

# **Trans-national Education and Higher Education Institutions:**

## **Exploring Patterns of HE Institutional Activity**

Sue Drew, Colin McCaig, David Marsden, Peggy Haughton,  
John McBride, Denise McBride, Ben Willis, Claire Wolstenholme  
Centre for Research and Evaluation and Centre for Education and  
Inclusion Research, Sheffield Hallam University

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*Centre for Research and Evaluation and Centre for Education and  
Inclusion Research, Sheffield Hallam University*

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## **Executive summary**

### **1 Aim of the study**

Trans-national education (TNE) refers to the delivery of educational programmes, award or credit bearing, by Higher Education Institutions (HEIs) in countries other than their own. The study aimed to identify the scale and pattern of current and planned trans-national education (TNE) offered by UK HEIs.

### **2 Context of the study**

A small scale qualitative study by Drew *et al* (2006) of UK HEIs perspectives on TNE and a companion study by Tang and Nollent (2007) of TNE between China, Hong Kong and the UK, formed a starting point for this study. This quantitative study drew particularly on the first of these. Key contextual issues emerging from this earlier study were how far TNE is seen as an entity by UK HEIs, the motivations of other countries and of UK HEIs and the influence of such motivations on provision. TNE has grown enormously in the last 20 years, fuelled by the development of information and communications technology (ICT) and the need for internationally recognised qualifications, with most growth being where language barriers are low.

UK government wishes to promote UK HE internationally, as evidenced by two Prime Minister's Initiatives (DfES 1999; DfES 2006), and a key motivator for this study was the provision of a baseline against which future activity can be measured. Although the Higher Education Statistics Agency (HESA) has asked HEIs to supply data about TNE, this has been on a voluntary basis.

### **3 Research methods**

The research began with a pre-pilot and pilot, involving interviews with staff in a sample of HEIs, aiming to develop a classification of models of TNE provision, identify questions to ask and methods to use in the main research phase and test the research instrument. In the main study, data were collected on provision at 31st July 2006 for the academic year 2005 – 2006 and on planned new provision for 2006 - 2007. The study included a critique of methods used, to inform future studies, and findings were modelled against HESA data.

#### **The sample**

All UK HEIs were surveyed. Information was collected on the type of HEI (post 92; pre 92; specialist institution/colleges) and size (3 size bands were identified relating to student numbers).

- England has 78%<sup>1</sup> of all UK's HEIs, Scotland has 12%, Wales 7% and Northern Ireland 2%.
- 34% of all HEIs are post 92, 40% are pre 92 and 26% are specialist institutions/ colleges.
- In Scotland and Wales a higher proportion of HEIs are pre 92 (47% and 58%) than England (38%). In Northern Ireland 2 of the 4 HEIs are specialist institutions/ colleges.

### **4 Key findings**

#### **4.1 Response rate and completeness of the data**

There was a high response rate to the survey of 82%. All Welsh and Northern Irish HEIs responded, as did 81% of English and 74% of Scottish HEIs.

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<sup>1</sup> In the Executive Summary all %s are rounded to the nearest whole number (0.5 is rounded up).

Modelling against HESA data for the same period indicates that this study did not identify some data identified by HESA and visa versa (see section 3 below). The study indicates some concentrated pockets of high levels of provision and clearly any omission of such 'pockets' may impact on information.

All respondents with TNE provision provided data on programmes. Most respondents provided total numbers of students but only 29% were able to provide accurate breakdowns by age and gender.

## **4.2 Conventions and variables used**

All %s given are of responses from those HEIs with TNE provision.

'Students A' are those whose contracts are with the UK HEI and 'students B' are those whose contracts are with overseas partners.

Although they are included in the information on extent of provision, for patterns of provision two large 'outliers' were excluded from student numbers (not from programme numbers) as they fell within very limited variables and obscured general patterns.

The key variables of number of programmes and number of students were examined in relation to type and size of HEI and to other variables relating to the nature of provision.

In this executive summary, section 4.4 'Patterns of provision' refers to provision current at 31.7.2006, not to further planned provision.

## **4.3 Extent of provision**

### **UK wide**

Of the 135 HEI's responding to the study, 65% offer TNE. Within these HEIs were identified:

- 1,536 current TNE programmes (with a further 222 programmes planned for the following academic year)
- 276,765 TNE students, equating to 12% of the total number of students in the UK for the same year (2,336,110, HESA 2008). Additionally, on OU TNE modules there were 34,239 student registrations (there may be multiple enrolments for each student).

### **By UK countries**

Responses indicated that:

- England, with 78% of the UK's HEIs, has 83% of the current programmes identified;
- Scotland, with 12% of the UK's HEIs, has 4% of the current programmes identified;
- Wales, with 7% of the UK's HEIs, has 5% of the current programmes identified;
- Northern Ireland, with 2% of the UK's HEIs, has 4% of the current programmes identified.

## **4.4 Patterns of provision**

### **Categorising students**

24% of respondents indicated that they categorised students separately according to whether their contract was with the UK HEI (students A) or the overseas partner (students B), but slightly fewer (20%) provided data on students B. The HEIs use different terms for these categories and the data suggest that there may not be commonality in applying them.

Excluding the 'outliers', students B comprise 14% of all TNE students (including the 'outliers' increases this to 16%).

### ***TNE provision by type and size of institution***

Post-92 HEIs are the largest providers of TNE (63% of TNE programmes identified), followed by pre 92 HEIs (31% of programmes), with specialist institutions/ colleges having the least provision (6% of programmes).

The larger the institution, the more likely it is to provide TNE: 91% of large institutions provide TNE; 70% of medium sized HEIs offer TNE: 35% of small institutions offer TNE.

Differences in TNE provision between the UK countries may partly be explained by the composition of the HEI body (see section 3 above, i.e. England, with the highest proportion of TNE provision, has the largest number of HEIs and also the highest proportion of post 92 institutions and large institutions).

### **Models of provision**

Data were collected against 10 models of TNE provision, developed via the pre-pilot:

- in-country/flying faculty
- distance learning (DL)
- blended delivery
- on-campus provision overseas
- validation
- articulation
- franchise
- joint award
- dual award
- partial credit.

No data were provided for the last model, partial credit, but data were given for all other models, with respondents unable to classify only 7% of programmes in this way.

Franchise has the most programmes (28%), followed by Validation (20%) then Distance Learning (14%). Together, these three models account for 62% of the TNE programmes identified.

Models of provision have differing numbers of student in relation to number of programmes. Distance Learning (DL) has proportionally many more students (53% of students A) than programmes (14%) whilst on-campus provision overseas, for example, has 6% of the programmes and 3% of students A. The majority of students B (i.e. whose contract is with an overseas partner) fall within Validation (52% of students B) and Franchise (24% of students B).

The occurrence of models of provision relates to type and size of HEI. DL is by far the preferred model for specialist institutions/colleges and for small HEIs (66% and 71% of their programmes, respectively). Franchise is most common in post 92 (36% of their programmes) and medium sized HEIs (47% of their programmes). Validation is most in evidence in post 92 (23% of programmes) and large HEIs (26% of programmes). Overseas Campuses are most in evidence in pre 92 (16% of their programmes) and large HEIs (7% of their programmes). Where a model is common, there may be proportionately more students than programmes. For example, in small institutions/colleges, 66% of the programmes are DL with 98% of their TNE students.

There are different patterns by UK country, for example Franchises are more frequent in Wales and England, whilst Articulation is more frequent in Scotland. The differences may relate to some extent to differences in the composition of the HEI body in the UK countries.

### **Mode of study**

Mode of study was given as full time, part time, distance learning (DL), mixed mode and 'other'. DL can be seen as both a model of provision (i.e. with particular learning, teaching and assessment methods) and a mode of delivery.

The full time mode has the largest proportion of current TNE programmes (41%) and of students B (58%). Where students contracts are with an overseas partner there may be full time on site delivery by that partner.

More programmes in specialist institutions/colleges and pre 92 HEIs are DL (64% and 27% respectively) than in post 92 HEIs (7%). More programmes in post 92 HEIs are full time (48%) than in pre 92 (34%) or specialist institutions/colleges (12%). The proportions falling within each mode are similar for large and small institutions, suggesting that it is the type rather than size of institution that has a greater influence.

There are differences between the UK countries. Whilst 28% of programmes delivered by English HEIs and 35% of those delivered by Welsh HEIs are part time, only 3% of those from Scottish HEIs are part time. Scottish and Welsh TNE programmes are more likely to be mixed mode (23% and 39% respectively) than those from England (6%). Given the increasing blurring between modes of provision it may be that this reflects different ways of describing provision rather than differences in practice.

### **Academic level**

The greatest proportion of programmes is at undergraduate level (55%); 71% of students A and 58% of students B are undergraduate.

There is a relationship between the type of HEI and the academic level of TNE programmes. Undergraduate provision is more prevalent in post 92 HEIs (60% of programmes and 76% of students A) and specialist institutions/colleges (77% of programmes and 99% of students). Postgraduate taught is more prevalent in pre 92 HEIs (54% of programmes and 76% of students A). Where provision against a variable has high programme numbers it often has even higher student numbers.

The proportions of programmes in the different levels are similar across sizes of HEIs, so that type rather than size of institution seems to be more influential here.

There seem to be differences in academic levels of provision between the UK countries, but a comparison with HESA data suggests that this may, in part, relate to missing data.

Very little information was gathered on postgraduate research provision, compared with that gathered by HESA (HESA's starting point is data on students, this study started with programmes and did not identify individual postgraduate research student registrations).

### **Provision by subject**

TNE programmes are in a wide range of subjects, most with small percentages of programmes and students.

Within this overall picture, some subjects have more provision. Business and Administrative Studies accounts for 38% of TNE programmes, 43% of students A and 39% of students B. The next most common subjects are Mathematical and Computer Sciences (12% of programmes), Creative Art and Design (10% of programmes), Engineering (8% of programmes) and Subjects Allied to Medicine (6% of programmes). The remaining 15 subjects each account for less than 5% of TNE programmes.

A large number of the Business and Administrative Studies programmes are in post 92 HEIs and specialist institutions/colleges, but generally type or size of institution do not seem to influence this variable. There is no particular relationship between model of provision and subject of study.

There is little variation by UK country, although Scotland has a greater proportion of Engineering Programmes and Wales of Historical and Philosophical Studies programmes.

### **Geographical locations of the delivery of TNE programmes**

Provision is widespread, delivered to almost 80 countries of which 15 have over 2% of the UK TNE programmes or over 2% of the TNE students. The picture is of concentrated 'pockets' within a thinly-spread provision; data on the last 6 of the 15 most commonly occurring countries suggest provision from a limited number of HEIs.

Collating countries into worldwide regions indicates that the largest proportion of programmes is delivered in Asia (44%), with Europe the next most common destination (28% of programmes). There is virtually no provision in Australasia.

There are differences here between types of HEI. Europe is a more common location for post 92 HEIs (34% of their programmes) than for pre 92 HEIs (20% of their programmes), and specialist institutions/colleges have more worldwide provision (64% of their programmes), reflecting their focus on DL.

There are some differences between sizes of institution. Medium sized HEIs have more provision in the Middle East (this may reflect 'pockets' of provision) and small HEIs have considerable provision in Asia but not in Europe.

Welsh and Northern Irish HEIs have a higher proportion of their provision in Europe (47% and 42%) than do England and Scotland (28% and 9%) and Scotland has more in the Middle East (26%), but percentages for provision for Asia are similarly high across the countries.

Business and Administrative Studies, Social Studies and Education are delivered in all regions of the world, the last two with small numbers of programmes in each region. Other subjects are delivered in most regions or in some regions only. All the subjects specified were delivered in Asia and Europe and the Middle East has many of them, but fewer are delivered in Africa, North America and South America. There are differences in the numbers of programmes delivered by region, for example Mathematical and Computer Science programmes are most numerous in Asia as are Creative Arts and Media programmes. Business and Administrative Studies programmes are most numerous in Europe and Asia.

Some models of provision are used in all world regions i.e. DL, Blended Delivery, Franchises and Overseas Campuses. Dual and Joint Awards occur more in Europe.

Academic levels of programmes vary across world regions. There are more postgraduate taught (243 programmes) than undergraduate programmes (172) in Europe. This is also the case in North America and Worldwide, whilst the reverse is the case in Africa, Asia and the Middle East. In Asia undergraduate provision is three times (475 programmes) that of taught postgraduate (158 programmes). This suggests that in some regions TNE's key function is to top up shortfalls in undergraduate provision whilst in others it is to develop high level academic knowledge and skills.

## **Partners**

Private colleges and state/public universities are the most common types of partner (23% and 21% of partners respectively), the next most common being private educational companies and state/public colleges (10% and 11% respectively).

There is a different pattern across types of UK HEI. Post 92 HEIs are more likely to have private colleges as partners (29% of their partners) and pre 92 HEIs to have state/public universities (32% of their partners). There is a link between type of partner and academic level of provision. Where a country has insufficient undergraduate places, private colleges unable to award degrees can do so via partnerships with overseas universities. For postgraduate programmes, overseas partners are likely to be universities.

Some types of partner are more prevalent in some regions of the world than others: all types of partner operate in Asia; there are no private colleges in Europe but many more educational companies; partners in the Middle East are more in the private sector.

Although the numbers of programmes across models of provision are small, there seems to be a relationship between models and type of partner. All models are used with state/public university partners. There are no Dual or Joint Awards with private colleges. Blended Delivery, In-Country/Flying Faculty and Validation occur with professional bodies. On-Campus provision has virtually all types of partner, apart from professional bodies and employers.

