studying for an award of the reporting provider.	Where the majority of teaching is delivered in-country. Validation and franchise arrangements
Registered at reporting provider – distance, flexible and distributed learning for UK HEP award where the location of the student is known to be overseas.	Distance, flexible and distributed learning.	Programmes delivered online.
Registered at reporting provider-studying overseas for UK HEP award at overseas campus of reporting provider.	Overseas campus.	Overseas standalone or joint campus.
Registered at reporting provider, studying overseas for UK HEP award other than at an overseas campus of reporting provider.	Collaborative provision.	Joint and dual degrees.
Any other student studying overseas for an award of the reporting provider.	Other arrangement.	Multiple UK or international partners delivering a programme or a combination of other types of provision.

Source: Universities UK International

WHY DO UNIVERSITIES OFFER TNE PROGRAMMES?

TNE is increasingly part of a strategic approach to internationalisation on the part of UK universities. It can open doors to students who might not otherwise be able to study at UK universities, and enhances the opportunities of UK HEPs to connect to each other around the world. The UK's increasingly international education offer is in part driven by TNE activity, with UK higher education now providing qualifications to more students overseas than to international students in the UK.

TNE is an attractive form of provision to UK HEPs for a variety of reasons. These include deeper international partnerships, developing institution brand, reputation and an overseas 'footprint', creating a pathway for students to study in the UK, supporting the university's international recruitment, as well as a source of revenue. Other benefits to UK universities include the potential for alumni to engage with their UK institution beyond the programme itself, such as through summer schools or graduation ceremonies, which may increase the students' sense of connection to the university and to the UK, create additional revenue, and support opportunities to further internationalise UK campuses.

TNE provides routes to studying in the UK, with over a third of all international first degree entrants being recruited from transnational courses delivered by UK HEPs, or partners working on their behalf. A high proportion of transnational students on first degree programmes also progress to postgraduate studies in English higher education.²

For students in other countries who are interested in gaining an international degree, TNE tends to be a more affordable alternative to studying abroad. Recent research into the views of both TNE and non-TNE staff and students at a range of institutions³ suggests that TNE undergraduate students report that they feel better equipped than locally educated undergraduates in skills such as international outlook, language fluency, analytical thinking, and adaptability to change. This wide range of skills alongside gaining an international education enhances student employability and improves transnational graduates' career prospects, with most employers viewing an overseas degree as advantageous over a local degree.

Looking at the wider benefits of TNE, the UK's profile as a higher education provider is increased in countries where TNE programmes are run.⁴ Economic benefits (albeit small at this stage) can also be seen where students or alumni travel to the UK as a result of their programmes, or later as tourists. UK revenue from education-related exports including TNE activity also increased to £19.3 billion in 2015 – representing an increase of 3% since 2014 and an increase of 22% since 2010. It is estimated that £1.7 billion of the revenue in 2015 is directly related to TNE activity, having grown at a rate of 62% since 2010.⁵ Of this, £580 million relates directly to higher education TNE, representing a 65% increase in higher education's contribution to TNE export figures since 2010.

2. This refers to England only. Source: HEFCE, Directions of travel: Transnational pathways into English higher education, November 2014

3. British Council, Impacts of transnational education on host countries: academic, cultural, economic and skills impacts and implications of programme and provider mobility, 2014

4. Department for Education, The wider benefits of Transnational Education to the UK, July 2017

5. Department for Education, UK revenue from education related exports and transnational education activity in 2015, February 2018, <https://tinyurl.com/y76nytho>

WHAT TYPES OF TNE DO UK UNIVERSITIES OFFER?

The large majority of UK universities (84%)⁶ now deliver TNE, with this number increasing year on year since 2007–08. In 2016–17, 138 universities delivered higher education TNE in 228 countries and territories, to a total of 707,915 TNE students. Further unpacking this information⁷ shows that:

- 82% of TNE students were studying at undergraduate level and 18% at postgraduate level.
- The main type of provision is TNE students who are studying at an overseas partner institution, with just over half all TNE students (58%) studying under this type of provision. This was followed by a fifth of TNE students (21%) studying through collaborative provision, 17% studying via distance, flexible and distributed learning, 4% studied at an overseas campus, and 1% had other arrangements.

However, there are three big programmes which together account for 54% of the total numbers of TNE students. These are: Oxford Brookes University BSc in Applied Accounting, Open University and University of London.⁸ If we remove these three programmes, we see a more nuanced picture, as follows:

- The total number of TNE students was 325,770.
- 65% of these were studying at undergraduate level and 35% at postgraduate level.
- The most popular TNE was collaborative provision, with 45% studying in this way. This was followed by a quarter (25%) studying for a UK award at an overseas partner, 20% studying via distance, flexible and distributed learning, 8% studying at an overseas campus, and 2% had other arrangements eg a combination of other types of provision.⁹

Collaborative provision offered in partnership with an overseas partner institution includes joint degrees, franchise delivery, ‘fly-in’ faculty arrangements, and validation arrangements. The regions with long established TNE markets, such as Africa, Asia and the Middle East, all have a higher proportion of students studying through collaborative provision compared to other regions.

Although overseas campuses only account for a small proportion of the total number of students, they are often the most recognised form of UK universities’ international presence and TNE activity. The data shows there are a total of 43 UK overseas campuses, placing the UK in second place globally for number of branch campuses abroad, after the United States.¹⁰ Overseas campuses can be the most expensive form of TNE, and establishing them is challenging and time consuming. Challenges can include building new infrastructure, restructuring institutional and local governance, legal issues, financial arrangements, along with having to develop new curriculum that is sensitive to local context and culture.

To address these issues, new models of overseas campuses are evolving to reduce the risks and costs involved. These include the edu-hubs or edu-cities, which involve institutions sharing various facilities.¹¹ There has also been a steady increase in the development of co-founded and joint institutions, with new forms of partnerships and delivery models emerging. For example, individually franchised programmes are evolving into the development of new private independent universities in host countries, and new technologies such as massive open online courses (MOOCs) and the open access movement are transforming digital and distance learning.¹²

6. In 2016–17, 138 UK universities were delivering UK higher education TNE.

7. HESA Aggregate Offshore Record 2016–17

8. The Scale of UK HE TNE 2015–16_.pdf

9. Universities UK International

10. <https://tinyurl.com/ybopcrpf>

11. <https://www.timeshighereducation.com/blog/future-bright-branch-campuses-not-we-know-them>

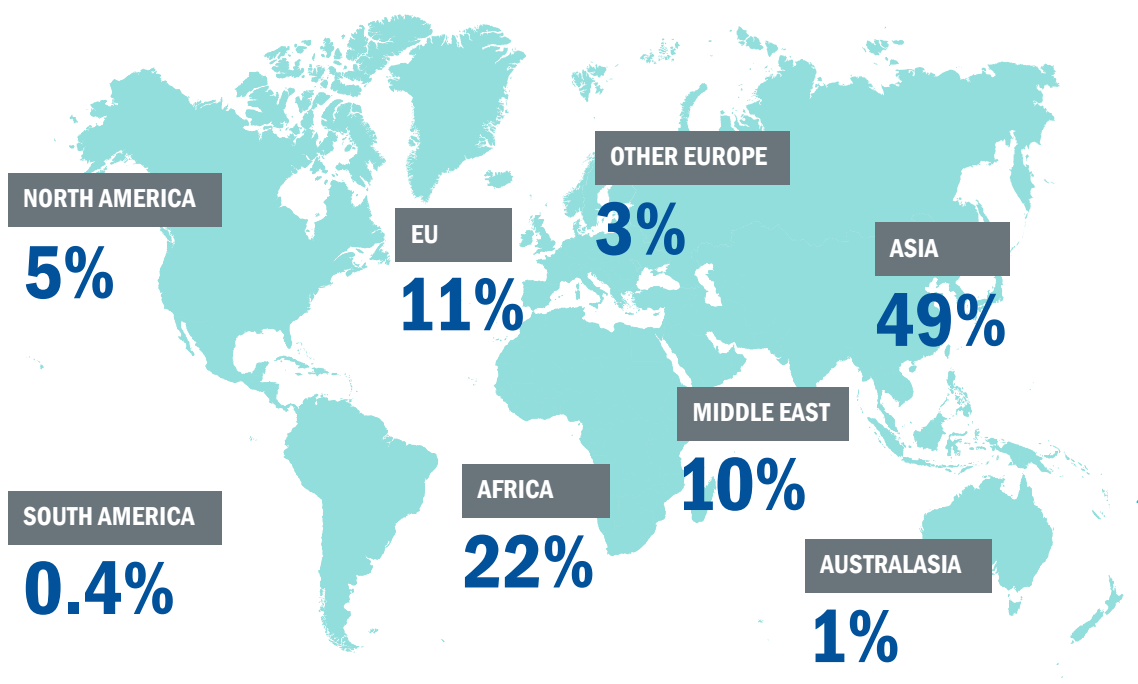
12. British Council, Transnational Education: A classification framework and data collection guidelines for international programme and provider mobility (IPPM), May 2017.

Distance, flexible and distributed learning is a growing trend, with interest especially in the newer or expanding TNE markets eg North and South America and Australasia. One of the reasons that may explain this particular regional interest is that this type of provision gives providers an opportunity to better understand trends and test provision in new markets prior to investing in major estates and infrastructure development. Another important reason is that certain nations have embraced distance, flexible or online education more than others, leading the way both in terms of the number and variety of programmes, and new innovations to online learning itself – spurred on by a strong commitment to high-tech industry and widespread high-speed internet access.¹³

WHERE IS UK TNE MOST POPULAR?

As shown in **Figure 2.2**, with all providers included, over 70% of TNE is in Asia and Africa – with Asia hosting the largest proportion (49%), followed by Africa (22%). The EU hosts 11%, with a similar proportion in the Middle East (10%) and much less in North America and Australasia. It is worth noting that South America and Australasia have had above average year on year growth in UK TNE students between 2012–13 and 2015–16 by 10% and 13% respectively, showing the growing TNE market in the two regions.