## **Students**

Where there were accurate breakdowns of student data they indicate that 41% of TNE students are female and 39% of all TNE students are over the age of 30.

## **OU modular provision**

Although full OU programmes were included in the overall analyses, OU TNE modular provision was analysed separately (modules combine differently to form programmes and students may have multiple module enrolments).

There are 489 OU TNE modules with 36,484 students, an average of 75 student registrations per module. There are 88 Business and Administrative Study modules and 66% of the student registrations are in this subject. The next largest subject is Mathematical and Computer Sciences with 56 modules and 5% of student registrations.

Of the modules 90% are in the DL model but this model has 40% of the student registrations, compared with 10% of modules in Blended Delivery with 60% of student registrations.

The modules are delivered to 97 countries, of which there are 13 countries with above the average of 376 student registrations per country. The Russian Federation has 45% of all student registrations.

## **3 Modelling against HESA data**

This study identified 21 more HEIs with TNE provision than did HESA for the same period. There are pockets of considerable provision identified by this study or by HESA but not by both that led to considerable differences in the data provided. TNE data for this study and HESA's data were both gathered on a voluntary basis, resulting in missing data.

HESA's focus is on amount of provision, whilst this study's is on patterns of provision. HESA's starting point is the student and this study's was the programme.

The fields for this study were reviewed against the HESA fields for 2005/6 and for 2007/8. The proposed 2007/8 HESA fields are fewer than those for 2005/6.

Some of HESA's fields for 2007/8 coincide with the findings of this study, they: address the issue of different student categories; exclude Articulation; do not seek information on mode of study nor on gender or age of TNE students (difficult for HEIs to provide). HESA 2007/8 fields include location of study and academic level.

This study identified provision against a range of further features (see section 2 above) and explored the relationships between them.

The fields in this study and HESA's fields for 2007/8 do not include ones used by HESA in 2005/6 relating to retention and progression. This information is usually gathered by HEIs as part of quality reviews.

#### ***4 Critique of methods used.***

Key elements of the methods were:

- interviews in a pre-pilot to clarify models of provision, questions to ask and methods to use
- piloting of the research instrument (an Excel workbook)
- creation of a contact list of those providing HESA data for the institution
- emailing of the Excel spreadsheet with a covering email and an attached paper defining models of provision. The Excel workbook had an introductory section with instructions and initial questions.
- telephone progressing of all institutional contacts over a 3 month period
- transferring data from Excel to the SPSS package for analysis
- analysis.

The pre-pilot was extremely helpful, as was the piloting of the Excel workbook (although re-piloting of the revised version would have been useful).

Telephone progress chasing was invaluable. It identified difficulties created by IT systems and in identifying appropriate contacts, and the issues that HEI staff have in completing such requests and in pulling together information that is not within the normal HESA reporting requirements. It encouraged contacts to prioritise the request and led to a very high response rate.

The Excel workbook in general worked well. Where there were problems these often related to individuals not reading the covering email, attached paper and introductory section. There were instances where those delegated to completing the template had not been provided with the original email and attachments.

The analysis was time consuming. Data for some fields in the Excel workbook could not be transferred into SPSS without coding, as patterns emerged further analyses were carried out and the team in some cases agreed that respondents might provide their own spreadsheets. Given that this was an exploratory study, flexibility seemed appropriate.

This was a very successful project that identified a considerable amount of valuable data:

- the use of a qualitative pre-pilot and the use of telephone chasing were invaluable
- obtaining information that differs from that normally required by HESA is difficult and can be time consuming for HEIs
- all information pertaining to the completion of the template must be attached to it

- for such exploratory studies, considerable time is needed for analysis and exploration of data.

## **5 Implications**

This section includes issues, questions and implications arising from the study, many of which imply the need for further investigations and discussion.

i) To identify the full extent of provision, it is important to acknowledge that HEIs may categorise students differently according to their status with the UK HEI or the partner. The new HESA fields for 2007/8 do this.

ii) Large pockets of provision may be omitted if TNE data are gathered on a voluntary basis, leading to an incomplete or inaccurate picture.

iii) The nature of provision is closely linked to the type of HEI. HEIs may develop TNE provision in line with their institutional missions. Some patterns identified suggest the possibility of financial imperatives for some. Changes in financial situations might impact on those imperatives and on TNE provision. Where TNE income is important to HEIs, there may be risks or advantages in concentrating their efforts. Should government encourage and support those types of HEI that are less engaged with TNE to develop provision and if so how?

iv) Size of institution is related to nature of provision to a lesser extent. Large institutions are most likely to engage with TNE, possibly because of their infrastructures or resources. There might be a consideration of how smaller HEIs might be supported in developing TNE and of encouraging an exchange of information between HEIs.

v) The type of partner is linked to several features of provision. There are sustainability issues. The study's pre-pilot suggested that effective partnerships spin-off into new directions (e.g. research collaborations). Might the focus on private colleges as partners become problematic if they increasingly gain their own degree awarding powers or might this lead to new types of relationship? HEIs may be protective of their partners, but a sharing of the issues involved in different types of partnership might be helpful.

vi) The take-up of models of provision varies between types of HEI. There are different financial, legal, resource and quality issues attached to each model and the models may be affected by other countries' policies and regulations. Should a range of models be encouraged across HEIs or is it appropriate for certain models to be associated with certain types of HEI? How does the distribution of provision by model relate to policies and approaches within the UK and does this matter? How can information about issues relating to models be shared? How might new models be encouraged?

vii) Mode of study does not seem to be a helpful variable and the HESA fields for 2007/8 do not include it.

viii) Academic level of study is linked to type of HEI provider. The questions identified in (vi) above may also apply here.

ix) There is widespread provision by subject of study with pockets of concentration in some subjects. There may be implications here for sustainability, competition and duplication between UK HEIs. Should UK HEIs extend their expertise to other countries across a wide range of subjects or focus on some areas? Whose interests does the

current distribution between subjects reflect (students, partners, other countries, employers etc)?

x) The data suggest that provision has developed ad hoc and that strategic targeting has followed successful enterprises. Where there is a preponderance of programmes against a variable, there is often an even higher proportion of students. This may suggest that developments are 'market led'. There are advantages both of ad hoc developments and of strategic planning. How far should there be a UK wide (or UK country) strategy for TNE and how far should HEIs develop their own strategies?

xi) Are HEIs aware of the extent and patterns of existing provision and their implications for new developments?

xii) If TNE is important for UK HEIs, common recording practices and categorisations might be helpful. HESA requirements impact on the data recorded in HEIs and there are difficulties in collecting data not normally required by HESA. Without a requirement for HEIs to provide TNE data, information collected will inevitably be incomplete. How might HESA data collection support HEIs in reviewing and monitoring their TNE provision without adding undue burdens?

xiii) Consideration might be given to the purposes for gathering data on TNE and the data that should therefore be collected and how frequently, for example data on extent and data on patterns of provision.

## **5 Conclusions**

About two thirds of responding HEIs have TNE provision. The study reveals a pattern of provision with features that are strongly interconnected.

- TNE is influenced by the context of the countries concerned, for example: an overseas country may have a shortfall in undergraduate places.
- UK HEIs and their partners are influenced by their country contexts and by their own motivations, determining the nature of their TNE provision. There may be mixed motivations for any one HEI.
- Country, UK HEI and partner contextual factors impact on a number of interacting elements that form the nature of TNE provision: the model of provision, mode of study, academic level of study, subject of study and geographic location of study.
- The student is both the recipient of the developments and part of the motivating context. There is some evidence that provision follows student numbers.

There are differences in provision between different types of HEI, and to a lesser extent, different sizes of HEI. Patterns differ between geographical regions of the world in relation to many elements of provision. There are often pockets of concentrated provision, for example there is delivery across a wide range of subject areas but a few subjects predominate. This suggests that developments have been ad hoc with some becoming more strategic, leading to a focus on particular countries, types of partner and so forth.

There are implications arising from the findings. Key issues include: the provision of information on TNE provision to HEIs and the sharing of information between HEIs; support needed by HEIs; the distribution of types of provision across HE; sustainability; motivations for engaging in TNE; the level at which strategy might be decided (nationally, by UK country, at individual HEI level?).

The patterns emerging need to be seen in the light of contextual information, for example the policy and regulatory concerns of the receiving countries, and might be further illuminated by the literature on TNE and by further qualitative explorations.

# **Trans-national Education and Higher Education Institutions: exploring patterns of HE institutional activity**

## **1 Introduction**

### ***1.1 Aim of the study***

The study, commissioned by the predecessor of DIUS, the Department for Education and Skills (DfES), had as its aim:

- "to identify the scale and pattern of current and planned trans-national education (TNE) offered by UK HEIs".

The study had a companion strand, which is reported separately, that explored how far UK HEIs monitor and coordinate their international research collaborations.

Trans-national education (TNE) refers to the delivery of educational programmes, award or credit bearing, by HEIs in countries other than their own. The terms TNE and cross-border education are used interchangeably (Stella 2006).

The objectives of the study were to:

- develop a workable categorisation of models of provision against which to collect data and to define those models
- ascertain if the key teaching, learning and assessment features for those models are generally applicable
- identify the HESA fields of relevance to TNE provision and to model the appropriate fields against the above mentioned categorisation
- obtain quantitative information, against the categorisation, for this 2006–07 academic year at a cut-off agreed with the DfES Steering Group
- identify in what way this quantitative information does not provide information about all models of provision or all classes of students
- identify and model how such information might be provided in future with minimum extra effort by HEIs
- identify institutions' programmes approved for 2007–08 and their target numbers and any strategic institutional targets.

### ***1.2 Context for and purpose of the study***

A qualitative study by Drew et al. (2006) of UK HEIs perspectives on TNE and its companion study by Tang and Nollent (2007) of TNE between China, Hong Kong and the UK, formed a starting point for this study. This study draws particularly the first of these, a small scale study exploring perceptions of TNE in 12 UK HEIs, that was invaluable in informing the methods used for this quantitative study and in interpreting its findings. Key contextual issues emerging from this earlier study were how far TNE is seen as an entity by UK HEIs and how it is constituted, and the varying motivations of other countries and of UK HEIs and how these differing motivations influence provision.

The earlier qualitative study for the British Council, Drew *et al.* (2006), found TNE not to be a term commonly used in the HEIs consulted. HEIs refer either to collaborative provision (with the effect of excluding non-collaborative models) or to specific models of provision (e.g. franchising). Drew *et al.* identified models of provision and also a trend towards a blurring between them, a blurring that is related to the use of blended learning and to the devolution of elements of provision to partners.

Key motivations for countries to import higher education programmes are seen as skills shortages (Gift *et al.* 2006) and a demand for places that outstrips provision (Bohm *et al.*, 2004). Drew *et al.* (2006) found that reasons for UK HEIs' engagement with other countries vary, for example: some disciplines are not commonly taught in some countries; countries differ as to whether they need more undergraduate or postgraduate provision. Where countries have limited public university places, private colleges without degree awarding powers operate in conjunction with foreign universities to extend HE provision.

TNE has grown enormously in the last 20 years, fuelled by the development of information and communications technology (ICT) and the need for internationally recognised qualifications, with most growth being where language barriers are low (Stella 2006; Cheung 2006; Gift *et al.* 2006). There is increasing competition, for example over 100 foreign universities operate in the Caribbean (Gift *et al.* 2006). Hatakenaka (2004) suggests that some countries (e.g., Malaysia) aim to be higher education hubs and Drew *et al.* (2006) found that UK HEIs are accessing geographical regions and international students via partners (e.g. African students studying UK courses in Eastern Europe).

Kwan (2005) sees the motivations of UK HEIs to export TNE as being to promote the university brand, work with world class academia, recruit a diverse student body and generate income. Drew *et al.* (2006) found that TNE is indeed important to UK HEI's. A key motivation relates to income generation. Income from international students is important yet traditional international recruitment to the UK is seen as "fading" and TNE is a way of making up shortfalls in income. Government approaches to funding domestic activities are also encouraging HEIs to seek income from abroad (Hatakenaka, 2004). Drew *et al.* (2006) found that the research-led pre-92 HEIs consulted seemed more likely to emphasise breaking-even, linking TNE benefits to research, whereas the teaching-led post-92 HEIs were more likely to emphasise TNE income generation. The second key motivation is internationalism. HEIs want an "international brand" and Government wishes to promote UK HE, as evidenced by two Prime Minister's Initiatives (DfES 1999; DfES 2006). Drew *et al.* (2006) found that HEIs saw TNE as enabling the strategic development of sustainable partner relationships in a way that direct recruitment to the UK does not. TNE links into international research activities and also into UK curriculum development and the various different aspects of internationalism are seen as interconnected.

Drew *et al.* found that whilst TNE was seen as important to the HEIs consulted, there seemed to be a lack of information about the extent and pattern of TNE provision, even though HEIs' increasingly have strategic approaches. This study has sought to identify this information. Some data are already collected by the Higher Educational Statistics Agency (HESA) in this area and section 5 of this Report explores the relationship between HESA data and the data collected for this study.

## **2 Research methods and processes**

Information on methods is given here to inform the subsequent findings sections. However, a fuller account and critique of the methods is given in section 6.