FIGURE 2.2: UK HIGHER EDUCATION TNE STUDENTS BY REGION – ALL PROGRAMMES, 2016–17

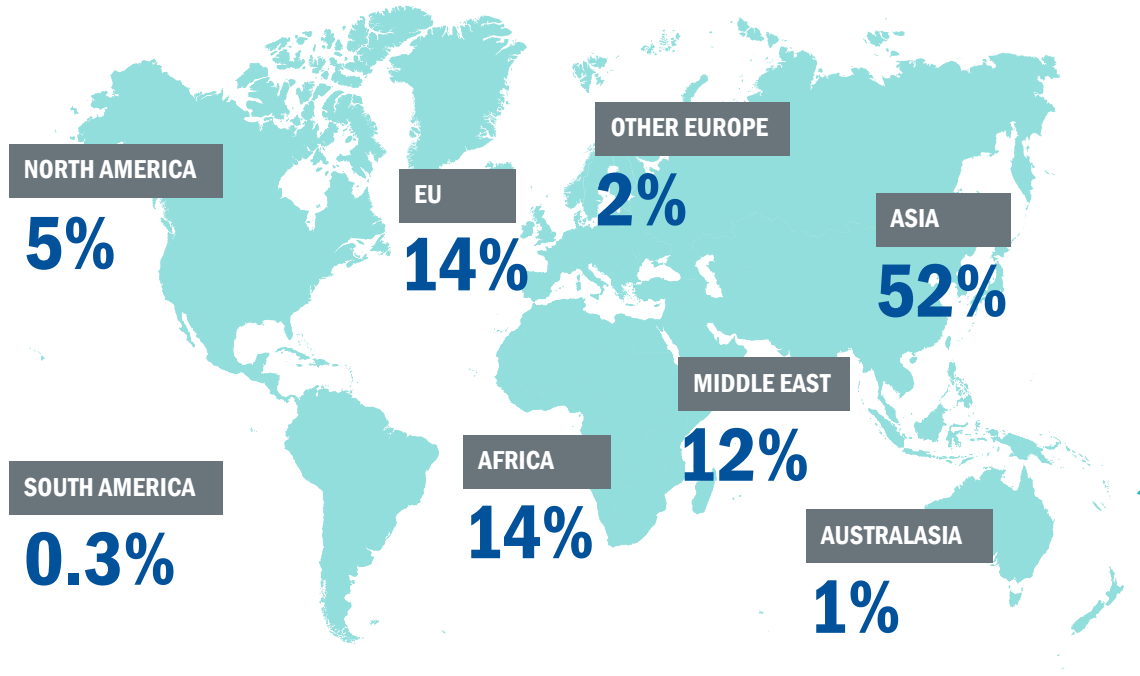


Source: HESA Aggregate Offshore Record, 2016/17

¹³ <http://monitor.icef.com/2012/06/8-countries-leading-the-way-in-online-education/>

As shown in **Figure 2.3**, excluding students from the three largest programmes does not change the regional distribution globally but alters the proportions of students studying in each region i.e. Asia hosts the largest proportion of students with 52%, followed by Africa and the EU each with 14%.

FIGURE 2.3: UK HIGHER EDUCATION TNE STUDENTS BY REGION 2016–17 (EXCLUDING THE THREE MAIN PROGRAMMES*)



Source: HESA Aggregate Offshore Record, 2016–17.

*Figures exclude: Oxford Brookes University BSc in Applied Accounting, Open University and University of London International Programme.

The top 10 countries hosting UK higher education TNE students were predominantly Asian and African countries, with the highest proportion of UK higher education TNE students in 2016/17 being in Malaysia (11%). This was followed by China (10%) and Singapore (7%). Excluding the three main programmes, the top three countries remain the same with Malaysia (15%), China (10%) and Singapore (7%).

WHAT DOES THE FUTURE HOLD FOR UK TNE?

Over the past five years UK higher education TNE has grown rapidly. There has been a 17% growth in TNE student numbers between 2012–13 and 2015–16. This growth has continued with 4.2% growth shown in 2016–17 (excluding the three main programmes).

A detailed review of these growth trends highlights a few issues for consideration in assessing the future trajectory. For example:

- Regions that have a longstanding market for TNE now seem to be stabilising.
- Higher growth rates in emerging markets, where the majority of students study through distance, flexible or distributed learning, may possibly indicate the future direction of UK activity.
- Looking into the future, technology will also play an increasingly significant role in enabling students to access a high-quality education irrespective of their geographical location.

Higher education institutions can play a central role in driving inclusive economic growth locally, regionally, nationally and globally. They contribute to improving productivity, quality of life and wellbeing through research, knowledge and innovation transfer, and skills development, and they strengthen the UK's international relations. TNE provides major opportunities for higher education institutions and policy makers in the UK and host countries to strengthen the role and contributions of participating institutions in all these areas.

TNE, for example, represents one way that UK higher education providers can contribute towards fulfilling the latest United Nations (UN) Sustainability Development Goals (SDGs) by 2030.¹⁴ SDG Goal Four (SDG4) is to 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all', and one of its targets is to 'ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university'.¹⁵

Achieving the SDG4 target by 2030, however, could be challenging, particularly around access, quality and affordability of university-level educational provision.¹⁶ UK higher TNE provision is ideally placed to help, particularly around access and quality, the former by means of new ways of TNE provision eg online learning, and the latter by providing access to UK HEPS' world-leading quality standards.

14. <https://www.un.org/development/desa/disabilities/envision2030.html>

15. *ibid*

16. <https://www.britishcouncil.org/voices-magazine/can-un-development-goals-fix-higher-educations-problems>

3. TNE IN PRACTICE

This section presents examples of UK higher education TNE activities through the 17 case studies that have been undertaken as part of this study. It also provides an overview of messages that have emerged from the case studies.

UK TNE CASE STUDIES

Figure 3.1 lists the case studies presented in this report, including the type of TNE engagement. The production of case studies has been based on:

- Desk-based research of strategies and relevant material produced by the partner institutions.
- Consultations with staff leading TNE activities in the UK.
- Consultations with staff leading TNE activities in the host country.

FIGURE 3.1: CASE STUDIES

UK HEP	HOST INSTITUTION	HOST COUNTRY	TNE TYPE
1. ASTON UNIVERSITY	Muscat University	Oman	Dual degree
2. BIRMINGHAM CITY UNIVERSITY	International College of Business and Technology (ICBT)	Sri Lanka	Franchise agreement and validation
3. CASS BUSINESS SCHOOL	Queens Smith School of Business	Canada	Dual degree
4. DE MONTFORT UNIVERSITY (DMU)	Daly College Business School Indore (DCBS)	India	Validation
5. THE UNIVERSITY OF EDINBURGH	Zhejiang University	China	Dual degree (new institute created)
6. THE GLASGOW SCHOOL OF ART	The Singapore Institute of Technology (SIT)	Singapore	Validation
7. THE UNIVERSITY OF KENT	Brussels School of International Studies (BSIS)	Belgium	Branch campus
8. UNIVERSITY OF LINCOLN	KDU University College	Malaysia	Dual degree
9. UNIVERSITY OF LIVERPOOL	Bicol University (BU) Central Luzon State University (CLSU)	Philippines	Dual degree
10. LIVERPOOL SCHOOL OF TROPICAL MEDICINE / UNIVERSITY OF LIVERPOOL	University of Malawi, College of Medicine	Malawi	Joint degree
11. LONDON METROPOLITAN UNIVERSITY	Islington College (IC) Informatics College Pokhara (ICP) Itahari International College (IIC)	Nepal	Franchise agreement
12. THE UNIVERSITY OF MANCHESTER	Fundaç�o Getulio Varga (FGV)	Brazil	Blended learning

FIGURE 3.1: CASE STUDIES			
UK HEP	HOST INSTITUTION	HOST COUNTRY	TNE TYPE
13. UNIVERSITY OF SALFORD MANCHESTER	Robert Kennedy College (RKC)	Switzerland	Franchise agreement
14. THE UNIVERSITY OF SHEFFIELD	The University of Sheffield, International Faculty CITY College	Greece	Branch campus – with local branch a distinct legal entity
15. ST GEORGE'S, UNIVERSITY OF LONDON	University of Nicosia	Cyprus	Franchise agreement and validation
16. UNIVERSITY OF SOUTH WALES	Dubai South University of South Wales	Dubai	Branch campus
17. UNIVERSITY OF WESTMINSTER	Westminster International University Tashkent	Uzbekistan	Dual degree provision and validation

Source: Universities UK International

KEY MESSAGES EMERGING FROM THE CASE STUDIES

These case studies are intended to provide an overview of the diversity of the UK's TNE activity amongst UK higher education institutions. Each one illustrates a different and very specific model that is right for that particular institution and its partner. However, across the board, a number of common themes have emerged.

1. Successful provision comes in many shapes and forms, but it is always fit for purpose for the host country, closely aligned with partners' priorities and aspirations, and well-rooted in high-quality assured provision.
2. The shift towards equitable bilateral partnerships is continuing, i.e. engagement with partners who build on each other's strengths on equal terms and where responsibilities are equally shared.
3. All case studies point to the role of strategic decision-making and planning at institutional level, including for initial exploratory TNE activities. Furthermore, TNE engagements, either initiated by a UK institution or by institutions in host countries, reflect the identity of the whole institution and their overall aspirations for local and international education provision. At the same time, case study evidence points to the importance of robust due diligence, and in-depth knowledge of local conditions and regulatory frameworks prior to engaging in TNE.
4. The interface of TNE engagement with economic development and growth is a common feature, with UK provision meeting local and sector skills needs and contributing to upskilling the local workforce in the host country. The benefits are reciprocal given the considerable value TNE provides to individual institutions in the UK. This value ranges from developing a global footprint to internationalising the curriculum and developing staff and student base at home. Benefits accrued also include partnership growth and consolidation of collaborations, staff and student exchange, and strengthening resources including generation of income (albeit of a small scale) and capabilities in the areas of curriculum development, material delivery and partnership activity.

BENEFITS OF TNE AS IDENTIFIED BY THE UK INSTITUTIONS

- Increasing opportunities for academic staff to gain experience working overseas and visiting partner countries. This also includes being able to network with other international academics and creating more opportunity for collaborative research projects.
- Raising the profile of the institution, especially in the international higher education market, making it easier to attract more students in a global market, alongside enabling students to continue their education in the UK. By doing so, they are enhancing their resources, assets and capabilities.
- Increasing opportunities for two-way student mobility, including visits and exchanges, giving students invaluable international experience.
- Developing relationships with local businesses and international organisations, which help promote placement, employment and learning opportunities for home-based and TNE students.

BENEFITS OF TNE AS IDENTIFIED BY THE PARTNER INSTITUTIONS

- Accessing world-class higher education provision in the host countries and host institutions, potentially filling gaps in provision or strengthening existing provision.
- Developing world-class higher-level skills to equip the workforce in key economic sectors, resulting in a positive contribution to the local economy.
- Enhancing the quality of educational opportunities for students, with opportunities to gain international education, and potentially study in the UK.
- Increasing employability of TNE graduates (including in the global labour market) as result of gaining UK higher education qualifications.
- Raising their own institutional reputation as a result of partnerships with UK institutions and becoming a TNE hub in their own right attracting students beyond their countries.
- Providing professional development opportunities for academic staff brought by the UK institutions and the potential for increased international collaborative research projects.

LESSONS LEARNED

At the same time, the case studies highlight that TNE engagement requires commitment and significant resources at all stages throughout the TNE relationship journey, including the preparatory, delivery and monitoring stages. The management of programmes and relationships takes time, and requires careful consideration and regular communication. The most common lessons learned by both UK and partner institutions include:

- Partnering with universities who bring distinct and complementary strengths and who can help to scale up provision, reach markets and access resources.
- Having in place agreements with clearly outlined responsibilities to ensure an understanding of expectations on both sides, with clear governance and leadership to manage the process.
- Understanding the host institution's or country's needs and interests, alongside an awareness of the local skills gaps, economic priorities and cultural differences.
- The importance of building strong relationships and trust between partners through regular communication, including face-to-face meetings.
- Buy-in from academic staff and senior management at both the home and partner institution is an important aspect of success, as well as collaborative contributions to the development of programmes and learning materials.
- The need for a champion within both institutions – someone who can develop and articulate the vision, and who has the seniority and credibility to drive change and support growth, and pull in the required administrative and academic support.
- The benefits to be gained from full and realistic budgeting but also an appreciation of the limited opportunity for TNE to be a significant source of external income, in particular at early stages of engagement.
- The importance of investing in networks such as TNE alumni networks and working in partnership with institutions like the British Council and Universities UK International.

CASE STUDY 1

ASTON UNIVERSITY



- ✓ Double degree provision
- ✓ Access to collaborative opportunities with local Omani industry
- ✓ Providing degree programmes relevant to country priorities
- ✓ Access to international HE for local population
- ✓ Aiming for a long-term partnership development with Oman

Muscat University is Oman’s newest higher education institution and was conceived as a private, not-for-profit institution, with the input of Oxford University Innovation Ltd, a wholly owned technology transfer company of the University of Oxford. Muscat University is delivering undergraduate degrees in partnership with Aston University.

The partnership between the two universities has its roots in a partnership arrangement launched in 2016 between Muscat, Aston University and Cranfield University to support the vision of the Founders of Muscat University to provide high quality higher education in Oman and the wider region. In particular, the partnership aims to deliver high quality, research-informed degrees which are relevant to develop and build the economic and social priorities of Oman and the next generation of leaders for Oman. As part of this collaboration, Muscat is delivering undergraduate programmes with Aston University and postgraduates degrees with Cranfield University.

The undergraduate programmes delivered in partnership by Muscat University and Aston University are:

- BSc Accounting for Management programme, with Aston staff delivering two thirds of the course in Muscat and supporting delivery of the rest;
- BEng Chemical Engineering programme taught by staff at Muscat University;
- BSc Logistics with Supply Chain Management, with a third of the programme being delivered in Oman by Aston flying faculty.

All three programmes are delivered at Muscat University using resources supplied by Aston (e.g. teaching staff and course materials) and delivered through Aston’s virtual learning environment (VLE). Aston University delivers its undergraduate degree programmes across four years, including a placement year. Students on the programmes at Muscat benefit from the same placement structure within its programmes. The placement year takes place in Oman, and provides opportunities to increase employability for Omani students. This is a development opportunity unique in Oman at present.

Muscat University also offers a one-year foundation programme in partnership with Aston University designed to help build academic content, language and study skills in students before enrolling onto their undergraduate course. Aston University contributes to the development and preparation of the syllabus of the Muscat University Foundation Programme (MUFP) to help make the students ‘degree-ready’, and supports the quality assurance and standard setting of the programme.

The Aston University awards delivered at Muscat University are the same awards that are delivered on the Aston campus. Through the collaborative agreement that underpins the partnership, Aston University has full responsibility for the quality and academic standard of the award, including all assessments. The admissions requirements for the degree programmes remain the same for students at Muscat University as their counterparts applying to the Aston campus. All teaching and assessment is in English and students are awarded double degrees – from Aston University and from Muscat University.

The success of the partnership depends on close and efficient academic and administrative working between Aston and Muscat. In addition to the close links between the academics on both campuses, a Muscat University Project Coordinator has been appointed at Aston University. Learning from previous TNE experiences, Aston created this new role in order to facilitate this particular TNE activity and to ensure the smooth running of the partnership and of the degree programmes at Muscat University.

KEY BENEFITS TO DATE FOR BOTH PARTNERS	
MUSCAT UNIVERSITY	ASTON UNIVERSITY
<ul style="list-style-type: none"> • Enhanced quality of educational opportunities provided to Omani students. • Improved international presence as a result of involvement with well-known British higher education institutions. • Improved ability to attract more international students through global recognition of UK degrees being delivered at Muscat University. • Collaboration with local leading corporations to help promote placement and employment opportunities. • Better recognised as a quality local HEP of internationally recognised degree programmes with strong links with industry. • More staff development opportunities enabling Muscat University to support the national strategy. 	<ul style="list-style-type: none"> • Provides an opportunity to create a Middle East hub for activities within the region. • More intercampus student and staff mobility opportunities. • Enhanced opportunities for further collaborations with corporations in Oman. • Greater commitment to collaborative research projects. • Further deepening the cooperation between Aston and Cranfield universities in the UK. • Establishment of Aston’s brand at Muscat University and in Oman.

KEY LESSONS:

Having cross-institutional support including clear institutional strategic objectives through to academic delivery through to professional support services.

Clear collaborative agreements so that responsibilities are clearly outlined and supported.

Development of a project management structure to manage all the objectives and processes.

“Communication and trust between partners are key”

WENDY YIP

DIRECTOR, INTERNATIONAL DEVELOPMENT, ASTON UNIVERSITY

CASE STUDY 2

BIRMINGHAM CITY UNIVERSITY



- ✓ Validation
- ✓ Franchise agreement
- ✓ Capacity building in host location
- ✓ Responding to country priorities
- ✓ Access to international HE for local population
- ✓ Long-term, effective partnership development

Birmingham City University (BCU) has a variety of international partnerships (including franchise arrangements, articulation agreements, and progression agreements) as well as agents, representatives and consultants in a range of countries.

BCU has a vision for 2020 for their research and knowledge to be well recognised nationally and have distinctive and well-supported niche areas of international excellence. BCU has 18 higher education partners in nine countries: Hong Kong, India, Singapore, Sri Lanka, Thailand, United Arab Emirates, China, Vietnam and Malaysia.

In Sri Lanka, BCU offers collaborative provision through two partner institutions, the NEXT Campus and the International College of Business and Technology Limited (ICBT Campus), both located in Colombo. Collaborative programmes with the NEXT Campus launched in 2015, include Masters Programmes in Business Administration, Project Management, and Logistics and Supply Chain, as well as Bachelor's degrees in Business Administration.

In partnership with the ICBT, BCU offer undergraduate provision through top-up franchise degrees and top-up validation degrees, as well as Master's Courses through franchise arrangements. A top up franchise degree is where the programme is a BCU programme and the students are BCU students – the contract is between BCU and the student. BCU collects the fees and enrolls the student and would pay the organisation franchising the programme the agreed fee. A top up validation degree is where BCU has validated ICBT's course – the student is a ICBT student – ICBT recruit and enrol the students and pay the agreed fee to BCU – the contract is between the student and ICBT. In both cases BCU undertake the quality monitoring activity and give the award.

BCU has offered a Level 6 Top-up Validation BEng Degree in Biomedical Engineering with ICBT since 2015. The first cohort of 15 students on the BEng in Biomedical Engineering started in May 2015. The fourth and current cohort comprises 39 students.

KEY BENEFITS TO DATE FOR BOTH PARTNERS	
INTERNATIONAL COLLEGE OF BUSINESS AND TECHNOLOGY LIMITED (ICBT CAMPUS) COLOMBO	BCU
<ul style="list-style-type: none"> • Staff capability has improved by listening and taking on improvements suggested by BCU. • Increased the employment and promotional capabilities of its graduates. • The College ethos has changed through contact with BCU by moving from a business-based towards a more academic culture. • Improved alumni networking capabilities. • Improved programme implementation through better peer support and better networks to business. • Introduction of a research symposium and an ethical review programme to the institution. 	<ul style="list-style-type: none"> • Fits with the internationalisation agenda of BCU. • Staff gain experience of working in overseas countries. • Develops an income stream for BCU. • Has the potential to engage undergraduate students in postgraduate courses at BCU. • Acts as a TNE beacon and spreads good practice for other faculties.

KEY LESSONS:

The importance of knowing the overseas institution, particularly key individuals and drivers.

The ability and resources to take ownership of the project.

Building relationships and trust between the institutions.

Setting clear expectations of the UK institution's role in Quality Assurance.

Understanding the nature of the staffing base in the overseas institution.

Reinforcing the need in the overseas institution to invest in full time staff for the programme and continuous investment in staff development.

The importance of face-to-face meetings, particularly in the early stages of the relationship and then continuing with a structured series of ongoing face-to-face meetings as the programme develops.

“A transformational, yet challenging and rewarding, experience for all but particularly for the host institution”

PROFESSOR LOUISE TONER

ASSOCIATE DEAN: ACADEMIC PORTFOLIO & MARKET DEVELOPMENT, FACULTY OF HEALTH, EDUCATION AND LIFE SCIENCES, BIRMINGHAM CITY UNIVERSITY

CASE STUDY 3

CASS BUSINESS SCHOOL



- ✓ Dual degree
- ✓ Robust routes to securing long-term, effective international partnerships for the UK universities and their counterparts

Cass Business School and the Smith School of Business in Canada offer students a two-year dual-degree Masters course with one year at Cass and one year at Smith. The double degree approach enables students to earn a Master of International Business from Queen’s and a Master of Science in Management from Cass.

Sir John Cass Business School (CASS), is among Europe’s leading business schools holding the gold standard of ‘triple-crown’ accreditation¹⁷, with alumni and students from over 160 countries, and study abroad partnerships and collaborations that span across five continents. CASS is developing a portfolio of international partnerships with other leading business schools, which allow students to further expand their global network. CASS Business School has a handful of 1+1 Double degree (at Masters level) arrangements with international universities as part of its drive to collaborate with globally ranked institutions. These include: an exchange version (Bocconi and Luiss Universities, both in Italy); a one-way study abroad opportunity in London (three Korean institutions, KAIST, UNIST and Sogang); and, a dual degree, which is based on mutual recognition (Smith School of Business in Canada and EBS in Germany). Smith School of Business (formerly the Queen’s School of Business) is a school of Queen’s University, Ontario, Canada – and among the first in North America to offer this double degree provision.

Cass and the Smith School of Business offer students a two-year dual-degree Masters course with one year at Cass and one year at Smith. A key feature of the agreement includes dedicated career support from both universities. Upon graduation, students become an alumnus of both universities, with invaluable access to an international professional network. The partner universities advertise and promote each other’s Masters programmes to students who want to study for a second year. Fees are payable to the university where they study the second degree. Students earn a Master’s in International Business (Queen’s) and a Master of Science in Management (CASS).

There are 15 areas of specialisation which include: Actuarial Science; Actuarial Management; Banking and International Finance; Finance; Corporate Finance; Investment Management; International Accounting and Finance; Real Estate Investment; Real Estate; Insurance and Risk Management; Mathematical Trading and Finance; Financial Mathematics; Quantitative Finance; Energy, Trade and Finance; Shipping, Trade and Finance.

17. A “triple-accredited” business school is one that has accreditations from each of the main international accreditation agencies (AACSB, AMBA, and EQUIS).

KEY BENEFITS TO DATE FOR BOTH PARTNERS

SMITH SCHOOL OF BUSINESS

- The School has the highest student retention rate, the highest graduation rate, and one of the highest employment rates among recent graduates of any Canadian university – this collaboration earns students a second Master degree from a globally accredited institution.

CASS

- Fits with the internationalisation agenda of CASS.
- Provides a platform for further partnership arrangements and exchange.
- Acts as a marketing tool for student recruitment.
- Students earn a second Master degree from a globally accredited institution.