The research began with a pre-pilot that aimed to identify questions to be asked of HEIs, the most appropriate people from whom to seek information in HEIs and the most appropriate process to use in order to gather it. It consisted of a qualitative study of a sample of HEIs, with face-to-face or telephone interviews. This pre-pilot was also used to develop a classification of models of trans-national education that could then be used within the research (see Appendix 1). From the pre-pilot an Excel spreadsheet workbook was developed that was then piloted with the same sample of HEIs.

During the pre-pilot and pilot for the study it became clear that the most suitable cut-off point for the data was 31st July 2006 for the academic year 2005 - 2006, as HEIs would have complete data on enrolments over a full academic year at that point. They were also asked to separately complete a template for additional planned new provision for 2006 - 2007. The request was sent in each HEI to the person identified as responsible for returning HESA data with the suggestion that this person would also need to communicate with the member of staff in the HEI responsible for the validation of TNE programmes. No information was sought on institutional targets for TNE as this would entail a third line of contacts, adding complexities that were not deemed worth the additional possible information.

The Excel spreadsheet workbook had an introductory section with instructions for completing the spreadsheet template and some initial questions. In the template, one line per programme was to be completed and there were columns with drop-down options and some columns for data entry. The template provided access to a list of JACS codes (i.e. the codes used in HE for subject areas) and to a list of country codes (used by HESA, with the addition of codes for regions of the world and for worldwide). A covering email (see Appendix 2) explained the purpose of the research and its relationship to HESA data (HESA collects data about HE activity across the UK annually), indicated the processes needed to complete the template and asked respondents to refer to its introductory section. The second template about planned provision did not request student data (at 31st July 2006 they would not yet have been not be enrolled on 2007/8 programmes) but only information about proposed programmes.

The email was dispatched in May and telephone progressing began in June and continued until the end of September. Part of this progressing involved returning to HEI contacts to clarify issues about the data.

The data collected was analysed using the SPSS package, with written comments given in open boxes in the spreadsheet's introductory section being analysed manually.

### **3 The sample**

Prior research for the British Council (Drew et al. 2006), indicating that the type and size of institutions may be related to the nature of their TNE provision, led this study to classify HEIs by three variables: location; type of institution; size of institution. The location variable was partly to enable separate reporting on its TNE provision to each of the UK countries and partly to establish if location of institutions in the UK influences TNE provision.

#### ***Type of institution***

Table 1 indicates the number of HEIs by country contacted. The Open University (OU) operates UK wide. HEIs were classified by 'type' according to whether they existed as universities prior to 1992 (pre 92), whether they acquired university status post 1992 (post 92) or whether they are specialist institutions or General Colleges of HE (SI/GC).

**Table 1. HEIs by UK country and type of institution**

	Post 92		Pre 92		SI/GC		Total	
	N	%	N	%	N	%	N	%
<b>England</b>	45	34.9	49	38.0	35	27.1	129	78.2
<b>Scotland</b>	6	31.6	9	47.4	4	21.1	19	11.5
<b>Wales</b>	4	33.3	7	58.3	1	8.3	12	7.3
<b>Northern Ireland</b>	1	25.0	1	25.0	2	50.0	4	2.4
<b>Open University</b>	-	-	1	100.0	-	-	1	0.6
<b>Total</b>	56	33.9	66	40.0	42	25.5	165	100

### **Size of institution**

The team explored whether there are existing commonly used ranges by which to classify institutions by size but none were discovered. The following ranges of student population were therefore used to determine institutional size: small, up to 7,999 students; medium, 8,000 to 19,999 students; large, over 20,000 students. Table 2 indicates the institutions contacted, by size.

Please note that within this report percentages do not always total 100, as a result of 'rounding'.

**Table 2 HEIs by size of institution**

	Large		Medium		Small	
	N	%	N	%	N	%
<b>England</b>	49	83.0	37	72.5	43	78.2
<b>Scotland</b>	5	8.5	7	13.7	7	12.7
<b>Wales</b>	2	3.4	7	13.7	3	5.4
<b>Northern Ireland</b>	2	3.4	-	-	2	3.6
<b>Open University</b>	1	1.7	-	-	-	-
<b>Total</b>	59	100.0	51	99.9	55	99.9

## **4 The findings**

### **4.1 Response rates**

The response rates given below (Table 3) include those HEIs indicating that they had no TNE provision, those returning templates about current TNE provision and those returning templates about further TNE programmes planned. The overall response rate is 81.8%. This is high, especially given the complexities of the exercise (see section 6 below). Of the responses, 88 HEIs (see Table 4) provided data on their provision.

**Table 3 Response rate by country**

	England N = 129		Scotland N = 19		Wales N = 12		N Ireland N = 4		OU N = 1		Total N = 165	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>Responses</b>	104	80.6	14	73.7	12	100	4	100	1	100	135	81.8

## **4.2 Issues impacting upon the findings: validity of the data**

The following suggests that whilst this research has yielded extensive valuable information on the extent and pattern of TNE provision, it may not be complete.

### ***The completeness of the data***

Respondents were asked, in the introductory section of the template, to provide information about difficulties in completing the template. Of the 88 completing the template, 54 respondents made no comment, there were 8 responses saying there were no difficulties and there were written comments on difficulties by 26 HEIs, concerning: difficulties in providing information on partners; students; mode of delivery; models of provision; domicile or location; comments about the template. Some respondents made comments on several issues.

Comments about difficulties in collating the data included: the data not being held in one central database (in one case discussion between four people in three parts of the HEI was needed); difficulties because of the number of students and variety of programmes. Not all completed templates included full information about all variables and the findings that follow indicate where information was and was not available. Some HEIs had to extract the data from a variety of sources, and for some variables the data did not exist. Some HEIs, particularly those with a considerable amount of provision, agreed with the team to provide information on their own spreadsheets, rather than using the template provided.

Where comments were made on specific aspects of the data, sections 4.4.2 – 4.4.11 below refer to them.

Please also see section 5 below that contains a modelling of the findings of this study against those of HESA. This indicates that while this study had a high response rate, it did not pick up some data identified by HESA (and visa versa). See section 5 for a further exploration of this. The findings of this study helpfully indicate patterns of provision but they do not give exhaustive information on all UK TNE provision.

## **4.3 Extent of provision**

### ***Provision by UK country***

Overall 65.2% of responding HEIs offer TNE provision, the percentages being similar in England and Wales, with proportionately less (57.1%) for Scottish HEIs (Table 4). For all country breakdowns in the findings sections it should be noted that the total number of HEIs in Northern Ireland is only 4 and percentages for this country should therefore be treated with caution. The templates on further planned provision were completed by 39 of those also returning templates for current provision: there were 2 responses from HEIs with no current provision but with planned provision.

**Table 4 HEI's TNE provision, by country**

	England		Scotland		Wales		Northern Ireland		Open University		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>Total respondents</b>	104	100.0	14	100.0	12	100.0	4	100.0	1	100.0	135	100.0
<b>HEIs with current TNE provision</b>	68	65.4	8	57.1	8	66.7	3	75.0	1	100.0	88	65.2
<b>Of which, HEIs that also have planned TNE provision</b>	28	26.9	5	35.7	4	33.3	1	25.0	1	100.0	39	28.9
<b>HEIs that have planned TNE provision but no current provision</b>	2	1.9	-	-	-	-	-	-	-	-	2	1.9

### **Regional breakdowns**

Regional breakdowns within the UK countries were explored but appeared not to be helpful, as regions have very different proportions of HEIs and of types and sizes of HEI, and type and size are important factors in provision (see Appendix 3, Tables 1.1a, 1.1b). For example, in the London region 41.5% of HEIs are pre 92, compared with the East of England, East Midlands in England and North West England where in each case about 30% of HEIs are pre 92. There are also regional differences in size, for example 33% of institutions in the East of England, 11% in the East Midlands of England and 45% of those in South West England are small. These two factors (i.e. small numbers of institutions in some regions and regional variation in type and size) led the team to conclude that information by region (as opposed to by UK country) was not useful and it is not therefore further reported on. The regions each with more than 10% of TNE programmes are London (20%), the East Midlands (11.7%), Yorkshire and Humberside (11.6%) and the East of England (10.1%) (see Appendix 3, Table 1.2).

### **TNE by type of institution**

Analysis by HEI type (Table 5) reveals that post-92 HEIs are proportionately the largest providers of TNE (85% of post 92 respondents), followed by pre 92 HEIs (of which 72% have TNE provision) with specialist institutions or colleges having the least provision (29% of such HEIs).

**Table 5 TNE by type of institution**

	Pre 92		Post 92		SI/GC	
	N	%	N	%	N	%
<b>HEIs with current TNE provision</b>	38	70.4	40	85.1	10	29.4
<b>Of which, HEIs that also have planned TNE provision</b>	20	42.6	15	27.8	4	11.8
<b>HEIs that have planned TNE provision but no provision as yet</b>	1	1.9	-	-	1	2.9
<b>Total respondents</b>	54	100.0	47	100.0	34	100.0

**TNE by size of institution**

The larger the institution, the more likely it is to have TNE provision. A very high proportion (91%) of large institutions provides TNE. Of medium sized HEIs, 70% offer TNE. Of small institutions, 35% offer TNE (Table 6).

Table 7 provides a correlation between type and size of institutions with TNE provision. There are no specialist institutions/colleges that are large in size, although there are institutions of each type in all of the other size categories.

**Table 6 TNE providers by size of institution**

	Large		Medium		Small	
	Provides TNE		Provides TNE		Provides TNE	
	N	%	N	%	N	%
<b>HEIs with current TNE provision</b>	42	91.3	30	69.8	16	34.8
<b>Of which, HEIs that also have planned TNE provision</b>	21	45.7	11	25.6	7	15.2
<b>HEIs that have planned TNE provision but no provision as yet</b>	-	-	1	2.3	1	2.2
<b>Total respondents</b>	46	100.0	43	100.0	46	100.0

**Table 7 TNE providers by size and type of institution**

Type of HEI	Large HEIs	Medium sized HEIs	Small HEIs	Total
Post 92	25	12	3	40
Pre 92	17	17	4	38
SI/GC	0	1	9	10
<b>Total</b>	42	30	16	88

#### **4.4 Pattern of provision**

This section includes: introduction; provision by UK country; provision by type and size of institution; provision by model of TNE; provision by mode of study; provision by academic level; provision by subject; provision by location of the programme; provision relating to partners; provision relating to students; 'outliers'.

##### **4.4.1 Introduction: variables and conventions used in these findings**

###### ***Conventions for presentation of the findings in the following sections***

In all cases in the following sections percentages are of responses, i.e. percentages of known programmes or of known student numbers. Section 4.4.2 below indicates that student numbers for the OU are, as might be expected, high and there is one programme in another institution with extremely high student numbers, and both of these may distort the analyses of patterns. Unless indicated otherwise, numbers of programmes in all tables include both the OU and this one programme. However, student numbers for the OU and for this one programme are excluded. The remainder of these findings will refer to these excluded data as 'outliers' and information on them is given, with the permission of the relevant institutions, in section 4.4.11 below.

Given the cross-UK operation of the OU, OU data are, with the permission of the OU, separated out for tables indicating provision by UK country. There is a further complication relating to OU provision in that the OU provided data on full programmes and on modules. Whilst full OU programmes have been included in the data throughout the findings, data on provision by module are given in section 4.4.11 only.

Within the tables in the following sections 'Students A' refers to students where the contract is directly with the UK HEI and 'Students B' to those whose contract is directly with the partner. This is further explained below. In all sections student numbers given are for current provision only, and further planned provision is indicated by number of programmes only.

###### ***Key variables***

Two key variables used to identify the extent and pattern of provision were the number of programmes and the number of students and these were examined in relation to a range of other variables to explore patterns of provision. As indicated in 4.2 above, complete information was not always provided. All respondents with TNE provision and completing templates gave information on their programmes. Respondents were less able to provide information on students, either being unable to provide any student numbers or to provide the breakdowns requested about the student population.

**Respondents' comments on student data (given in the introductory section of the template).**

The template's introductory section asked respondents to use 0 for 'not applicable' and X for 'applicable but not known'. One respondent seems to have been unaware of this, commenting, "No provision for entering student numbers where data not known, e.g. gender, date of birth, domicile..... The unknowns have been excluded from the numbers given, which is why the totals for Male and Female do not equal the gender Total column, and why the Age and Domicile totals do not match". If others also had not seen the instruction in the introductory section this may offer a partial reason for the lack of matching of some breakdowns with totals. Another reason may be that respondents were encouraged to offer whatever data they had.

**Student data**

Most respondents were able to provide total student numbers. Tables 8a and b give information about the number of programmes for which there were total student numbers only, the numbers for which there were accurate breakdowns that added up to the totals and the number of programmes for which there were some breakdowns but which did not add up to the total.

**Table 8a Summary of information supplied by respondents for category A students**

UK country	Programmes		Students							
			Totals only		Totals with accurate breakdown		Totals with inaccurate breakdown		Total	
			N	%	N	%	N	%	N	%
England	890	84.9	12121	17.3	16160	23.1	41590	59.5	69871	100.0
Scotland	39	3.7	253	8.8	2142	3.1	484	0.7	2879	100.0
Wales	77	7.3	684	30.7	1235	1.8	308	0.4	2227	100.0
Northern Ireland	43	4.1	4	0.5	882	1.3	-	-	886	100.0
OU	0	0.0	-	-	-	-	-	-	-	100.0
<b>Totals</b>	<b>1049</b>	<b>100.0</b>	<b>13062</b>	<b>17.2</b>	<b>20419</b>	<b>29.2</b>	<b>42382</b>	<b>60.7</b>	<b>75863</b>	<b>100.0</b>

\* Excludes 'outlier' i.e. students from one very large programme.

**Table 8b Summary of information supplied by respondents for category B students**

UK country	Programmes		Students							
			Totals only		Totals with accurate breakdown		Totals with inaccurate breakdown		Total	
			N	%	N	%	N	%	N	%
England	377	77.4	-	-	9749	97.2	283	2.8	10032	100.0
Scotland	27	5.5	-	-	170	9.2	1669	90.8	1839	100.0
Wales	0	0.0	-	-	-	-	-	-	-	-
Northern Ireland	19	3.9	-	-	32	100	-	-	32	100.0
OU	64	13.1	-	-	26085	100	-	-	26085	-
<b>Totals</b>	<b>487</b>	<b>99.9</b>	<b>-</b>	<b>-</b>	<b>36036</b>	<b>94.9</b>	<b>1952</b>	<b>5.1</b>	<b>37988</b>	<b>100.0</b>

Given that there were only totals with accurate breakdowns for only 29.2% of students A (Table 8a), the following analyses other than in section 4.4.10 relate to total number of students only. HEIs provided more accurate breakdowns for their category B students (i.e. those whose contracts are with partner HEIs), somewhat surprisingly as one might expect HEIs to have more complete data on students with contracts with themselves. The following section explores the issue of the two categories of student further.

### **Overarching categories used for student data**

The models of TNE offered to institutions (see section 4.4.4 below and Appendix 1) were placed in two overarching categories.

A. Models where students' contracts are with the UK HEI. Here the defining features relate to learning, teaching and assessment (LTA) methods.

B. Models where students' contracts are with partners or are shared with partners. Here the defining features relate to contractual arrangements between partner organisations or to quality assurance.

The pre-pilot for the research had indicated that where HEIs use such a categorisation, they record student data differently. For example: one pre-pilot HEI does not differentiate and all TNE students are entered into its student records; one HEI does differentiate and records the two types of students separately; a third HEI also differentiates but does not keep individual records of students in the second category. Clearly such differences in practice will impact on the meaningfulness of the data: the first of these examples will include in its student numbers those which the third example does not; the first of these examples may provide all this information to HESA but the second may only provide that which relates to students in the first category.

It seemed important to establish if HEIs did differentiate and then to ensure that all information on students, no matter how they are classified, was included. The template included two columns, A and B, one for each category of student. This was explained in the introductory section and the covering email emphasised that respondents should read this before completing the template.

The template's introductory section asked respondents if HEIs classified students in two separate ways, i.e. according to whether they had a contract directly with the UK institution or with a partner. Of those responding, 25.3% said they did differentiate in this way, 41% said they did not and 33.7% gave no response (Table 9).

**Table 9 Classifying students**

<b>Different ways of classifying students</b>	<b>N</b>	<b>%</b>
Yes	21	23.9
No	34	38.6
No entry	33	37.5
Total	88	100.0

The number of respondents who actually completed column B of the template is 17, i.e. 4 less than the number saying they did use two categories. It is possible that they may have two ways of classifying students but have no TNE students in the second category. However, there are several examples of inconsistency between the responses to the question about different ways of classifying and how columns A and B in the template were completed.

**Respondents' comments on having two categories for students (given in the introductory section of the template).**

Four comments concerned difficulties in differentiating between students registered with an institution or with a partner institution. Two indicated that this distinction did not reflect their practice. One respondent commented that the HEI's new database will indicate whether students are 'registered' (i.e. a contract is with the HEI) or 'associated' (i.e. a contract is with a partner). Another respondent saw this differentiation as problematic for dual awards, where students may be registered equally with two institutions.

**The terminology used by HEIs**

Respondents who did differentiate were then asked in the template's introductory section to indicate the terms they used for the two categories.

**Table 10 Names given to the two ways of categorising students**

<b>A. Students contract is with the UK HEI (they pay fees directly to it)</b>	<b>B Students contract is with a partner (they pay fees directly to the partner)</b>
(name of campus) students	
On campus non franchised students	Off campus franchised students
Royalty	Non royalty
Students on collaborative programmes	Students on collaborative programmes - external
Registered and enrolled	Registered
Enrolled	Registered
Enrolled	External
In house and joint	Collaborative: validated or franchised
Not used	Overseas delivered provision
Distance Learning	Collaborative/contract arrangements
Own students	Students at recognised colleges

Table 10 provides some insight into why it seemed so difficult for respondents to use columns A and B of the template: there do not seem to be common terms to conceptualise the two different categories. However, 21 of the respondents did differentiate here and not acknowledging the possibility of such different categorisations may lead to the omission of data.

Table 11 indicates that of the 88 responding HEIs that provide TNE, 81 provided student data (i.e. 92% of respondents who offer TNE), most of these (80.2%) provided it only as category A and 12.3% provided it as both A and B.

**Table 11 The categories in which HEIs provided student data**

<b>Respondents providing TNE</b>		<b>Category A only</b>		<b>Category B only</b>		<b>Both A and B</b>		<b>Total providing student data</b>	
<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
88	100.0								
% of those with TNE (88)		65	73.8	6	6.8	10	11.4	81	92.0
% of those giving student data (81)		65	80.2	6	7.4	10	12.3	81	99.9

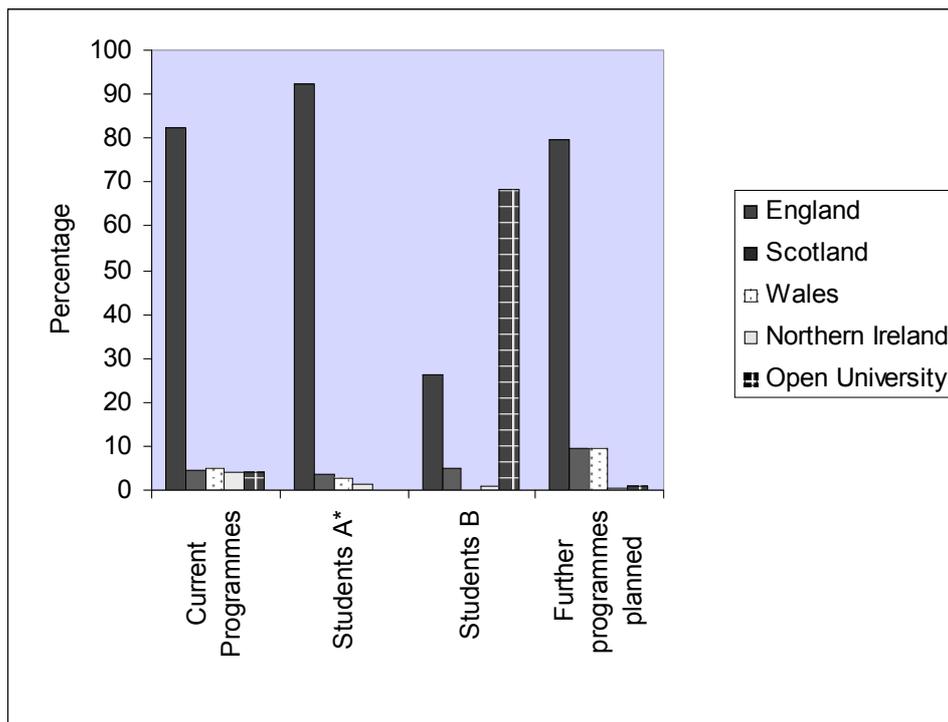
#### 4.4.2 Provision by UK country

Figure 1 and Table 12a indicate the number of programmes and total number of students by UK country. This does not exactly reflect the proportions of HEIs in each country. England has 78.2% of the UK's HEIs (Table 1) but 82.5% of the TNE programmes, Scotland has 11.5% of the HEIs and 4.5% of TNE programmes, Wales 7.3% of HEIs and 5% of programmes, Northern Ireland 2.4% of HEIs and 4% of the programmes. Note that there was 100% response rate from Wales and Northern Ireland, Scotland's response rate was 73% and England's was 80% (Table 4), so the lower proportion of Scottish provision may relate to missing data. The provision by the OU is, as might be expected, high. Note also that English HEIs have more students in the B category and that all OU students (26,085) on the programmes included are B. Data on OU students have been excluded from tables with student information in the rest of the findings.

Table 12b gives the numbers of programmes where respondents did not have student data or where they considered that the provision of student data was not applicable: no information is available as to why it was considered inapplicable. This table indicates that for 6.6% of programmes there was no student A data and for 6.7% there were no student B data. There were 5.5% of programmes where it was considered inappropriate to provide student A data and 5.4% for student B data.

**Figure 1 TNE provision by country**

Note. See Table 12a for base numbers. Percentages of further programmes planned are based on small numbers.



\*Excludes 'outlier' i.e. students from one other very large programme in an HEI.

**Table 12a TNE provision by country**

UK Country	Current Programmes		Students A		Students B		Further programmes planned	
	N	%	N	%	N	%	N	%
England	1267	82.5	69871	92.1	10032	26.2	177	79.7
Scotland	66	4.3	2879	3.8	1839	4.8	21	9.5
Wales	77	5.0	2227	2.9	-	-	21	9.5
Northern Ireland	62	4.0	886	1.2	32	0.9	1	0.5
Open University	64	4.2	-	-	26085	68.1	2	0.9
<b>Total</b>	1536	100.0	75863**	100	37988	100	222	100.0
<b>'Outlier**'</b>			162914					
<b>Grand total</b>	1536		238777		37988		222	

\*Students from one other very large programme in an HEI.

**Table 12b TNE provision by country: programmes with missing student data**

Note: percentages are of the total number of programmes in each UK country

UK Country	Programmes where no student data is available				Programmes where provision of student data is not applicable			
	Students A		Students B		Students A		Students B	
	N	%	N	%	N	%	N	%
England N = 1267	91	7.2	101	7.9	64	5.0	75	5.9
Scotland N = 66	5	7.6	-	-	5	7.6	-	-
Wales N = 77	-	-	-	-	14	18.2	7	1.6
Northern Ireland N = 62	1	1.6	3	4.8	1	1.6	1	0.1
<b>Total N = 1536</b>	97	6.6	104	6.7	84	5.5	83	5.4

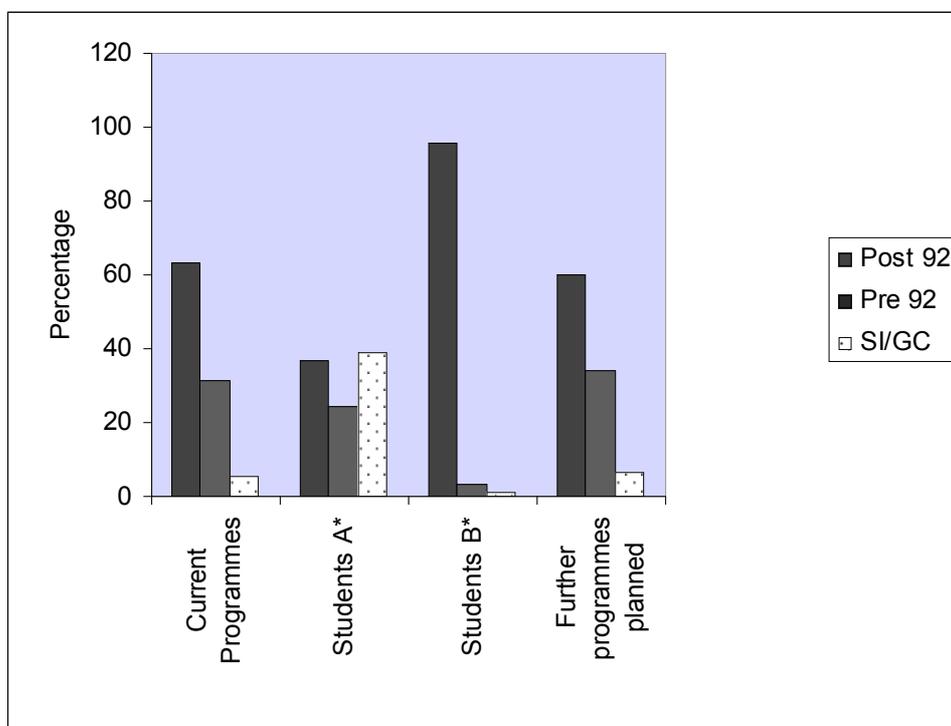
#### 4.4.3 Provision by type and size of institution.

By far the greatest proportion of TNE programmes are provided by post 92 HEIs and by large institutions (see Table 7 above). England has the largest proportions of both post 92 institutions and large institutions (see Tables 2 and 3 above) and this may go some way to explaining why England has such a high proportion of TNE provision (Figures 2 and 3 and Tables 13a and b and 14a and b). Although post 92 HEIs have the largest amount of provision overall (63.2% of programmes and 36.9% of students A), specialist institutions and colleges have a high proportion of the students in the A category (38.8%) given their proportion of the programmes (5.5%). By far the greatest number of students in the B category is in post 92 HEIs (95.8% of B students, see the discussion in section 4.5). See Figures 2 and 3 and Table 13a and 14a below.

Table 13b indicates that post 92 HEIs are more likely than the other types of HEIs to have unknown student data and that pre 92 HEIs are the most likely to consider that student data are inapplicable to their programmes. Specialist institutions/colleges had no unknown student data and were the least likely to see student data as inapplicable. Table 14b indicates that the larger the institution the more likely it is to have unknown student data and that medium sized institutions were the most likely to have programmes (14.7%) for which they considered student data to be inapplicable.