“The School gains more visibility, partners with a globally ranked institution and attracts more students that may not have heard about us. The double degree approach enables students to earn a Master of International Business and a second master’s degree from a global double degree partner”

MARK HERTLEIN

HEAD OF INTERNATIONAL RELATIONS, CASS

CASE STUDY 4

DE MONTFORT UNIVERSITY LEICESTER



- ✓ Validation
- ✓ Responding to country priorities
- ✓ Adjusting to local regulatory arrangements
- ✓ Opportunities for collaborative research
- ✓ Opportunity to network with local industry
- ✓ Raise academics international profile

De Montfort University (DMU) has had a 20-year partnership with Daly College Business School, (DCBS) – one of the oldest public schools in India, which was established in 1882. It collaborates with DMU’s Leicester Business School to offer a BA in Management (Business Studies).

The degree course is validated by DMU and accredited by the All India Council for Technical Education (AICTE) with students on the degree program being enrolled at both universities. The partnership is subject to a collaborative and a periodic review every four years.

The first two years of study are delivered by DCBS with students spending a minimum three consecutive months in their final year at DMU as part of the programme, to give the students a truly international experience. This enables them to take advantage of facilities provided by both institutions, including having access to DMU’s virtual learning platform, Blackboard, which gives students access to learning materials online and allows them engage in their degree programme more holistically.

The partnership is supported by an academic link tutor who is also the programme leader, and who visits DCBS at least twice a year. In addition DCBS academic staff visits DMU on an annual basis. These visits allow members of both institutions to share best practice and the link tutor to undertake staff development and training sessions on any DMU initiatives or policy changes. The frequent mutual visits have enabled a greater level of understanding of the pedagogical requirements required to maintain quality standards.

Changes in the requirements from government bodies in India¹⁸ has led DMU to be agile and adaptable. The growth in transnational education has increased competition amongst providers and to help overcome this DCBS has started to advertise the degree programme more comprehensively than previously.

18. For example, AICTE decreed in 2014 that all students were required to spend a minimum 3 consecutive months at the awarding institution’s home campus as part of the programme. In addition it was required that the programme would need to change from Bachelor of Arts to Bachelor in Management. Since 2016–17 to comply with all AICTE requirements, all final year students have to spend their final year at DMU or transfer to a local degree programme.

KEY BENEFITS TO DATE FOR BOTH PARTNERS	
DCBS	DMU
<ul style="list-style-type: none"> • Continuing professional development sessions training delivered by DMU. • More opportunities for collaborative research. • The ability to offer their students an international experience at a British university. • The opportunity for DCBS students to participate in #DMUglobal¹⁹ & #DMUlocal²⁰ programmes in the final year of study. • Students can benefit from the wide range of facilities and extensive range of societies available on the DMU campus. • Through the #DMUglobal activities arranged for second years, students from both institutions have the opportunity to engage in cultural, educational, social and recreational activities and develop study relationships prior to DCBS students transferring to DMU Leicester. 	<ul style="list-style-type: none"> • Staff development through frequent visits to DCBS and sharing best practice. • Opportunities for developing relationships with the wider local business community through DCBS connections with the Indore Management Association. • Opportunities for student visits and the development of collaborative projects for students. • A cohesive international approach to teaching and delivery and a greater understanding of international student needs. • The opportunity to grow the potential market for postgraduate study. • A steady flow of international students for the last 20 years. • More brand presence for DMU in the growing Indian higher education market. • Building an extensive alumni network in India.

KEY LESSONS:

Frequent visits from both sides to the partner institution, so that a close relationship develops over time.

Offering a consistent experience at both sites, enabling the DCBS's students and staff to feel a sense of belonging to the DMU.

Communicating the policies, procedure and quality standards to the partner institution and to have clearly identifiable quality process for monitoring, moderating and conforming to those standards.

Constantly monitoring market conditions in the host country to ensure that the partnership can develop and grow in a mutually beneficial way.

“A rich opportunity to experience, explore and enjoy different cultures, educational systems, learning styles and research opportunities that has brought benefits to students and academic staff from both institutions”

LAWRENCE D'SOUZA

DIRECTOR OF GLOBAL PARTNERSHIPS, STRATEGIC AND INTERNATIONAL PARTNERSHIPS, DMU

19. #DMUglobal is an international experience programme for De Montfort University students, which aims to enrich studies, broaden cultural horizons and to develop key skills valued by employers.

20. #DMUlocal offer DMU students the chance to volunteer in the local community.

CASE STUDY 5

THE UNIVERSITY OF EDINBURGH



- ✓ Dual degree (MSc level)
- ✓ Joint degree (PhD level)
- ✓ Capacity building (new Institute creation and entirely new programmes in place)
- ✓ Developing future leaders with an international perspective
- ✓ Advancing world-leading science research agenda through new interdisciplinary approach

In 2016 the University of Edinburgh and Zhejiang University established the Zhejiang University – University of Edinburgh Institute (ZJE) at the new International Campus of Zhejiang University in Haining to build on the existing strengths of both universities and foster collaborations in teaching and research.

ZJE is a collaboration across Biomedical Sciences and Biomedical Informatics between Zhejiang University of China and The University of Edinburgh. ZJE has a strong emphasis on research, with leading international scientists recruited to work alongside colleagues from Edinburgh and Zhejiang. The Institute brings together biomedical researchers and teaching staff from both universities in basic and translational biomedical research, with specialisms in stem cell and regenerative medicine, inflammation and immunology, infection and molecular medicine, neuroscience, cancer and oncology and biomedical informatics.

The collaboration developed from the reciprocal hosting of student visits and scientific meetings and a successful 3 + 1 Zhejiang BSc/Edinburgh Masters programme in 2012 to delivery of a brand new four-year dual award undergraduate programme BSc in Integrative Biomedical Science at the new institute in September 2016. The second phase of this collaboration involves the newly established programmes of BSc Biomedical Informatics and Dual PhD Biomedical Sciences (starting September 2018). All students who graduate from ZJE are eligible for two degrees: a Bachelor of Science (Hons) from The University of Edinburgh and Bachelor of Science from Zhejiang University and similarly for the new PhD programme, a post-doctoral degree from both institutions.

The programmes are delivered in English by academic staff from the Deanery of Biomedical Sciences, the School of Basic Medical Science, and staff from the ZJE Institute. These are new and unique programmes for both universities – tailored to combine the strengths and interests of the partners, with an innovative model for the development and delivery of collaborative teaching at an international level. Students at the Institute benefit from a high staff to student ratio and input from a large and varied teaching team.

Initiating and scaling the joint institute continues to be a demanding and complex learning curve. Issues have included: legal, corporate, fiscal, markets, workforce planning, ICT, etc. These have been overcome by bringing people together to identify workable solutions and to understand each other's needs and interests. For example, challenges in working to the combined university level regulatory frameworks has been overcome by bringing QA teams together and seeking to understand underlying principles for regulation. Difficulties in connecting online services between China and Edinburgh have been overcome by bringing IT teams together and working with Jisc.

KEY BENEFITS TO DATE FOR BOTH PARTNERS	
ZHEJIANG UNIVERSITY	EDINBURGH UNIVERSITY
<ul style="list-style-type: none"> • Scholarship – ZJE is an ambitious experiment in interdisciplinary scholarship, bring together the best in Western and Eastern teaching. • Builds ZJE an international profile and reputation for teaching and research. • Consolidates internationalisation practice. • Provides advanced international academic training for scholars to enable graduates to enter high value academic and professional careers and make a positive contribution to society, nationally and internationally. • Research and teaching platform at ZJE will serve as a pipeline of novel human capacity and new technologies and solutions that feed into healthcare innovation and drug discovery. 	<ul style="list-style-type: none"> • Positive impact for teaching, research and knowledge exchange. • Designing and delivering new teaching programmes in collaboration with Zhejiang allows the university to: <ol style="list-style-type: none"> 1) learn from Zhejiang approaches to research-led teaching and learning; 2) deliver something that would be difficult to do alone; and, 3) reach new markets. • Partnering with Zhejiang enables the development of an ambitious science research agenda with a world leading peer university. • Knowledge exchange – affords access to industry links and science investment • opportunities that will accelerate the development of new treatments and healthcare innovations.

KEY LESSONS:

Clear scientific and pedagogical aspirations from both parties – combined with a willingness to adapt to each other's needs and interests.

Building a scholarly community – and supporting researchers to achieve their ambitions through the joint institute.

Clear sponsorship and leadership in both universities to support the people involved.

Reaching out within the university to gain buy-in and expertise/support from allied academic units and professional support services.

To succeed, TNE ventures must be led by scholarship, underpinned by sustainable finances and fit the local context. Things cost more and take longer than expected – do due diligence and invest properly.

Combine advanced planning with adaptability and tenacity.

Partner with universities who bring distinct and complementary strengths and who can help you to scale, reach markets and access resources.

Be in it for the long-term and for the right reasons – that fit with the values and aspirations of the university and academic units... to create a transformational partnership through teaching, research and societal impact; to improve the quality of teaching and research at home; and to engage in activities that would be difficult to do alone.

“The commitment between Zhejiang and Edinburgh reflects the strong and innovative collaboration between our two universities, in terms of education and translational research towards improvements in healthcare provision”

PROFESSOR SUSAN WELBURN
EXECUTIVE DEAN, ZHEJIANG – EDINBURGH INSTITUTE

CASE STUDY 6

GLASGOW SCHOOL OF ART



- ✓ Validation
- ✓ Capacity Building
- ✓ Addressing host countries economic and social priorities
- ✓ Academic staff development

Glasgow School of Art (GSA) has one of the earliest established Schools of Design and is one of the last independent art schools in the United Kingdom. The Singapore Institute of Technology (SIT) is an autonomous university established in 2009 and is Singapore's first university of applied learning.

From September 2012, GSA has delivered Years 3 and 4 of its Bachelor of Art (Hons) Programmes in Communication Design and Interior Design in Singapore, in partnership with SIT and Temasek Polytechnic (TP). Both programmes are delivered in Singapore and located within Singapore Institute of Technology in buildings on the Temasek Polytechnic campus. Years 3 and 4 in Singapore are equivalent to years 3 and 4 of the same programmes at Glasgow. Students studying in Singapore also have the opportunity to spend four weeks in Scotland at GSA. SIT GSA students graduate with the same award as students based at the Glasgow campuses.

GSA's assessment, quality assurance and enhancement procedures as implemented at its home campus apply equally to the BA (Hons) programmes delivered in Singapore. GSA and SIT have each appointed a Programme Director to manage and coordinate the day-to-day operation of the programmes. SIT appoints faculty and GSA and SIT distribute the total teaching load for each academic year equally. Technical resources are supplied by TP.

Both Glasgow and Singapore based programmes are subject to annual monitoring reviews led by the GSA Programme Director and Programme Leaders. Furthermore the programmes share the same external examiners and are visited annually helping to ensure robust internal and external monitoring measures are in place.

A RANGE OF BENEFITS HAVE EMERGED FOR BOTH PARTNERS

SINGAPORE INSTITUTE OF TECHNOLOGY	GLASGOW SCHOOL OF ART
<ul style="list-style-type: none"> • Over 600 GSA-educated design graduates working and contributing to the Singapore economy. • Two-way academic staff mobility, with staff teaching at both Glasgow and Singapore based programmes, has helped with the development and maturity of the programme in Singapore. 	<ul style="list-style-type: none"> • Over 600 GSA design alumni based predominately in Singapore and across South East Asia. • The annual week-week Overseas Immersion Programme held in Glasgow between years 3 and 4 offers the Singapore-based students the opportunity to engage with their Glasgow-based peers and staff to the mutual benefit of both.