**Figure 2 TNE provision by type of institution**

Note. See Table 13a for base numbers. Percentages of further programmes planned are based on small numbers.



\* Excludes 'outliers' i.e. OU students and students from one other very large programme in a further HEI.

**Table 13a TNE provision by type of institution**

Type	Current Programmes		Students A*		Students B*		Further programmes planned	
	N	%	N	%	N	%	N	%
<b>Post 92</b>	971	63.2	27971	36.9	11694	95.8	133	59.9
<b>Pre 92</b>	481	31.3	18468	24.3	373	3.1	75	33.8
<b>SI/GC</b>	84	5.5	29424	38.8	136	1.1	14	6.3
<b>Total</b>	1536	100.0	75863**	100.0	12203**	100.0	222	100.0

\* Excludes 'outliers' i.e. OU students and students from one other very large programme in a further HEI.

\*\* Including the 'outliers' would increase the A total to 238,777 and the B total to 37,988

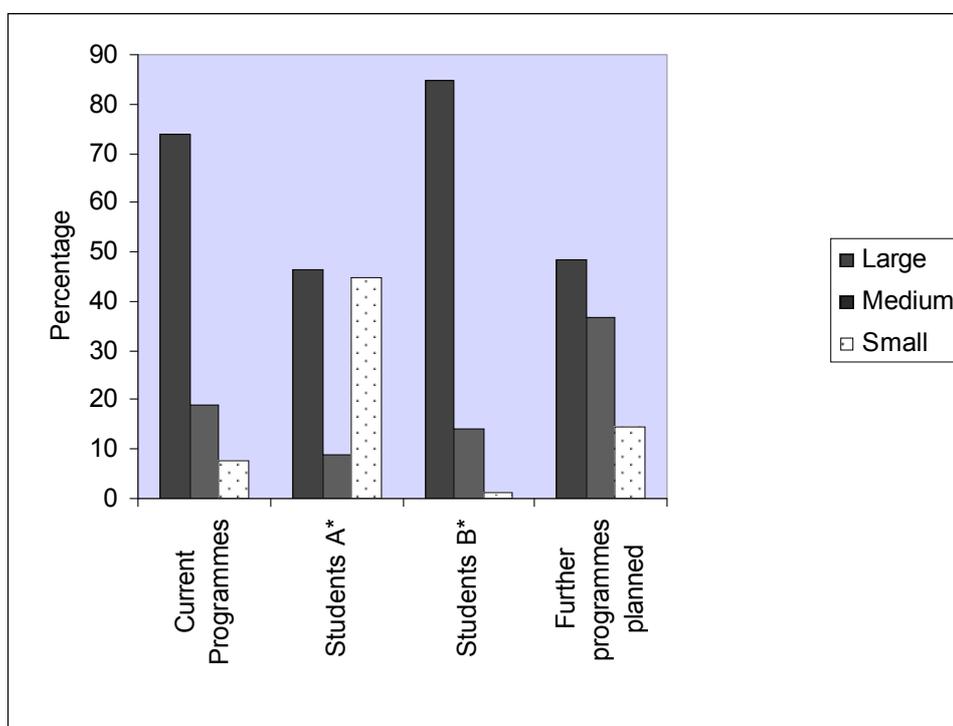
**Table 13b TNE provision by type of institution: programmes with missing student data**

Note: percentages are of the total number of programmes for each type of institution

Type	Programmes where no student data are available				Programmes where provision of student data are not applicable			
	Students A		Students B		Students A		Students B	
	N	%	N	%	N	%	N	%
Post 92 N = 971	96	9.9	101	10.4	21	2.2	59	6.1
Pre 92 N = 481	1	0.2	3	0.4	62	12.8	20	4.1
SI/GC N = 84	-	-	-	-	1	1.1	4	4.7
<b>Total N = 1536</b>	<b>97</b>	<b>6.6</b>	<b>104</b>	<b>6.7</b>	<b>84</b>	<b>5.4</b>	<b>83</b>	<b>5.4</b>

**Figure 3 TNE provision by size of institution**

Note. See Table 14a for base numbers. Percentages of further programmes planned are based on small numbers.



**Table 14a TNE provision by size of institution**

Type	Current Programmes		Students A*		Students B*		Further programmes planned	
	N	%	N	%	N	%	N	%
<b>Large</b>	1132	73.7	35373	46.6	10346	84.8	108	48.6
<b>Medium</b>	292	19.0	6630	8.7	1721	14.1	82	36.9
<b>Small</b>	112	7.6	33860	44.6	136	1.1	32	14.4
<b>Total</b>	<b>1536</b>	<b>100.3</b>	<b>75863**</b>	<b>100.0</b>	<b>12203**</b>	<b>100.0</b>	<b>222</b>	<b>100.0</b>

\* Excludes 'outliers' ie OU students and students from one other very large programme in a further HEI.

\*\* Including the 'outliers' would increase the A total to 238,777 and the B total to 37,988

**Table 14b TNE provision by size of institution: programmes with missing student data**

Note: percentages are of the total number of programmes in each size band of institution

Type	Programmes where no student data are available				Programmes where provision of student data are not applicable			
	Students A		Students B		Students A		Students B	
	N	%	N	%	N	%	N	%
<b>Large N = 1132</b>	92	8.1	104	9.1	40	3.5	66	5.8
<b>Medium N = 292</b>	5	1.7	-	-	43	14.7	13	4.4
<b>Small N = 112</b>	-	-	-	-	1	0.8	4	3.5
<b>Total N = 1536</b>	97	6.6	104	6.7	84	5.4	83	5.4

#### 4.4.4 Provision by model of provision.

The models of TNE offered to institutions were based on previous research undertaken for the British Council (Drew et al 2006; Tang and Nollent 2007). They fell into two broad categories.

A. Models where students' contracts are with the UK HEI. Here the defining features relate to learning, teaching and assessment (LTA) methods:

- in-country/flying faculty;
- distance learning (DL);
- blended delivery;
- on-campus provision overseas.

B. Models where students' contracts are with partners or are shared with partners. Here the defining features relate to contractual arrangements between partner organisations or to quality assurance:

- validation;
- articulation;
- franchise;
- joint award;
- dual award;
- partial credit.

Appendix 1 gives definitions of these models.

#### **Respondents' comments on these models (given in the introductory section of the template).**

Classifying provision according to the models attracted 7 comments about difficulties in using them:

- overlaps between models. Models are merging, for example DL and blended delivery, with e-learning having a particular impact (Drew et al 2006). The term 'blended learning' usually (see Appendix 1) refers to a mix of e-learning and face to face provision. One respondent, however, referred to a blending of distance materials and face to face and this may be because distance learning materials are becoming synonymous with e-learning. This points to difficulties in sharing an understanding of terms and also to how the rapid increase in e-learning may be changing how programmes might be defined
- the status of students where there are articulation agreements. Prior to articulation the students are 'owned' by the partner and the UK HEI has no data on them. If the student articulates onto a programme in the UK, they count then as international students studying in the UK. If they articulate onto a top-up programme offered overseas, they

are counted in the numbers for that programme. How, therefore, can articulation students be identified?

- confusion between the "Joint" and "Dual" models. One comment suggested that within the definition of each model provided (Appendix 1) elements may have been linked or treated as distinct that HEIs link or see as distinct in different ways
- use of models that differ from those offered or where the elements of their provision differ from those described (see Appendix 1). This was anticipated by the team, and respondents were asked to decide which models were most similar to their provision
- uncertainty about what the models meant. One suggested that it might have been helpful to give examples of the types of programme eligible for inclusion. However, the 'models paper' did this (Appendix 1), so that the respondent may not have referred to it (see section 6 below for a discussion of this).

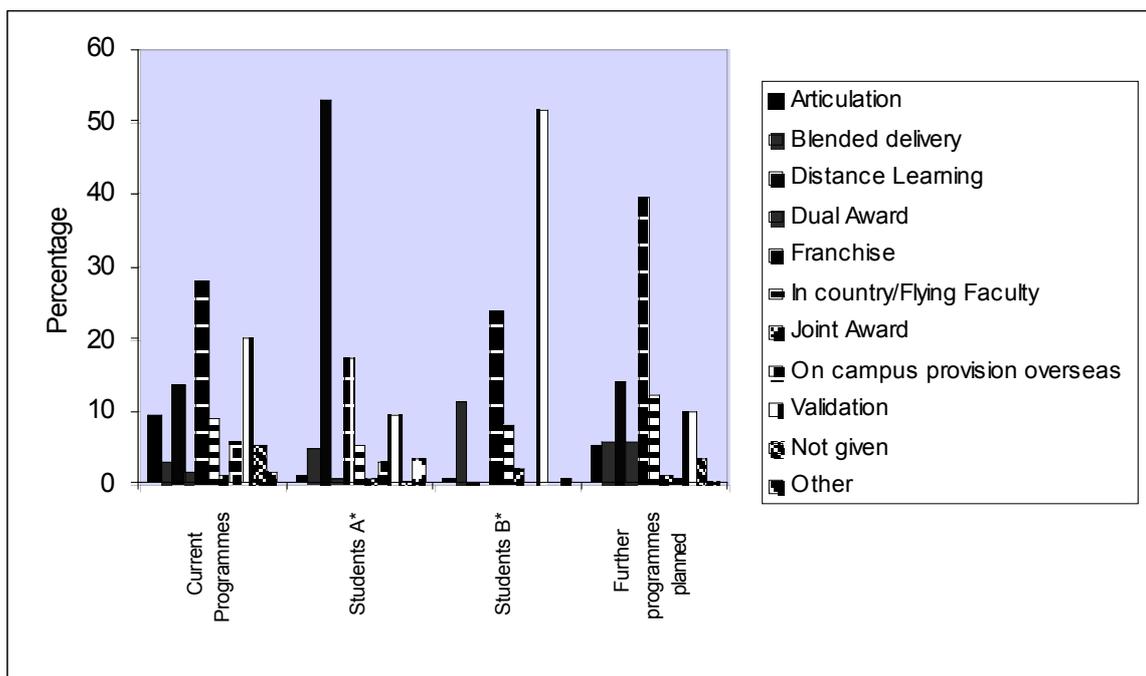
### ***Use of the models in the spreadsheet template***

On the whole, the models of provision seemed to have been meaningful to respondents. Table 15a below indicates that for only 7.5% of programmes did respondents either not give a model or refer to an 'other' model. Figure 4 and Table 15a show that the models with the greatest number of programmes are franchise, validation and DL. The model with the greatest number of A students, by far, is DL and franchise is the model with most B students. Note that with the exception of the dual and joint awards, all models have both students A and B, which suggests that there is no simple relationship between models and student categories. One might have expected, for example, that students on franchised programmes might fall within category B, i.e. having a contract with the partner, but 17.5% of A students are on franchised programmes.

Table 15b reflects some of the difficulties raised above about the articulation: 57.8% of programmes in this model had unknown data for students A and 56.4% for students B. The model where the largest percentage of programmes was seen as it being inapplicable for the HEI to hold student data was the franchise model. The entries in the B column of programmes where it was seen as inapplicable to have student data reflect what appears to be a confused picture in relation to contractual arrangements with students: there seems to be no common practice as to whether or not students in a certain model 'belong' to the UK HEI or to the partner. An assumption, here, is that 'inapplicable' may relate to students 'belonging' to the student data of the partner. No data were provided on the 'partial credit' model offered, i.e. where students undertake a TNE module that contributes to an award in her/his own country. The earlier British Council study indicated that this model does exist and it may be that HEI recording systems have not picked up information on it.

**Figure 4 TNE provision by model**

Note. See Table 15a for base numbers. Percentages of further programmes planned are based on small numbers.



\* Excludes 'outliers' ie OU students and students from one other very large programme in a further HEI.

**Table 15a TNE provision by model**

Model	Current Programmes		Students A*		Students B*		Further programmes planned	
	N	%	N	%	N	%	N	%
Articulation	147	9.6	862	1.1	92	0.8	12	5.4
Blended delivery	49	3.2	3613	4.8	1419	11.6	13	5.9
Distance Learning	213	13.9	40456	53.3	22	0.2	32	14.4
Dual Award	25	1.6	425	0.6	-	-	13	5.9
Franchise	430	28.0	13304	17.5	2937	24.1	88	39.6
In country/Flying Faculty	140	9.1	4099	5.4	1026	8.4	28	12.6
Joint Award	23	1.5	442	0.6	285	2.3	3	1.4
On campus provision overseas	89	5.8	2490	3.3	-	-	2	0.9
Validation	309	20.1	7413	9.8	6331	51.9	22	9.9
Not given	86	5.6	2616	0.2	3	0.0	8	3.6
Other	25	1.6	143	3.4	88	0.7	1	0.5
<b>Total**</b>	<b>1536</b>	<b>100.0</b>	<b>75863</b>	<b>100.0</b>	<b>12203</b>	<b>100.0</b>	<b>222</b>	<b>100.0</b>

\* Excludes 'outliers' ie OU students and students from one other very large programme in a further HEI.

\*\* Including the 'outliers' would increase the A total to 238,777 and the B total to 37,988

**Table 15b TNE provision by model: programmes with missing student data**

Note: percentages are of the total number of programmes

Type	No student data available				Not applicable to provision of student data			
	Students A		Students B		Students A		Students B	
	N	%	N	%	N	%	N	%
<b>Articulation N = 147</b>	85	57.8	83	56.4	1	0.6	1	0.6
<b>Blended delivery N = 49</b>	-	-	-	-	3	6.1	2	4.0
<b>Distance Learning N = 213</b>	-	-	-	-	17	7.9	14	6.5
<b>Dual Award N = 25</b>	2	8	-	-	1	4.0	-	-
<b>Franchise N = 430</b>	9	2.1	2	0.4	47	10.9	52	12.0
<b>In country/Flying Faculty N = 140</b>	1	0.7	-	-	-	-	2	1.4
<b>Joint Award N = 23</b>	-	-	-	-	3	13.0	-	-
<b>On campus provision overseas N = 89</b>	-	-	-	-	8	8.9	1	1.1
<b>Validation N = 309</b>	-	-	19	6.1	4	1.2	11	3.5
<b>Total N = 1536</b>	97	6.6	104	6.7	84	5.4	83	5.4

### **TNE models by UK country**

Tables 16a and b gives an analysis of programmes within each model by UK country. Care must be taken with the percentages of programmes, since some are based on small numbers. The data on the OU programmes are included in Tables 16a and b, but section 4.4.11 gives information separately on its TNE provision by module.

Table 16a suggests different patterns of provision by UK country, for example franchises are more frequent in Wales and articulation programmes in Scotland. A comparison of the percentages of students on specific models in the different UK countries shows a large difference. For example, in England 16.6% of its A students are on DL programmes, in Scotland 3.7%, in Wales 31.7% and in Northern Ireland it is 62% (Appendix 3, Table 1.3). The cross tabulations suggest that these differences relate to some extent to differences in the composition of the HEI body in each country (type and size of institution). However, they may also relate to practices in recording information, or to cultural or historical differences or to differing impacts of regulatory requirements. Such differences might need further exploration.

Table 16b gives the number of further programmes planned for 2007/8. This shows that the largest numbers of programmes planned in England and Scotland are in the franchise model.

**Table 16a TNE current programmes by model by UK country**

Type of Model	England		Scotland		Wales		Northern Ireland		Open University	
	N	%	N	%	N	%	N	%	N	%
Articulation	116	9.2	25	37.9	3	3.9	3	4.8	-	-
Blended delivery	32	2.5	10	15.2	6	7.8	1	1.6	-	-
Distance Learning	165	13.0	8	12.1	13	16.9	27	43.5	-	-
Dual Award	24	1.9	-	-	-	-	1	1.6	-	-
Franchise	359	28.3	19	28.8	44	57.1	8	12.9	-	-
In country/Flying Faculty	131	10.3	-	-	1	1.3	8	12.9	-	-
Joint Award	18	1.4	1	1.5	-	-	4	6.5	-	-
On campus provision overseas	88	6.9	-	-	1	1.3	-	-	-	-
Validation	239	18.9	1	1.5	-	-	5	8.1	64	100.0
Other	18	1.4	-	-	2	2.6	5	8.1	-	-
Not given	77	6.1	2	3.0	7	9.1	-	-	-	-
<b>Total</b>	<b>1267</b>	<b>99.9</b>	<b>66</b>	<b>100.0</b>	<b>77</b>	<b>100.0</b>	<b>62</b>	<b>100.0</b>	<b>64</b>	<b>100.0</b>

**Table 16b TNE further programmes planned by model by UK country**

	England	Scotland	Wales	Northern Ireland	Open University
	N	N	N	N	N
Articulation	10	1	-	1	-
Blended delivery	3	5	5	-	-
Distance Learning	24	2	6	-	-
Dual Award	13	-	-	-	-
Franchise	70	12	6	-	-
In country/Flying Faculty	27	-	1	-	-
Joint Award	2	-	1	-	-
On campus provision overseas	1	-	1	-	-
Validation	19	-	1	-	2
Other	1	-	-	-	-
Not given	7	1	-	-	-
<b>Total</b>	<b>177</b>	<b>21</b>	<b>21</b>	<b>1</b>	<b>2</b>

**TNE models by type and size of institution**

Figure 5 shows indicates the TNE models used by type of institution. DL seems to be, by far, the preferred TNE model for specialist institutions/colleges and for small institutions (Tables 17a and b and 18). This is surprising, as the earlier research for the British Council suggested that some HE staff see DL as requiring a significant infrastructure to support it. Franchise is the most common model for post 92 HEIs and for those of medium size. Post 92 and large institutions tend to use the validation model. Overseas campuses were most in evidence in pre 92 and large HEIs (Tables 17a and b and 19a and b).

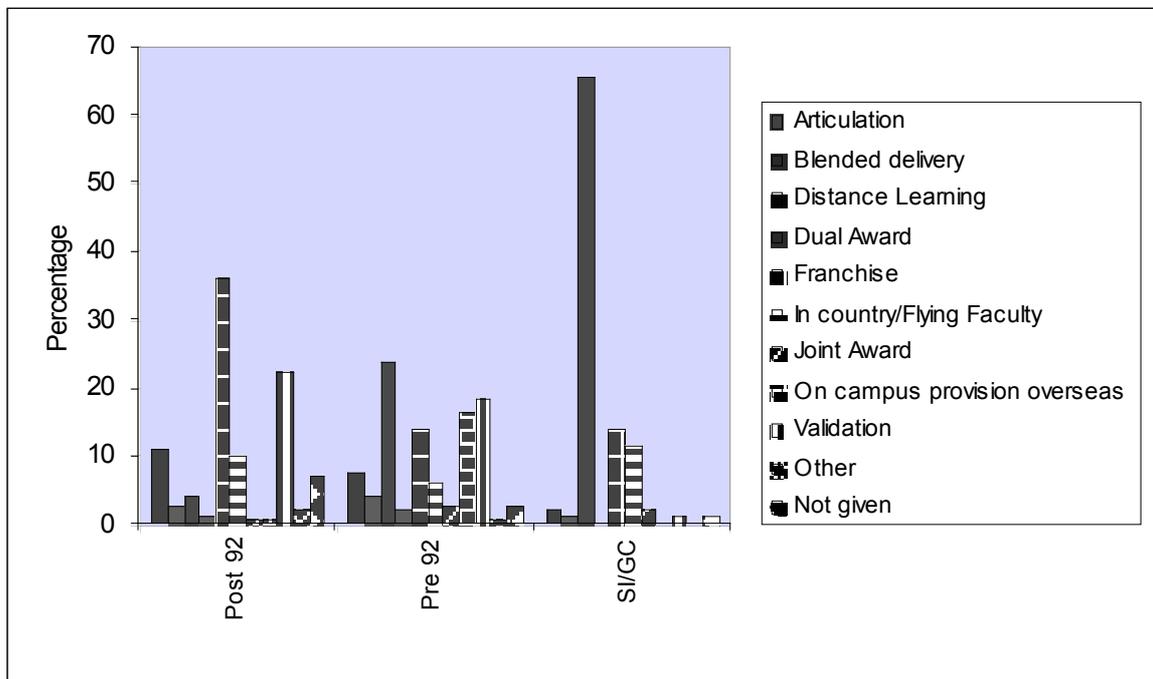
Some models seem to be ‘minority’ ones, for example dual and joint awards, blended delivery and in-country/flying faculty (Table 17a). Previous work for the British Council (Drew at al. 2006) indicated some wariness by HEIs to engage with dual and joint awards, although there is interest in extending provision here. This work also indicated that in-country/flying faculty is an expensive model to deliver and that blended delivery may overlap as a model with DL.

Tables 17a and b and 18 show some differences between the percentages of programmes in a model and of students in that model. In post 92 HEIs, franchised programmes make up 36% of programmes but 43% of students A. In Pre 92 HEIs have 24.1% of their TNE programmes are DL but 55.9% of students A are in this model. DL accounts for 65% of specialist institution/college programmes but 98% of their students A. B students are most numerous in the franchise model. Pre 92 HEIs are the only ones to have students classified as B in articulation, to have no students B in in-country/flying faculty, and seem more likely to classify joint award students as being B than A.

Table 17b indicates that most new programme provision is in franchises for post 92 HEIs and in DL for pre 92 HEIs. There are more programmes planned within blended delivery in post 92 HEIs, and more dual and joint awards in pre 92 HEIs.

Table 19a indicates that a greater percentage of programmes in medium sized HEIs are franchises (46.6%, compared with 25.4% in large HEIs and 6.3% in small HEIs). Table 19b gives further programmes planned by size of HEI and these follow a similar pattern.

**Figure 5 TNE current programmes by model and type of institution**



**Table 17a TNE current programmes by model and type of institution**

Model	Post 92		Pre 92		SI/GC	
	N	%	N	%	N	%
Articulation	109	11.2	36	7.5	2	2.4
Blended delivery	27	2.8	21	4.4	1	1.2
Distance Learning	42	4.3	116	24.1	55	65.5
Dual Award	14	1.4	11	2.3	-	-
Franchise	350	36.0	68	14.1	12	14.3
In country/Flying Faculty	100	10.3	30	6.2	10	11.9
Joint Award	8	0.8	13	2.7	2	2.4
On campus provision overseas	10	1.0	79	16.4	-	-
Validation	219	22.6	89	18.5	1	1.2
Other	20	2.1	5	1.0	-	-
Not given	72	7.4	13	2.7	1	1.2
<b>Total</b>	<b>971</b>	<b>99.9</b>	<b>481</b>	<b>99.9</b>	<b>84</b>	<b>100.1</b>

**Table 17b TNE further programmes planned by model and type of institution**

Model	Post 92		Pre 92		SI/GC	
	N	%	N	%	N	%
Articulation	6	4.5	6	8.0	-	-
Blended delivery	13	9.8	-	-	-	-
Distance Learning	4	3.0	27	36.0	1	7.1
Dual Award	4	3.0	9	12.0	-	-
Franchise	64	48.1	19	25.3	5	35.7
In country/Flying Faculty	20	15.0	6	8.0	2	14.3
Joint Award	1	0.8	2	2.7	-	-
On campus provision overseas	-	-	2	2.7	-	-
Validation	18	13.5	2	2.7	2	14.3
Other	-	-	1	1.3	-	-
Not given	3	2.3	1	1.3	4	28.6
<b>Total</b>	<b>133</b>	<b>100.0</b>	<b>75</b>	<b>100.0</b>	<b>14</b>	<b>100.0</b>

**Table 18 TNE students by model and type of institution**

Model	Post 92		Pre 92		SI/GC	
	A*	B*	A*	B*	A*	B*
	N=27971	N=11694	N=18468	N=373	N=29424	N=136
	%	%	%	%	%	%
Articulation	2.2	-	1.4	24.6	-	-
Blended delivery	4.1	12.1	13.2	-	0.3	-
Distance Learning	4.7	-	55.9	5.9	98.0	-
Dual Award	0.6	-	1.4	-	-	-
Franchise	43.0	24.1	5.9	6.1	0.6	66.9
In country/Flying Faculty	10.1	8.4	5.3	-	0.9	33.1
Joint Award	1.1	1.0	0.6	45.6	-	-
On campus provision overseas	0.6	-	12.5	-	-	-
Validation	24.3	54.0	2.9	5.1	0.2	-
Other	0.5	0.3	-	12.6	-	-
Not given	8.6	-	0.8	-	0.3	-
<b>Total</b>	<b>99.8</b>	<b>99.9</b>	<b>99.9</b>	<b>99.9</b>	<b>100.3</b>	<b>100.0</b>

\* Excludes 'outliers' ie OU students and students from one other very large programme in a further HEI.

**Table 19a TNE current provision by model and size of institution**

Model	Large		Medium		Small	
	N	%	N	%	N	%
Articulation	115	10.2	30	10.3	2	1.8
Blended delivery	35	3.1	9	3.1	5	4.5
Distance Learning	104	9.2	29	9.9	80	71.4
Dual Award	13	1.1	12	4.1	0	0
Franchise	287	25.4	136	46.6	7	6.3
In country/Flying Faculty	98	8.7	32	11.0	10	8.9
Joint Award	20	1.8	0	0	3	2.7
On campus provision overseas	82	7.2	7	2.4	0	0
Validation	297	26.2	11	3.8	1	0.9
Other	9	0.8	16	5.5	0	0
Not given	72	6.4	10	3.4	4	3.6
<b>Total</b>	<b>1132</b>	<b>100.1</b>	<b>292</b>	<b>100.1</b>	<b>112</b>	<b>100.1</b>

**Table 19b TNE further planned provision by model and size of institution**

Model	Large		Medium		Small	
	N	%	N	%	N	%
Articulation	11	10.2	1	1.2	-	-
Blended delivery	6	5.6	7	8.5	-	-
Distance Learning	8	7.4	2	2.4	22	68.8
Dual Award	4	3.7	9	11.0	-	-
Franchise	55	50.9	33	40.2	-	-
In country/Flying Faculty	11	10.2	15	18.3	2	6.3
Joint Award	2	1.9	1	1.2	-	-
On campus provision overseas	1	0.9	1	1.2	-	-
Validation	7	6.5	13	15.9	2	6.3
Other	1	0.9	-	-	-	-
Not given	2	1.9	-	-	6	18.8
<b>Total</b>	<b>108</b>	<b>100.0</b>	<b>82</b>	<b>100.0</b>	<b>32</b>	<b>100.0</b>

#### 4.4.5 Provision by mode of study

*Respondents' comments on modes of study (given in the introductory section of the template).*

Two respondents commented that a programme might be delivered in more than one mode. Contact with institutions suggests that in some institutions different modes on one programme have different codes, so that it is possible to identify student numbers by mode of delivery, but that this not always the case.