KEY LESSONS:

Focused branding and marketing of the programmes in the host country is key to appropriate student recruitment while also impacting upon graduate transitions to employment.

Curriculum, while global in outlook, also has to be sensitive to local context and culture, both institutionally and geographically. One example of this is demonstrated by maintaining an understanding of perceived local skills gaps, economic priorities and education drivers of the host country.

Ensuring there are opportunities to review shared understandings and the terms of the partnership agreements. For example, Access to Student Support Services (e.g. financial, welfare etc.) and technical resources for Singapore-based students was not equivalent to Glasgow-based students in the earlier years of the partnership. As such, these issues were maintained as standing items on the Operations Committee agenda until both GSA and SIT reached a shared understanding on needs and both were satisfied that equivalence in offer was reached.

Effective communication, for example, Regular Operations Committees with consistent staff attendance from both GSA and SIT have helped address early operational issues and understanding.

Effective leadership, for example, Programme Leaders for the Glasgow-based programmes are also appointed programme leads for Singapore thereby offering shared academic leadership and insights.

Cross-campus assessment and moderation has provided certainty that assessment practices and outcomes have been consistently applied across both sites and programmes.

“The benefits of the collaboration between the two universities have considerably outweighed the challenges we have overcome in working together”

THOMAS GREENOUGH

HEAD OF INTERNATIONAL ACADEMIC DEVELOPMENT, GSA

CASE STUDY 7

UNIVERSITY OF KENT



- ✓ Branch campus
- ✓ Local accreditation
- ✓ Provision tailored to draw in on host city's geopolitical position
- ✓ Contribution to employment in host cities
- ✓ Engagement with Brussels based international organisations and NGOs

The Brussels School of International Studies (BSIS) is a multidisciplinary postgraduate School of the University of Kent, established in 1998.

BSIS hosts three academic schools of the University of Kent, the School of Politics and International Relations, Kent Law School, and School of Economics, and offers English language-based postgraduate degrees covering the spectrum of international affairs, i.e. International Political Economy, External Relations, Human Rights, Politics, Law and International Development.

The University of Kent has developed postgraduate centres in three other key locations in Europe (Athens, Paris, Rome), seen by the university as drawing on the host cities strengths as sites of cultural, political and historic significance. Within this context, in Brussels for example, students study politics and international relations in an environment that allows direct interaction with key stakeholders and major international institutions such as the EU and NATO.

BSIS has its own purpose-designed facilities, including academic offices, a student common room and teaching rooms, as well as access to IT facilities, reference books and journals. Students are also able to utilise campus facilities of partner universities, Vrije Universiteit Brussel (VUB) and the Université Libre de Bruxelles (ULB).

The programmes are owned by the academic schools at the main campus in the UK and operate under the UK QAA code of practice. Any academic decisions have to be ratified centrally at the main institution in the UK. The programmes are also accredited by the Accreditation Organisation of the Netherlands and Flanders (NAO), which is the independent education accreditation organisation for higher education institutions in the Netherlands and Flanders. This was pursued in the context of local recognition, which is important for Kent for the purpose of funding and recognition of awards.

The majority of teaching at the Brussels Centre is conducted by locally employed and based academics, 40% of whom are international. Teaching is supported by external practitioners from Brussels-based organisations, who are regularly invited to teach classes, deliver guest lectures or take part in workshops.

A RANGE OF BENEFITS HAVE EMERGED FOR BOTH PARTNERS

THE BRUSSELS SCHOOL OF INTERNATIONAL STUDIES (BSIS)

- The presence of BSIS enriches the higher education provision in Belgium, and Brussels in particular.
- It attracts international students in the country who then could continue their studies or stay in the country and work for one of the international organisations established there.

UNIVERSITY OF KENT

- The European Centres give an added dimension to the global presence of the university.
- Enable the University of Kent to attract students in a global market by offering quality programmes in an appropriate location for that programmes.
- It is a unique example of branch campus-type provision where the location is not selected on the basis of local demand but as a way of enriching the student experience and employability of graduates.
- Successful model that generates positive financial returns.

KEY LESSONS:

The Brussels centre benefits from a vastly international student body, with students of 55 different nationalities.

The location of BSIS allows access to international organisations and external speakers who consistently contribute to the delivery of the programmes, creating a unique and truly global experience for the students.

Securing the local recognition of programmes was important for funding and recognition of qualifications.

“The Brussels School of International Studies is an example of offering premium courses for a global audience in a location relevant to the subject and delivered in English. It builds on the specificity of location around the international political and legal institutions of Brussels, with unique opportunity for placements and internships in the European Parliament, the European Courts, NATO and various NGO networks. It is precisely this model of postgraduate delivery that we have developed in other European cities too, building subject specialism with the city: Paris for arts and culture, Rome for history of art and ancient history and Athens for heritage management. The success of Brussels can be seen in our twenty years of delivery and the expansion of staff and space”

PROFESSOR JEREMY CARRETTE
DEAN FOR EUROPE, UNIVERSITY OF KENT

CASE STUDY 8

UNIVERSITY OF LINCOLN



- ✓ Dual award
- ✓ Local curriculum retained with joint responsibilities
- ✓ Shared strategic objectives
- ✓ Steady increase in partnership activities

A suite of dual awards offered by University of Lincoln in partnership with KDU University College, Penang, Malaysia was launched in the summer of 2016.

The University of Lincoln is building its TNE activity focussing strategically on key global hubs. KDU University College is a high-quality provider of higher education in the private sector with an excellent reputation in its previous international partnership activity.

The major area of partnership activity is the provision of a suite of dual awards. Students enrol on a local degree programme that has been validated by the Malaysian Qualifications Agency. Optionally they can also enrol onto the dual award programme; successful graduates of which are considered for an award of the University of Lincoln. The dual award is achieved through a detailed mapping of learning outcomes, ensuring that in completing the local degree, students will have also demonstrated competence and been assessed in the learning outcomes of the equivalent programme of the University of Lincoln. The transcript of results makes clear how the award has been achieved.

Quality assurance is achieved through a team of link tutors, overseen by a senior academic, who carry out moderation of assessment tasks and student work. The normal system of external examiners has been extended to ensure that standards are appropriate, both locally, and when compared with students studying the equivalent programme in the UK. The model is reported as being culturally sensitive and mutually supportive. The local curriculum is retained and the partners work together helping and supporting each other in its delivery and more generally in mutual growth and development.

The initial suite of programmes in Accountancy, Business and Computing has been extended three times, first by adding Business and Management, then programmes in Media Production and in Public Relations, and most recently in Mechatronics. In addition, since the launch there have been two cohorts of University of Lincoln students who have undertaken summer programmes in Penang and one cohort of KDU students who spent their short semester (June – August) taking credit-bearing modules in Lincoln that will be transferred back into their profiles for both of the degrees in the dual award.

BOTH PARTNERS HAVE EXPERIENCED A RANGE OF BENEFITS, INCLUDING**KDU UNIVERSITY COLLEGE, PENANG, MALAYSIA**

- There has unquestionably been a huge increase in internationalisation for staff and students through the frequent visits and activities by the UK-based team and by the content of the curriculum and the assessments undertaken.
- The partner has made significant progress towards its goal of achieving full University status.

UNIVERSITY OF LINCOLN

- Many more opportunities for staff and students to engage internationally either through joint activities or by travel to the partner.
- A hub from which other ventures in Malaysia and across the wider region have been initiated.
- Access to a range of international employers and academics in the region.

KEY LESSONS:

Serious commitment to the project from the Vice Chancellor and senior leadership teams of both institutions. The designation of a senior academic at each partner with responsibility to manage the partnership and provide leadership in setting and achieving the academic goals has been crucial.

A key factor in enabling success has been a realistic budget-setting process where activities for the entire project were identified, costed and agreed.

Facilitation of a number of strands of partnership activity that sit alongside the dual award programme including: subsidising the cost of student exchange and summer programmes, a public lecture programme, support for student events and academic conferences, development of joint project work, student prizes, etc.

Acknowledgement of cultural differences in learning styles and teaching approaches. For both institutions these differences have at times been of great benefit and each has learned from the other. At other times there has been a need to seek convergence or standardisation in approach. These issues have been addressed through a programme of staff development and through joint team building activities.

“This has been a hugely successful project to date with both institutions achieving their initial goals and broadening out to incorporate new ambitious objectives”

DR DAVID COBHAM

DEAN FOR TRANSNATIONAL EDUCATION, UNIVERSITY OF LINCOLN

CASE STUDY 9

UNIVERSITY OF LIVERPOOL



- ✓ Dual degree programme
- ✓ Responding to country priorities; sustainable food systems
- ✓ Development of high calibre researchers in Philippines
- ✓ Improvement in staff mobility and development

Central Luzon State University (CLSU), Bicol University (BU) and the University of Liverpool established a new partnership in 2017 under the Philippines' Commission on Higher Education (CHED) British Council TNE (UK–PH Now) links programme.

Bicol University (BU) is located in the Albay province of the Bicol region of the Philippines, headquartered in Legazpi City. It is the premier state autonomous deregulated university in the Bicol Region. Located in Luzon in the Philippines, Central Luzon State University (CLSU) is one of the premier agricultural research centres in south-east Asia .

This partnership addresses research and training in the discipline of sustainable food systems that is a strategic common interest to all three universities. Underpinned by a comprehensive postgraduate training programme, the partnership supports the development of high calibre researchers in the Philippines, and fosters international collaboration in inter-disciplinary research on food security.

The Master's degree in Sustainable Food Systems is offered as a dual award from BU and UoL and provides modular online training in core research methods and approaches, coupled with taught elective modules in specialist subjects, together with a supervised research project. The first year of the Programme is taught at Bicol University, and students then transfer to UoL for their second year. At the end of the Programme, successful students receive two degree awards, from Bicol and Liverpool, respectively. The programme affords the unique opportunity for research groups and supervisors to develop collaborative research interests initially through a common supervised research project.

The dual PhD postgraduate training programme offered from UoL with CLSU provides training by research in individual disciplinary aspects underpinning food security. Supervisory teams from both CLSU and UoL provide student supervision with research investigations conducted in both the Philippines and the UK. The research training includes modules appropriate to the relevant disciplinary area together with generic training in research methods

The relationship is supported by bilateral workshops and visits to establish connections between researchers, to catalyse new research interests, to discuss programme arrangements and to identify additional sources of funding to make the partnership sustainable in the long-term.

A NUMBER OF BENEFITS HAVE EMERGED FROM THIS COLLABORATION

BICOL UNIVERSITY AND CENTRAL LUZON UNIVERSITY	UNIVERSITY OF LIVERPOOL
<ul style="list-style-type: none"> • Joint research outputs and increased research funding (GCRF, Newton etc.) • Two way staff exchanges and student mobility. • Development of a new cadre of academic staff in an area of national importance. • Long-term research links with the UK. • Research outputs which are relevant to the food security and systems needs of the Philippines. 	<ul style="list-style-type: none"> • Joint research outputs and increased research funding (GCRF, Newton etc.). • Two way staff exchanges and student mobility. • Increased numbers of postgraduate students from the Philippines, contributing to the student experience at Liverpool.