#### **Definitions of mode**

'Mode' of study has traditionally referred to the amount of direct contact students have and to the way in which that contact is experienced. The modes offered by the drop-down menu were full time, part-time, distance learning, mixed mode, other and not specified. This is not an exhaustive list of all possibilities, for example: a programme might be delivered on a 'block' basis, with students having staff contact over extensive short periods (for example, a week); a programme might be delivered in the main by DL but include residential blocks of study. Increasingly, programmes that 'blend' learning and teaching methods may have mixed modes, with some contact and directed activities on-line, some face to face in blocks and with ongoing support from local tutors. There may be different ways of defining 'full time' and 'part time': overseas partners, for example, may define them differently. A basis for the definition used to relate to student grants in the UK, and the number of expected hours of study per week in order to qualify for a grant. With the advent of modularisation, definitions are now more related to the amount of credit to be taken in a year. DL is often defined as a mode because students studying in this way are able to set their own pace of study, where the concepts of full time and part time become inappropriate. With modularisation and increases in work-based learning and e-learning, modes are becoming less distinct.

'Distance learning' as a term presents some issues. It seems to be often institutional practice for it to mean a mode of study, HESA uses it to refer to the location of study and it is also seen by academics (Drew et al. 2006) as a model of provision, since it implies specific types of learning, teaching and assessment practices. In the study DL was used both as a model of provision (see 4.4.4 above) and a mode of study.

## Analysis by mode

Table 20 indicates that the largest proportion of TNE courses was defined as full time by respondents (41.1%). Several of the models of provision lend themselves to full time mode, for example validation, franchise, dual or joint awards. The next most common mode was part time (26.6%) followed by DL (16.2%).

Table 15a above indicates that 13.9% of programmes were defined as being within the DL model, yet 16.2% gave DL as mode of study (Table 20). It is possible that programmes defined as being within the 'blended learning' model (3.2% in Table 15a) were classified as DL for mode of study. The study did not use DL for location of study, but instead asked respondents to specify a country, a region (e.g. Europe) or to give 'worldwide'.

Table 1.4 in Appendix 3 gives information on missing student data by mode of study.

**Table 20 TNE programmes by mode of study**

Mode of Study	Current Programmes						Students		Further programmes planned	
			A*		B*					
	N	%	N	%	N	%	N	%		
Full time	632	41.1	15827	20.9	7069	57.9	103	46.4		
Part-time	403	26.2	12178	16.1	3694	30.3	62	27.9		
Distance Learning	249	16.2	40211	53.0	29	0.2	31	14.0		
Mixed Mode	120	7.8	2811	3.7	1411	11.6	21	9.5		
Other	2	0.1	1	0.0	0.0	30.3	-	-		
Not specified	130	8.5	4835	6.4	-	-	5	2.3		
<b>Total</b>	<b>1536</b>	<b>99.9</b>	<b>75863**</b>	<b>100.0</b>	<b>12203**</b>	<b>100.0</b>	<b>222</b>	<b>100.0</b>		

\* Excludes 'outliers' ie OU students and students from one other very large programme in a further HEI.

\*\* Including the 'outliers' would increase the A total to 238,777 and the B total to 37,988

## The analysis of mode of study by UK country

Table 21 shows that 44% of programmes in England and 50% in Scotland are delivered full time: however, while 28.4% of programmes delivered by English HEIs and 35% of those delivered by Welsh HEIs are part time, for Scotland the figure is only 3%. Part of the explanation for this may be that programmes may be defined differently in different UK countries. It may be that traditional ways of defining mode in the UK are not applicable to the more flexible requirements of TNE. Scottish and Welsh programmes are more likely to be defined as mixed mode (22.7% and 39.1% respectively compared to only 6.3% in England). This may explain the relatively low level of full time programmes in Wales (19.5%). Programmes delivered wholly by DL are most common in Northern Ireland (45.2% of programmes) and among provision by the Open University (42.2%) (Table 20). Appendix 3, Table 1.5 indicates differences by UK country in new planned programmes, by mode of study. The numbers of further programmes planned in countries other than England are small and use of percentages may therefore be misleading, but 52.5% of further planned programmes in England are full time.

**Table 21 TNE current programmes by mode of study by UK country**

Mode of study	England Prog's		Scotland Prog's		Wales Prog's		Northern Ireland Prog's		OU Prog's	
	N	%	N	%	N	%	N	%	N	%
<b>Full time</b>	558	44.0	33	50.0	15	19.5	21	33.9	5	7.8
<b>Part-time</b>	360	28.4	2	3.0	27	35.1	13	21.0	1	1.6
<b>Distance Learning</b>	174	13.7	9	13.6	11	14.3	28	45.2	27	42.2
<b>Mixed Mode</b>	80	6.3	15	22.7	-	-	-	-	25	39.1
<b>Other</b>	2	0.2			-	-	-	-	-	-
<b>Not specified</b>	93	7.3	7	10.6	24	31.2	-	-	6	9.4
<b>Total</b>	1267	99.9	66	99.9	67	100.1	62	100.1	64	100.1

**TNE mode of study by type and size of institution**

Variation in mode of study seems to be more related to the type of institution than the size (this is also the case for academic level of programmes, see 4.4.6 below) and the tables relating to mode of study by size of institution are therefore given in Appendix 3 (Tables 1.6 and 1.7). Table 22a shows differences in mode of delivery that may relate to the models of provision, for example a higher percentage of post 92 programmes are full time, and this may be because franchised programmes are more common in post 92 institutions.

Table 22b indicates discrepancies between the percentages of students and the percentages of programmes in different modes by type of HEI. In post 92 HEIs the percentages for programmes and students are similar. In pre 92 HEIs, however, 33.5% of programmes and 3.9% of students A are full time, and 27% of programmes and 55% of students A are DL. In specialist institutions/colleges, 64.3% of programmes and 97.9% of students A are DL.

Note that, again, the percentages for students A and B in each mode are fairly similar in post 92 HEIs, but quite different in pre 92 HEIs and specialist institutions/colleges. For example in part time mode, in pre 92 HEIs there are 28% of student A and 49.8% of students B and in specialist institutions/colleges there are 1% of students A and 72.8% of students B in part time mode. However, the base numbers of B students (373 and 136 respectively) are so small that this may simply reflect ad hoc provision.

Table 22c suggests that there is most new planned provision in post 92 HEIs. There is more new planned DL provision in pre 92 HEIs than in the other types of HEI.

Table 1.6 in Appendix 3 indicates that the proportions falling within each mode are similar for large and medium institutions, and the large proportion of courses in DL mode reflects the provision by models described in section 4.4.4. Table 1.7 in Appendix 3 indicates that the larger the HEI the more likely it is to have growth in full time provision.

**Table 22a TNE current programmes by mode of study by type of institution**

Mode of study	Post 92: Programmes		Pre 92: Programmes		SI/GC: Programmes	
	N	%	N	%	N	%
Full time	461	47.5	161	33.5	10	11.9
Part-time	268	27.6	120	24.9	15	17.9
Distance Learning	65	6.7	130	27.0	54	64.3
Mixed Mode	89	9.2	26	5.4	5	6.0
Other	2	0.2	-	-	-	-
Not specified	86	8.9	44	9.1	-	-
<b>Total</b>	<b>971</b>	<b>100.1</b>	<b>481</b>	<b>99.9</b>	<b>84</b>	<b>100.1</b>

**Table 22b TNE students by mode of study and type of institution**

Level of Programme	Post 92		Pre 92		SI/GC	
	A* N=27971	B* N=11694	A* N=18468	B* N=373	A* N=29424	B* N=136
	%	%	%	%	%	%
Full time	47.0	58.8	13.9	42.3	0.4	27.2
Part-time	24.0	29.1	28.0	49.8	1.0	72.8
Distance Learning	4.0	-	55.8	7.8	97.9	-
Mixed Mode	9.3	12.0	0.2	-	0.6	-
Other	0	-	-	-	-	-
Not specified	16.0	-	2.0	-	-	-
<b>Total</b>	<b>100.3</b>	<b>99.9</b>	<b>99.9</b>	<b>99.9</b>	<b>99.9</b>	<b>100.0</b>

\* Excludes 'outliers' ie OU students and students from one other very large programme in a further HEI.

**Table 22c TNE further programmes planned by mode of study by type of institution**

Mode of study	Post 92: Programmes		Pre 92: Programmes		SI/GC: Programmes	
	N	%	N	%	N	%
Full time	69	51.9	28	37.5	6	42.9
Part-time	41	30.8	18	24.0	3	21.4
Distance Learning	4	3.0	27	36.0	-	-
Mixed Mode	15	11.3	1	1.3	5	35.7
Other	-	-	-	-	-	-
Not specified	4	3.0	1	1.3	-	-
<b>Total</b>	<b>133</b>	<b>100.0</b>	<b>75</b>	<b>100.0</b>	<b>14</b>	<b>100.0</b>

#### 4.4.6 Provision by academic level.

The greatest proportion of programmes is at undergraduate level (55.2%); of those at postgraduate level, very few (1%) are postgraduate research programmes (Table 23). Section 5 below reviews this finding in the light of HESA data. HESA for 2005/6 reports on many more postgraduate research students than does this study. The data provided in the templates for this study seem to refer to programmes such as professional doctorates and rather than to students on individualised research programmes, this is because this study's starting point was the programme whereas HESA's starting point is the student.

The pattern is even more pronounced for student numbers, with 70.9% of students A being undergraduate. The proportions are similar for students B (of whom 57.8% are

undergraduates). New planned provision is almost the same for undergraduate and taught postgraduate.

Appendix 3, Table 1.8 gives the missing student data in relation to academic level. This shows that student information is more likely to be missing for undergraduate programmes (10% of such programmes).

**Table 23 TNE programmes(current and further programmes planned) by academic level**

Subject	Current Programmes		Students				Further programmes planned	
			A*		B*			
Level of Course	N	%	N	%	N	%	N	%
<b>Undergraduate</b>	848	55.2	53789	70.9	7058	57.8	107	48.2
<b>Postgraduate Taught</b>	609	39.6	20545	27.1	2306	18.9	98	44.1
<b>Postgraduate Research</b>	15	1.0	116	0.2	-	-	6	2.7
<b>Other</b>	44	2.9	1197	1.6	1125	9.2	1	0.5
<b>Not recorded</b>	20	1.3	216	0.3	1714	14.00	10	4.5
<b>Total</b>	<b>1536</b>	<b>100.0</b>	<b>75863**</b>	<b>100.0</b>	<b>12203**</b>	<b>100.0</b>	<b>222</b>	<b>100.0</b>

\* Excludes 'outliers' ie OU students and students from one other very large programme in a further HEI.

\*\* Including the 'outliers' would increase the A total to 238,777 and the B total to 37,988

### **The level of programmes by UK country**

The proportions of programmes within the specified academic levels differ across the UK countries. Scotland has the greatest proportion of provision that was undergraduate (60.6%) and Wales and Northern Ireland has the highest proportions of postgraduate taught programmes (Table 24). However, a comparison with HESA data (see section 5) suggests that the lower proportion of postgraduate provision in Scotland may relate to missing data. The number of programmes in UK countries other than England is just over 60 in each country, so the use of percentages does need to be treated with caution.

Appendix 3, Table 1.9 gives further programmes planned by UK country. Numbers of planned programmes are small in UK countries other than England, but in England the numbers of planned undergraduate and taught postgraduate programmes are identical.

**Table 24 TNE current programmes by academic level of programme by UK country**

Level of Programme	England Prog's		Scotland Prog's		Wales Prog's		Northern Ireland Prog's		OU Prog's	
	N	%	N	%	N	%	N	%	N	%
<b>Undergraduate</b>	705	55.6	40	60.6	35	45.5	16	25.8	52	81.3
<b>Postgraduate Taught</b>	496	39.1	16	24.2	39	50.6	46	74.2	12	18.8
<b>Postgraduate Research</b>	14	1.1	1	1.5	-	-	-	-	-	-
<b>Other</b>	43	3.4			1	1.3	-	-	-	-
<b>Not recorded</b>	9	0.7	9	13.6	2	2.6	-	-	-	-
<b>Total</b>	<b>1267</b>	<b>99.9</b>	<b>66</b>	<b>99.9</b>	<b>77</b>	<b>100</b>	<b>62</b>	<b>100</b>	<b>64</b>	<b>100.1</b>