KEY LESSONS:

Ensuring that there is a plan B should any element of the business plan fall through.

Invest time in understanding the higher education systems of the partner country.

Ensure that the business plan is viable and underpinned by agreements.

Ensure that there is sufficient interest at all levels in both institutions – TNE needs to have strong internal support in both institutions to succeed.

The match-making workshops and funding provided by CHED and the British Council was critical in the initial development phase of the project and also in terms of ongoing support. Liverpool has subsequently worked with the University of the Philippines, Los Banos, to develop new mentoring protocols, faculty guides and handbooks for graduate students in the TNE programme.

“Working with the Philippines has been a pleasure: they have been hugely committed to the programme and to making it a success”

PROFESSOR MARTIN MORTIMER
PROFESSOR OF AGRICULTURAL ECOLOGY, UNIVERSITY OF LIVERPOOL

CASE STUDY 10

LIVERPOOL SCHOOL OF TROPICAL MEDICINE/ UNIVERSITY OF LIVERPOOL



- ✓ Joint degree
- ✓ Capacity building in host country
- ✓ Responding to medical needs
- ✓ High-calibre researchers in science
- ✓ Employment opportunities at MLW

The Malawi-Liverpool Wellcome Trust Clinical Research Programme (MLW) was established in 1995 as a partnership between University of Malawi’s College of Medicine, the Liverpool School of Tropical Medicine, the University of Liverpool and the Wellcome Trust, the main programme funder.

LSTM was the first institution worldwide dedicated to researching and teaching in the field of tropical medicine and works collaboratively in over 70 countries to fulfil its mission of improving the health of the world’s poorest people. The University of Malawi’s College of Medicine (COM) was established in 1990, and is Malawi’s largest and only medical school. Its research strategy focuses on the development of scientific talent as well as building capacity and infrastructure to enable researching programmes tackling the major diseases in Malawi.

MLW is an affiliate of the College of Medicine (CoM). Its operations are governed by a Memorandum of Understanding (MoU) between the founding partners; this defines its operational status and aims. Oversight of MLW is through an Executive Committee and there is also an Independent Scientific Advisory Board. Funding from the Wellcome Trust is reviewed on a five-year basis. The most recent agreement was renewed in 2018 with an agreed focus on two areas: 1) Preventing death from severe infection; and, (2) Transmission reduction in infectious diseases.

MLW carries out health research and trains clinical and laboratory scientists from Malawi and other countries (predominantly from across Sub-Saharan Africa). It achieves this through providing research internships, hosting doctoral students and postdoctoral fellows as well as encouraging senior investigators to build research groups.

MLW aims to attract, train and retain local and international senior scientists. Through the partnership with the Ministry of Health, MLW strives to ensure the jointly developed research programme is locally relevant and its application contributes to significantly improved health outcomes in Malawi and the Sub-Saharan Africa. The two-way exchange of doctoral students and scientists between Liverpool and Malawi has led to new, innovative training programmes, which alongside the investment in world-class laboratory equipment has resulted in MLW becoming one of the leading centres in Africa for infectious disease research.

To provide further opportunities for doctoral students based at MLW, the University of Liverpool established a joint PhD programme with University of Malawi, College of Medicine in 2009. Through the joint PhD programme, students benefit from co-supervision arrangements and a jointly developed training programme. The student is supervised by academics at both institutions from the outset and there is a mandatory period of study at University of Liverpool (which alongside Liverpool School of Tropical Medicine, is one of the UK's leading centres for infectious disease research). On successful completion of study, the student receives a joint award from University of Liverpool and University of Malawi.

A NUMBER OF BENEFITS HAVE EMERGED FROM THIS COLLABORATION FOR BOTH PARTNERS

UNIVERSITY OF MALAWI	UNIVERSITY OF LIVERPOOL AND LIVERPOOL SCHOOL OF TROPICAL MEDICINE
<ul style="list-style-type: none"> • Through the fellowships and the joint PhD programme, MLW has built the capacity to tackle the health problems relevant to Sub-Saharan Africa and has provided solutions that have changed international policy. • MLW is now one of Africa's leading health research institutes with a critical mass of high-calibre researchers delivering internationally competitive science. 	<ul style="list-style-type: none"> • Access to excellent research facilities, students and staff. • The partnership has led to many high impact papers and research grants.

“The Malawi Liverpool Wellcome Trust Clinical Research Programme has established a track record for research that addresses health challenges relevant to sub-Saharan Africa as well as investing in the next generation of African researchers. One area of research led by the University of Liverpool in collaboration with MLW and others is addressing the impact of vaccination in reducing the burden of rotavirus gastroenteritis, a leading cause of infant deaths in low income countries. The team's most recent study shows that rotavirus vaccination has reduced infant diarrhoea deaths in Malawi by a third”

PROFESSOR LOUISE KENNY

EXECUTIVE PRO-VICE-CHANCELLOR, FACULTY OF HEALTH & LIFE SCIENCES, UNIVERSITY OF LIVERPOOL

CASE STUDY 11

LONDON METROPOLITAN UNIVERSITY



- ✓ Franchise agreement
- ✓ Responding to country priorities and contributing to regeneration and economic development
- ✓ Building local HE capacity and raising the standards of local higher education provision
- ✓ Equipping the workforce in Nepal with internationally recognised higher level qualifications

London Metropolitan University (LMU) collaborates with three institutions in Nepal:

ISLINGTON COLLEGE (IC) – IC was established in 1996 as provider of higher education Computing, IT Security and Business Administration programmes in collaboration with higher education institutions in the UK and Singapore. In collaboration with LMU, IC currently offers five undergraduate) and three postgraduate programmes.

INFORMATICS COLLEGE POKHARA (ICP) – IPC was established by ING in 2011 and since 2017, it offers in collaboration with LMU 2 undergraduate programmes in Business Administration and Computing.

ITAHARI INTERNATIONAL COLLEGE (IIC) – IIC was established in 2017 to provide UK higher education Computing and Business Administration programmes specifically in the region of Itahari, an increasingly significant transport hub in Nepal. In collaboration with LMU, IIC is offering two undergraduate programmes.

All three institutions operate under the umbrella of Innovate Nepal Group (ING). ING is an investment holding company established with the aim of advancing higher education provision in Nepal by blending high quality international qualifications with local context and needs.

The collaboration involves ING Colleges offering LMU undergraduate and postgraduate programmes under franchised agreements. Under these arrangements, ING Group Colleges manage the admission process and students are registered as students at both LMU and the relevant ING Group College. There are standard admissions criteria that have been agreed with LMU, with student application forms and relevant documents approved by LMU. All programmes operate under LMU academic regulations and course teams adhere to the LMU internal quality assurance regulations.

Many of the ING staff have UK qualifications, although some of these may have been gained outside the UK. LMU also offers guest lectures on their visits to Nepal and these can be to staff, students or local businesses.

Over 1,300 students are currently studying on LMU courses in Nepal. LMU also offers a postgraduate scholarship programme to Nepalese students who complete their undergraduate studies at Islington College. The Scholarship covers the full cost of studying for a Master's degree at LMU in the UK worth more than £33,000.

LMU provided considerable support to the local communities in the aftermath of the devastating earthquake in Nepal in 2015. This was greatly appreciated by the Nepalese society and helped to further raise the status of both the ING Group Colleges and LMU.

A NUMBER OF BENEFITS HAVE EMERGED FROM THIS COLLABORATION	
ING GROUP COLLEGES	LMU
<ul style="list-style-type: none"> • Provides much needed higher-level skills. Nepal is a country with a gap in supply of higher education (especially at postgraduate level). • Offers affordable education to those who either cannot afford to or do not want to study outside of Nepal. • Strengthens ING-business collaborations that ultimately benefit local communities and also enhance the employability of those graduating from the ING Group colleges. 	<ul style="list-style-type: none"> • Raises the profile of the university and the UK higher education provision, attracting more Nepalese students to the UK. • Places the university in a lead position for future/further higher education provision in Nepal and South East Asia in general.

KEY LESSONS:

Mutual understanding of each institution's strategic objectives.

Understanding of different working cultures and operational arrangements

'Buy in' from management, operational and academic staff.

Appropriately qualified and committed Academic Liaison Tutors in both institutions.

Transparent and consistent communication between institutions and course teams.

“ This is a successful quality partnership which has grown from strength to strength and we look forward to continue to work with them as they grow and expand in Nepal. We have found them to be innovative and responsive to changes in education and business in both Nepal and globally”

DR. WENDY BLOISI

HEAD OF ACADEMIC PARTNERSHIPS GSBL, LONDON METROPOLITAN UNIVERSITY

CASE STUDY 12

UNIVERSITY OF MANCHESTER



- ✓ Blended learning
- ✓ Access to international HE for local population
- ✓ Long-term, effective partnership development
- ✓ Upskilling workforce/middle management in Brazil

Alliance Manchester Business School deliver a blended learning part-time Global MBA with Fundação Getúlio Vargas (FGV – the Brazilian School of Public and Business Administration).

FGV is a non-profit, higher education Brazilian institution established in the 1940s and has five schools: Administration; Law; Economics; Applied Mathematics; and, Social Science. FGV's main mission is to stimulate social economic development in the Brazilian economy and other areas such as public security and foreign policy.

Alliance Manchester Business School (AMBS) is the business school of the University of Manchester (UoM). In addition to its home site in Manchester, the University of Manchester (UoM) has centres in Hong Kong (established in 1992), Dubai (established in 1996), Singapore (established in 1999) and Shanghai (established in 2008). UoM Sao Paulo was also established in 2010 and offers the FGV – Manchester Global MBA in association with FGV.

São Paulo is considered a major financial hub, and therefore ideal for delivering the AMBS Global MBA course. The Global MBA is offered over two years and is part-time. The on-site classes are delivered in São Paulo however, and students are given the opportunity to attend workshops at other international hubs such as Dubai, Hong Kong, Shanghai, Singapore and Manchester, as part of the degree programme. The course has attracted between 40–50 participants in each year of the programme.

SINCE 2010, A RANGE OF BENEFITS HAVE EMERGED FOR BOTH PARTNERS

FUNDAÇÃO GETÚLIO VARGAS (FGV – THE BRAZILIAN SCHOOL OF PUBLIC AND BUSINESS ADMINISTRATION)

- Providing students on the Sao Paulo AMBS programme the opportunity to study at other AMBS worldwide centres.
- Demonstrating a different approach to management education in South America to that usually offered.
- Upskilling middle management in Brazil.
- Allowing students from other AMBS worldwide centres the opportunity to study in Brazil.
- Allowing UoM academics to become more aware of the South American business environment.
- Allowing Brazilian academics an opportunity to network with academics who fly in to deliver workshops.

UNIVERSITY OF MANCHESTER: ALLIANCE MANCHESTER BUSINESS SCHOOL

- Raising the awareness of Brazil for AMBS research programmes and PhD students.
- Initiating and building upon networks and relationship building for UoM for both educational and business linkages in Brazil and South America more widely.
- Leveraging the growing South American UoM alumni network.
- Leveraging the foothold in Brazil to create further opportunities in research and network collaboration in South America more widely.
- Raising the profile of the University of Manchester in Brazil and South America more widely.
- Gaining a foothold in South America for the University as a whole, in order to expand its wider provision in the future.

KEY LESSONS:

A partner institution that already understands the way an online/blended programme can be delivered.

The ongoing help and support of the British Council.

Partnering with professional bodies e.g. the Project Management Institute who have provided insight into South American practice and provided opportunities for UoM to deliver master classes to their members.

Understanding the context and requirements of management education provision in Brazil.

Being aware of the wider macro-economic environment of South America and its potential effect on the demand for management education.

Understanding the cultural differences between South America and Europe.

“The establishment of a UoM presence in Brazil and the collaboration with FGV has provided a tremendous opportunity to raise the profile of UoM and AMBS in Brazil and South America more widely. Significantly having a UoM presence in Brazil has facilitated increased research collaboration between UoM and a number of South American Universities both in Brazil and the wider region. We are now exploring opportunities to deliver a wider portfolio of TNE programmes in South America”

PROFESSOR ELAINE FERNELEY
DIRECTOR, UNIVERSITY OF MANCHESTER WORLDWIDE

CASE STUDY 13

UNIVERSITY OF SALFORD MANCHESTER



- ✓ Franchise agreement
- ✓ Online delivery of postgraduate provision
- ✓ Enrolment of students from 130 different countries
- ✓ Universities global profile raised
- ✓ Support industry engagement priorities

The University of Salford (UoS) has had a franchise arrangement with Robert Kennedy College (RKC) since 2013. This has just been renewed for a further five years.

RKC is a private educational institution in Zürich, Switzerland and was founded in 1998. The College pioneers online learning; and offers flexible learning programmes, enhanced by state of the art e-learning technology developed in-house. Programmes combine distance learning with residencies at the College's premises in Zürich, Switzerland and in England at the campuses of partner institutions such as the University of Salford.

The initial rationale for the franchise arrangement was to expand the UoS online delivery of postgraduate provision. UoS was unable to supply this capacity in-house at the time and RKC were well-versed in the administration and delivery of online provision. The partnership now provides access to a complete online delivery route for the Salford Business School (SBS) executive postgraduate taught programmes.

Postgraduate block delivery was already offered within SBS and thus the additional resource required to deliver provision to RKC was minimal. Teaching provision is fully on-line and the programme includes a compulsory one-week International Study Retreat either at UoS or at RKC where delivery of postgraduate employability skills, research methods, business innovation and sustainability development is taught.

Students come from a many countries including: Africa, MENA, Europe and the UK. Generally, the largest group are aged 27–49 and 95% are employed. In the last few years, new registrations account for 1000+ students, primarily on a part-time programme.

A RANGE OF BENEFITS HAVE EMERGED FOR BOTH PARTNERS

ROBERT KENNEDY COLLEGE	UNIVERSITY OF SALFORD
<ul style="list-style-type: none"> • Income generation due to volume of registrations. • Helped attract a global audience and raised the profile of the institution on a global scale. • Increased interaction with the business community and development of these networks has enhanced the institutions existing alumni base and supported industry engagement priorities. • Expanded the College's programme portfolio without necessarily needing the academic expertise. 	<ul style="list-style-type: none"> • Income generation due to volume of registrations. • Attracted a global audience and raised the profile of the institution on a global scale. • Increased interaction with the business community and development of these networks has enhanced the institutions existing alumni base and supported industry engagement priorities. • UoS has developed an online DBA for which the postgraduate taught programmes can act as a feeder. • Access to an existing VLE platform at RKC.

KEY LESSONS:

Investing in your TNE network once they graduate. This relationship has allowed both institutions to develop their alumni and global industry links. This, in turn, provides the potential for our future students to engage in industry placements overseas as part of the Business Innovation projects within their postgraduate programmes at UoS.

Any partnership development takes time and resource, across both schools (academics) and professional services – academic support to deliver the programmes and to collate content was vital.

Have agreed partnership expectations from the outset. There is an ambition to expand the programme provision between UoS and RKC but recruitment results were expected first.

Don't let not having the physical resource stop you from delivering something.

Ensure enquiry and admissions management by the partnership institution meet the standards of the home institution. Guidelines and criteria of shared expectations were developed to help with this.

There is a one-week residential at UoS included as part of the courses provided with RKC. RKC students needed guidance on how to apply for visiting visas – working with other departments across UoS, such as Home Office Compliance, helped support this process.

“The partnership between UoS and RKC has allowed both institutions to develop a global network within the business community that has in turn developed their own international professional networks and local business communities”

LILY WEDNESDAY RUMSEY

HEAD OF INTERNATIONAL PARTNERSHIPS, INTERNATIONAL & REGIONAL DEVELOPMENT DIRECTORATE, UNIVERSITY OF SALFORD

CASE STUDY 14

UNIVERSITY OF SHEFFIELD



- ✓ Branch campus
- ✓ Collaborative provision
- ✓ Sub-regional capacity-building
-development of a sub-regional
TNE hub for the provision of HE

The University of Sheffield's (UoS) main overseas campus is based in Thessaloniki, Greece, and is called CITY College.

The model of the TNE arrangement between the UoS and CITY College is unique and best described as one that sits between a collaborative provision and an international branch campus. In terms of academic and teaching functions, CITY College operates as integral part of the university for the delivery of programmes. At the same time, CITY College continues to be a separate legal entity. As the International Faculty of the UoS, CITY College is using this autonomy to initiate and develop higher education provision and build partnerships with other institutions in south-eastern Europe. A unique feature of this TNE arrangement is that CITY College, as international faculty of the UoS, offers the university programmes through collaborative partnerships with institutions in Greece and other Balkan countries.

The programmes offered at CITY College have been specifically developed and approved by the university to meet the needs of the local market. In 2018 there were 20 Bachelors, 18 Masters, 1 Executive MBA, and 1 PhD programme. All programmes are delivered in English. There is a four-year version of Bachelor programmes aimed at students whose English is not at the standards required.

The selection of the academic team at CITY College complies with the standards and requirements set by the University of Sheffield. The academic staff at CITY College are honorary staff of the University of Sheffield. Any staff development and promotion issues are considered in the context of the university's guidelines. However, because CITY College is a separate legal entity, all employees based in Thessaloniki are employed by the College and not the University.

The admissions process is fully managed by CITY College and the UoS does not participate in the selection of students. However, students are registered with the UoS and the acceptance letters are sent by the university.

Alongside the teaching provision for the Bachelor and Master programmes of the UoS, City College engages in interdisciplinary research activity which is facilitated through the South-East European Research Centre (SEERC). Through SEERC, City College facilitates the PhD programme of the UoS in Thessaloniki, Greece.

BENEFITS THAT HAVE EMERGED FOR BOTH PARTNERS

CITY COLLEGE	UNIVERSITY OF SHEFFIELD
<ul style="list-style-type: none"> • Capacity-building through the development and operation of an international faculty of one of the top-100 universities in the world. • Attracting international students to the city of Thessaloniki. • Providing employment opportunities for Greek academics. 	<ul style="list-style-type: none"> • Successful implementation of a differentiated internationalisation strategy • Penetration of nearby markets using an import-export model of collaboration which allows autonomy to the partner institution in pursuing strategic initiatives in the context of the university's internationalisation strategy.

KEY LESSONS:

Long-term vision delivers results when the appropriate organisational structure and TNE model is adopted.

Seeking external professional accreditation by major professional bodies, strengthens the brand of the host institution.

The comprehensive adoption and systematic application by the host institution of the university procedures for the management of the standards and quality of learning and teaching, adds significant value to the TNE arrangement.

A high degree of autonomy of the institution in the host country, emerging from the primary relationship with the home institution, can create additional benefits and market opportunities for all parties involved.

“**The integration of CITY College as an International Faculty of the University of Sheffield in 2009 recognises the quality of the degree programmes and research outputs delivered by CITY College. We firmly believe that there are significant opportunities for increasing academic co-operation between the UK, Greece and the wider Balkan region. Through our International Faculty based in Thessaloniki, we are able to engage in research activities and to develop initiatives to provide further high quality programmes that are taught to the standards of one of the world's top 100 universities”**

PROFESSOR WYN MORGAN
DEPUTY VICE-CHANCELLOR, THE UNIVERSITY OF SHEFFIELD

CASE STUDY 15

ST GEORGE'S, UNIVERSITY OF LONDON



- ✓ Franchise agreement
- ✓ Validation
- ✓ Development of higher education system in host country
- ✓ Capacity building of host institution
- ✓ Assured quality teaching standards
- ✓ Increase in employment opportunities

St George's University of London (SGUoL), first established in 1733 as the St George Hospital Medical School, is now a constituent college of the University of London.

The University of Nicosia (UoNic) is the largest university in Cyprus, based in the capital city Nicosia with more than 11,000 students from over 70 countries. The collaboration between UoNic and SGUoL started in 2011 as a franchise arrangement to offer the four-year Bachelor in Medicine and Bachelor in Surgery (MBBS) in Cyprus.

In early 2010, UoNic approached SGUoL with regard to collaborating on the delivery of an undergraduate-level medicine degree, specifically the SGUoL four-year graduate entry MBBS programme. SGUoL was chosen by UoNic for its excellent reputation in delivering medical education and on the basis of its experience in international programme development. The institutions entered into a Memorandum of Understanding (MoU) agreement to deliver the first medicine programme in Cyprus – this was signed in December 2010. Between late 2010 and September 2011, when the first students were enrolled, the two institutions worked closely to prepare for the delivery of the MBBS programme. Since the programme is based on the UK system of medical education, the programme provides graduate students with the opportunity to receive a well-recognised, high-quality medical education. For SGUoL, the development of its first franchised provision was a logical extension of its previous experience in providing expertise relating to the development of medical schools and their curricula internationally and was consistent with St George's emerging international strategy.

The nature of the partnership is that of a franchise agreement whereby SGUoL's MBBS degree is delivered in Cyprus. Students are registered with both SGUoL and UoNic, but they are considered to be SGUoL students since they are awarded an MBBS degree from St George's Hospital Medical School, a constituent college of the University of London. The same curriculum and assessments are delivered in both London and Nicosia (and clinical partner sites). During the four-year programme students complete the first two years of the programme in Cyprus at UoNic medical school while the final two years of the programme are delivered at a clinical placement site in Cyprus, Israel, or the USA.

The partnership agreement to deliver the MBBS operates under the Directive 2006/123/EC of the European Commission, and the Cyprus Law on Tertiary Education (53(I)/2013). The programme has received the continuing support of the Cyprus Government, the medical community, and the Cyprus Medical Council. The SGUoL/UoNic MBBS programme is considered a British primary medical qualification by the UK's General Medical Council (GMC) and is the equivalent to an American MD degree.

The UoNic is responsible for administering and delivering the programme. The primary role of SGUoL is to assure the academic standards and quality of the programme. Since the outset of the agreement, a Joint Steering Group of senior management from both institutions manages the programme overall. SGUoL is involved in the selection and final approval for all teaching staff involved in the delivery of the programme in Cyprus. Additionally, as a way of assuring teaching standards, SGUoL has developed a Medical Faculty Development programme that needs to be taken by all staff who teach on the MBBS programme.

In 2018, the MMBS is the largest medical programme in Cyprus with more than 400 students from more than 50 countries including the US, Canada, the UK, Greece, Cyprus, other EU member states, Lebanon and Israel.

BOTH PARTNERS HAVE EXPERIENCED A RANGE OF BENEFITS	
THE UNIVERSITY OF NICOSIA	ST GEORGE'S, UNIVERSITY OF LONDON
<ul style="list-style-type: none"> • Significant growth in student numbers; from 30 students in 2011–12 to more than 400 students in 2016–17. • The collaboration brought the first medical programme to Cyprus and enabled the country to train and retain medical doctors. • The university has significantly expanded its provision (e.g. Postgraduate Diploma and MSc in Family Medicine; Master of Public Health; Erasmus Mundus Masters in Public Health in Disasters, in collaboration with the Universidad de Oviedo, Spain and the Karolinska Institutet, Sweden; MSc in Health Services Administration and PhD in Medical Science). • The university has also developed key relationships with international renowned institutions such as The Royal College of Surgeons of England and The Royal College of General Practitioners. 	<ul style="list-style-type: none"> • SGUoL has gained significant experience through this TNE project that can be useful in the implementation of its ambitious internationalisation plan. • A very successful model on the delivery of a very complex subject, which is regulated by professional body in the home country (e.g. General Medical Council).

KEY LESSONS:

Robust and clear routes for effective communication, in particular clarity around key accountabilities and obligations.

Embrace opportunities to learn and enhance provision: a commitment to quality enhancement across all areas of work is key, and the establishment of new measures as a result of ongoing monitoring of the programme and its delivery, reaps rewards. Benefits can be gained from feedback from all stakeholders, including students, staff, and external reviewers.

The relationship between the institutions will evolve: like most partnerships, the nature of involvement and engagement changes over time. Have arrangements in place to regularly take stock and review, and be clear in communicating messages when changes will be made.

Share the experience: other teams at both institutions can learn and benefit from the partnership. The sharing of new knowledge, good practice and working styles can lead to new developments.

“The experience has been positive and enabled significant growth and development at an institutional level, but also enhancing the image of Cyprus internationally in medical education. The University of Nicosia has evolved from a small private college, to an international university with the first medical school in Cyprus”

PROFESSOR ANDREAS CHARALAMBOUS
EXECUTIVE DEAN, UoNic MEDICAL SCHOOL.

CASE STUDY 16

UNIVERSITY OF SOUTH WALES



- ✓ Branch campus
- ✓ Innovative in responding to specific employer needs and country priorities
- ✓ Strong university-industry collaborations
- ✓ Workforce development and enhanced student employability
- ✓ Direct Inter-Governmental support

The University of South Wales (USW) Dubai will welcome its initial student intake in September 2018. The campus operation is set up in Dubai South, an emerging hub, close to Al Maktoum Airport.

The venue is of great value and relevance and represents a significant departure from other Dubai branch campus activity. While other education providers in Dubai are located in one of two Education Free Zones (Dubai International Academic City or Knowledge Village), USW Dubai is located in Dubai South, which is a much more business focused Free Zone. Dubai South is a new city developed around aviation and the new airport. A number of districts are being built around the airport to cater for the full supply chain.

USW has a specific disciplinary focus in Dubai – Education for Aviation. The aviation industry is predicting that the Middle East and Asia will require 316,000 new mechanics by 2030 and USW Dubai is positioning itself to cater for this demand. The university responded to an invitation from the Dubai Aviation City Corporation, the main authority for the aviation industry of the Government of Dubai. The invitation was to establish a UK campus in the Dubai South Free Zone to support and train aviation industry personnel. A Memorandum of Understanding (MoU) between the two institutions was signed in May 2016 with Sheikh Ahmed (Chairman of Dubai Airports; President of the Dubai Civil Aviation Authority and Chairman and CEO of Emirates Group in the United Arab Emirates) and fully supported by UK Department of Investment and Trade. The set-up of the new campus has also involved a two-year licensing process by the Knowledge and Human Development Authority (KHDA), the educational quality assurance and regulatory authority of the Government of Dubai, as well as other commercial licenses with relevant international authorities.

USW Dubai offers recognised British Bachelor degrees through a range of options including provision that combines on-the-job training and education. Students need to spend a certain number of weeks working in industry in order to complete the commercial license element, which is fully embedded into the degree. Integration with industry is critical, hence the location of the campus and operation. The institutions has to date partnered with Kuwait Airways; Joramco; Royal Jordanian Air Academy; and Fujairah Aviation Academy, to deliver training of aircraft maintenance engineers to gain commercial licenses.

DEGREES ON OFFER INCLUDE:

BSC (HONS) AIRCRAFT MAINTENANCE ENGINEERING (HONOURS DEGREE) this is a full-time three-year Honours degree programme;

BSC (HONS) AIRCRAFT MAINTENANCE ENGINEERING (TOP-UP DEGREE) this is a one-year top-up degree to gain a full Honours degree in a year for students whose prior work is assessed and mapped to be equivalent to second year (therefore they only do the final year of the study); and

BSC (HONS) AIRCRAFT MAINTENANCE ENGINEERING (FOUNDATION YEAR) this is a four-year programme, with the Foundation year representing an additional year of study before beginning degree level study.

The courses run in Dubai mirror those at home campus, providing students the opportunity to start in Dubai, do a year in Wales and then complete their degree in Dubai. UK Undergraduate students can also do part of their study in UAE. The core academic team are appointed to the UAE campus and are supported by fly-in expertise from UK campus as necessary.

BOTH PARTNERS HAVE EXPERIENCED A RANGE OF BENEFITS

DUBAI	USW
<ul style="list-style-type: none"> • Establish a UK campus in the Dubai South Free Zone to support and train aviation industry personnel. • Build the workforce of the future for a growing industry. 	<ul style="list-style-type: none"> • Develop the university brand internationally. • Income-driven model of expansion, global footprint and strategic design. • Enhanced university-industry collaborations – the focus is on links with industry partners, developing opportunities for enriching experience as well as employment prospects for students.

“This is an important step in developing the long-term relationship between the University of South Wales, one of Britain’s major higher education institutions, and the growing economic force of Dubai. Drawing on our experience with some of the world’s leading aerospace engineering companies, we look forward to a future of successful cooperation and mutual value with the support of Dubai South”

DR AKRAM HAMMOUDEH
DIRECTOR, USW DUBAI

CASE STUDY 17

UNIVERSITY OF WESTMINSTER



- ✓ Validation
- ✓ Capacity building in host location
- ✓ Responding to country priorities
- ✓ Providing sustainable development
- ✓ Long-term, effective partnership development
- ✓ Research focused development

Westminster International University Tashkent (WIUT) looks like, feels like and is like a British institution in the middle of the capital city of Uzbekistan – Tashkent.

WIUT is an autonomous national/local Uzbek institution but one that is built on the British educational model – blending local/Uzbek traditions with the standards and reputation of a British university – the University of Westminster. For the University of Westminster (UoW), global engagement activities are at the core of the University's activities involving university-wide and faculty-specific cooperative relationships with partners in over 20 countries.

In 2002, UoW won a tender by the Uzbekistan government for the establishment of a new university – as part of a national reform plan for higher education to build capability and capacity to help develop and expand the higher education system in Uzbekistan. WIUT was established the same year and is governed by a Presidential decree that enables WIUT to deliver UoW awards and offer a UK quality standard and system of higher education. When WIUT opened its doors in 2002 it had 120 students and 12 academic staff. It now has 3394 students, 2107 graduates, 163 academic staff, 7 undergraduate and 4 postgraduate programmes.

The UoW is the validating partner. Students are students of the UoW as well as WIUT, where academic performance is governed by the UoW academic regulations. They are assessed by WIUT and assessments and outcomes are moderated by UoW and governed by the UoW academic regulations. Students pay fees to WIUT (and WIUT is fully self-financed with no recurrent grant from the Uzbekistan government). WIUT pays a fee to the UoW for services and support. Each institution is legally separate and independent entities but both are bound by the relationship with their students, given that the students are students of both universities.

The relationship with the UoW is governed by a contract that defines the terms and conditions of the relationship. A Strategic Partnership Board co-chaired by the UoW Vice-Chancellor and Rector of WIUT reports to both, the UoW Executive Board and WIUT Executive. An Academic Development group consisting of senior academics and administrators of both universities reviews and monitors the academic performance of the relationship, the application of policies and procedures.

All staff except the 1st Deputy Rector are engaged by WIUT on local Uzbekistan terms and conditions. The 1st Deputy Rector is engaged by UoW and reports to the Deputy Vice-Chancellor for Global Engagement of the UoW, but is based in Tashkent. There are regular and programmed two-way visits by staff of both institutions that help with staff interaction and professional development and also contribute to further development of research and educational projects.

In 2011, UK's Quality Assurance Agency (QAA) gave outstanding commendations for both the partners, the University of Westminster and WIUT.

BOTH PARTNERS HAVE GAINED A RANGE OF BENEFITS IN THE LAST 15 YEARS**WESTMINSTER INTERNATIONAL UNIVERSITY TASHKENT**

- Building the capacity of the education sector in Uzbekistan – by being the first international higher education institution established in the country.
- Enhancing the educational offer to local students and achieving over 90% graduate employment.
- Building and enhancing staff capability (academic and management) and as a source of high value employment.
- Initiating and enhancing research and collaborative opportunities with a range of UK and international higher education and agencies.
- Regarded as one of the best higher education institutions in Central Asia.
- Acting as a regional hub for conferences on academic and educational issues in Central Asia.
- Regarded as a landmark based in a 100 year-old building right in the middle of the capital of Uzbekistan.

UNIVERSITY OF WESTMINSTER

- A long-term relationship that has enhanced the institution's understanding of 'what works' in TNE – acting as an advisor to other HEIs that wish to establish or expand their TNE offer.
- Enhancing academic and research portfolios – including capacity-building of new/young researchers in international development.
- Staff and student visits and exchanges – including promotion of the development of outward mobility and international experience opportunities for staff and engagement with related funding streams e.g. Global Challenges Research Fund.
- Profile of the university – it is now ranked 29th in the world and 4th in the UK for international outlook in the Times Higher Education Young University Ranking's 2017.

KEY LESSONS:

Reciprocal respect and commitment of all institutional partners to establish a first class leading institution in Central Asia – the value and pride seen in being in a partnership.

Strategic, uninterrupted and a long-term approach and commitment of senior management in both institutions.

Transparent and clear governance and management structures and arrangements for the partnership.

Academically autonomous public institutions that are financially independent and successful.

Validated (UoW) locally developed and delivered programmes governed by strong quality assurance systems.

A focus on research development and collaboration.

Pride and Determination to build a strong, research focused and educationally vibrant higher education institution that makes a difference to development of a country in transition.

“WIUT is what TNE should be about, a collaborative, inclusive partnership model, driven a commitment to academic standards, progressive education and research engagement”

ALAN P FRANCE OBE

FIRST DEPUTY RECTOR (ACADEMIC), WESTMINSTER INTERNATIONAL UNIVERSITY IN TASHKENT, UZBEKISTAN



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