***The level of programmes by type and size of HEI***

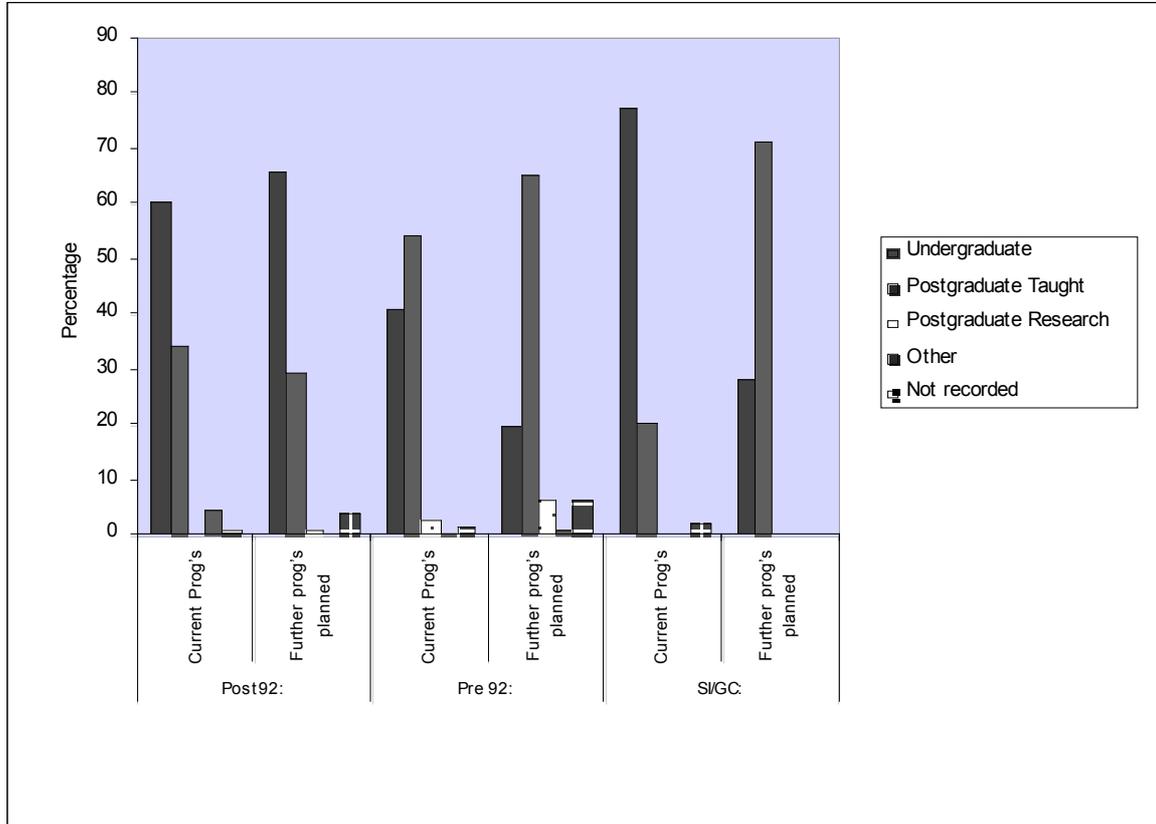
Analysis by type of HEI suggests that the type of institution relates to a considerable extent on the academic level of provision. Undergraduate provision is more prevalent in post 92 institutions and in specialist institutions/colleges, and postgraduate taught is more prevalent in pre 92 HEIs (Figure 6 and Table 25a). Postgraduate research provision was identified only in pre 92 HEIs.

There seem to be, again, discrepancies between the percentages of programmes at a level and the percentages of students for the types of HEI. In post 92 HEIs, 60.4% of programmes and 73.3% of students A are at undergraduate level. In pre 92 HEIs, 54.1% of programmes and 75.8% of students A are postgraduate taught. In specialist institutions/colleges 77.4% of programmes and 99% of students are undergraduate. It seems that in each type of HEI the emphasis on provision at a level indicated by the proportion of programmes is even greater when it comes to student numbers. Again there are differences in the proportions of students A and B in pre92 HEIs and small institutions/colleges, but again this may relate to the small base numbers.

Size of institution does not seem to impact greatly on provision with the proportions of programmes being similar across all size bands (i.e. more provision is undergraduate). The exception is in small HEIs where they are planning more new postgraduate taught than undergraduate programmes (see Appendix 3 Table 1.10).

**Figure 6 TNE programmes(current and further programmes planned) by academic level and type of institution**

Note. See Table 25a for base numbers. percentages of further programmes planned are based on small numbers.



**Table 25a TNE programmes(current and further programmes planned) by academic level and type of institution**

Level of Programme	Post 92:				Pre 92:				SI/GC:			
	Current Prog's		Further prog's planned		Current Prog's		Further prog's planned		Current Prog's		Further prog's planned	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>Undergraduate</b>	586	60.4	88	66.2	197	41.0	15	20.0	65	77.4	4	28.6
<b>Postgraduate Taught</b>	332	34.2	39	29.3	260	54.1	49	65.3	17	20.2	10	71.4
<b>Postgraduate Research</b>	-	-	1	0.8	15	3.1	5	6.7	-	-	-	-
<b>Other</b>	43	4.4	-	-	1	0.2	1	1.3	-	-	-	-
<b>Not recorded</b>	10	1.0	5	3.8	8	1.7	5	6.7	2	2.4	-	-
<b>Total</b>	<b>971</b>	<b>100.0</b>	<b>133</b>	<b>100.0</b>	<b>481</b>	<b>100.1</b>	<b>75</b>	<b>100.0</b>	<b>84</b>	<b>100.0</b>	<b>14</b>	<b>100.0</b>

**Table 25b TNE students by academic level and type of institution**

Level of Programme	Post 92		Pre 92		SI/GC	
	A*	B*	A*	B*	A*	B*
	N=27971	N=11694	N=18468	N=373	N=29424	N=136
	%	%	%	%	%	%
<b>Undergraduate</b>	73.3	58.9	22.5	40.5	99.0	17.6
<b>Postgraduate Taught</b>	22.3	17.2	75.8	59.5	1.0	49.3
<b>Postgraduate Research</b>	-	-	0.6	-	-	-
<b>Other</b>	4.3	9.6	-	-	-	-
<b>Not recorded</b>	0.1	14.3	1.0	-	-	33.0
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>99.9</b>	<b>100.0</b>	<b>100.0</b>	<b>100.2</b>

\*Excludes 'outliers' ie OU students and students from one other very large programme in a further HEI.

#### **4.4.7 Provision by subject**

The overarching 20 subject categories used by the JACS classification system for UK HE were used. Table 26 shows that Business and Administrative Studies is the most common subject by far, followed by Mathematical and Computer Sciences, Creative Art and Design, Engineering and Subjects Allied to Medicine. Apart from these five subject areas, TNE programmes tend to cover the wide normal range of subjects but with small percentages of programmes in each. The percentages of students tend to follow the same pattern, however the percentage of students A studying Business and Administrative Studies is even higher (43.4%) than the percentage of programmes: almost half of all TNE students are in one subject area. Two other subjects with a higher percentage of students than of programmes are: Law (2.4% of programmes, 17.2% of student A); Social Studies (3.9% of programmes; 8.2% of students). In Appendix 3, Table 1.11 gives missing data by subject.

**Table 26 TNE programmes (current and further programmes planned) by subject**

Subject	Current Prog's		Students				Further programmes planned	
	N	%	A*		B*		N	%
			N	%	N	%		
Medicine and Dentistry	8	0.5	1976	2.6	20	0.2	-	-
Subjects allied to Medicine	91	5.9	1985	2.6	787	6.5	17	7.7
Biological Sciences	28	1.8	235	0.3	178	1.5	5	2.3
Veterinary Sciences, Agriculture and related subjects	8	0.5	131	0.2	-	-	4	1.8
Physical Sciences	17	1.1	304	0.4	6	0.0	-	-
Mathematical and Computer Sciences	178	11.6	7564	10.0	620	5.1	18	8.1
Engineering	135	8.8	3969	5.2	820	6.7	16	7.2
Technologies	10	0.7	208	0.3	102	0.8	1	0.5
Architecture, Building and Planning	27	1.8	1583	2.1	5	0.0	3	1.4
Social Studies	60	3.9	6247	8.2	61	0.5	24	10.8
Law	37	2.4	13058	17.2	572	4.7	7	3.2
Business and Administrative Studies	587	38.3	32939	43.4	4708	38.7	93	41.9
Mass Communications and Documentation	32	2.1	582	0.8	708	5.8	5	2.3
Linguistics, Classics and related subjects	23	1.5	751	1.0	18	0.1	1	0.5
European Languages, Literature and related subjects	18	1.2	359	0.5	-	-	-	-
Eastern, Asiatic, African, American and Australasian Lang	6	0.4	204	0.3	-	-	-	-
Historical and Philosophical Studies	47	3.1	1060	1.4	333	2.7	8	3.6
Creative Arts and Design	157	10.2	313	0.4	3063	25.2	8	3.6
Education	58	3.8	2223	2.9	111	0.9	9	4.1
Generic	5	0.3	168	0.2	46	0.4	1	0.5
Missing	-	-	-	-	-	-	1	0.9
<b>Total</b>	<b>1532</b>	<b>99.9</b>	<b>75859</b>	<b>100.0</b>	<b>12158</b>	<b>100.0</b>	<b>222</b>	<b>100.0</b>

\* Excludes 'outliers' i.e. OU students and students from one other very large programme in a further HEI.

\*\* Including the 'outliers' would increase the A total to 238,777 and the B total to 37,988

### **Subject of programme by UK country**

There is little variation by UK country, and therefore the analysis is given in Appendix 3 (Table 1.12) rather than here. Over one third of programmes in England, Scotland and Wales are in the largest overall category, Business and Administrative Studies. However, Scotland is far more likely to deliver Engineering programmes and Wales to offer Historical and Philosophical Studies. The distorting effect of an 'outlier' is shown in high instances of the Creative Art and Design programmes being delivered by the OU.

### **Subject of programme by type of HEI**

A breakdown by type of institution (Table 27) shows that a large number of the Business and Administrative Studies programmes are in post 92 HEIs (44.2%) and in specialist

institutions/colleges, but other than that the type of institution does not seem to have a great impact on subject of the programmes. The size of institution does not seem to have a great impact on this variable and the data for size of institution are given in Appendix 3, Table 1.13.

**Table 27 TNE programmes by subject by type of institution**

<b>Subject</b>	<b>Post 92 Programmes</b>		<b>Pre 92 Programmes</b>		<b>SI/GC Programmes</b>	
	<b>Current</b>	<b>Further planned</b>	<b>Current</b>	<b>Further planned</b>	<b>Current</b>	<b>Further planned</b>
	<b>N =971</b>	<b>N=133</b>	<b>N =481</b>	<b>N=75</b>	<b>N = 84</b>	<b>N=14*</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
<b>Medicine and Dentistry</b>	-	-	1.7	-	-	-
<b>Subjects allied to Medicine</b>	6.9	9.8	5.0	5.3	-	-
<b>Biological Sciences</b>	0.9	3.8	3.7	-	1.2	-
<b>Veterinary Sciences, Agriculture and related subjects</b>	0.1	-	1.5	5.3	-	-
<b>Physical Sciences</b>	1.1	-	0.6	-	3.7	-
<b>Mathematical and Computer Sciences</b>	14.0	13.5	7.7	-	6.1	-
<b>Engineering</b>	8.5	10.5	11.0	2.7	-	-
<b>Technologies</b>	0.5	-	1.0	1.3	-	-
<b>Architecture, Building and Planning</b>	2.2	2.3	1.0	-	1.2	-
<b>Social Studies</b>	1.4	3.0	6.4	25.3	18.3	7.1*
<b>Law</b>	1.2	-	4.6	9.3	3.7	-
<b>Business and Administrative Studies</b>	44.2	49.6	26.0	26.7	41.5	50.0*
<b>Mass Communications and Documentation</b>	1.7	1.5	3.3	4.0	-	-
<b>Linguistics, Classics and related subjects</b>	0.3	0.8	3.3	-	4.9	-
<b>European Languages, Literature and related subjects</b>	0.4	-	1.7	-	7.3	-
<b>Eastern, Asiatic, African, American and Australasian Lang</b>	0.1	-	1.0	-	-	-
<b>Historical and Philosophical Studies</b>	0.7	1.5	7.1	8.0	7.3	-
<b>Creative Arts and Design</b>	13.1	1.5	6.0	2.7	1.2	28.6*
<b>Education</b>	2.3	1.5	6.9	6.7	3.7	14.3*
<b>Generic</b>	0.3	-	0.4	1.3	-	-
<b>Missing</b>	-	0.8	-	1.3	-	-

\* This number is very small for percentage calculations so care needs to be taken here.

Table 1.14 in Appendix 3 indicates that there is no particular relationship between subjects and models of provision. Table 1.15 in Appendix 3 indicates some differences between academic levels for subject of study, for example Business and Administrative Studies is more likely to be at postgraduate taught level.

#### 4.4.8 Provision by location of the programme

***Respondents' comments on programme locations (given in the introductory section of the template).***

There were 9 comments about location issues:

- several comments concerned programmes with students from the UK and another country, e.g. students on dual awards, who spend half the time in one country and half the time in the other. When all are studying at an overseas HEI, are the overseas student TNE students and the UK students not TNE? When all are studying in the UK, are the overseas students TNE students or international students studying in the UK?
- one comment indicated that the HEI does not record domicile for DL courses
- several comments referred to greater clarification needed on the template about its requirements. One respondent was confused about whether or not to include information on students from other UK countries (the covering email and the introductory section had made this clear, see section 6 below). Three comments indicated confusion about the difference between the location columns (i.e. where the programme is studied) as opposed to the domicile column (where the student lives). These columns were intended to capture information about 'hubs' i.e. where an overseas partner attracts students from surrounding countries. There was confusion here in the template and this is explored in section 6 below.

#### ***Programme locations***

By far the greatest number of programmes is delivered in Asia, 43.6% (Figure 7 and Table 28), followed by Europe with 28.3% of provision. There is a discrepancy between the percentages of student A by worldwide region and the percentages of programmes: 43.6% of programmes are in Asia but only 22.4% of students; Europe accounts for 28.3% of programmes but 9.3% of students in the A category; whilst 22.2% of programmes are worldwide, 53.8% of students A fall in this category. A possible explanation is that worldwide programmes tend to be DL and DL programmes tend to have larger numbers of students per programme. More B students are in Europe than A students.

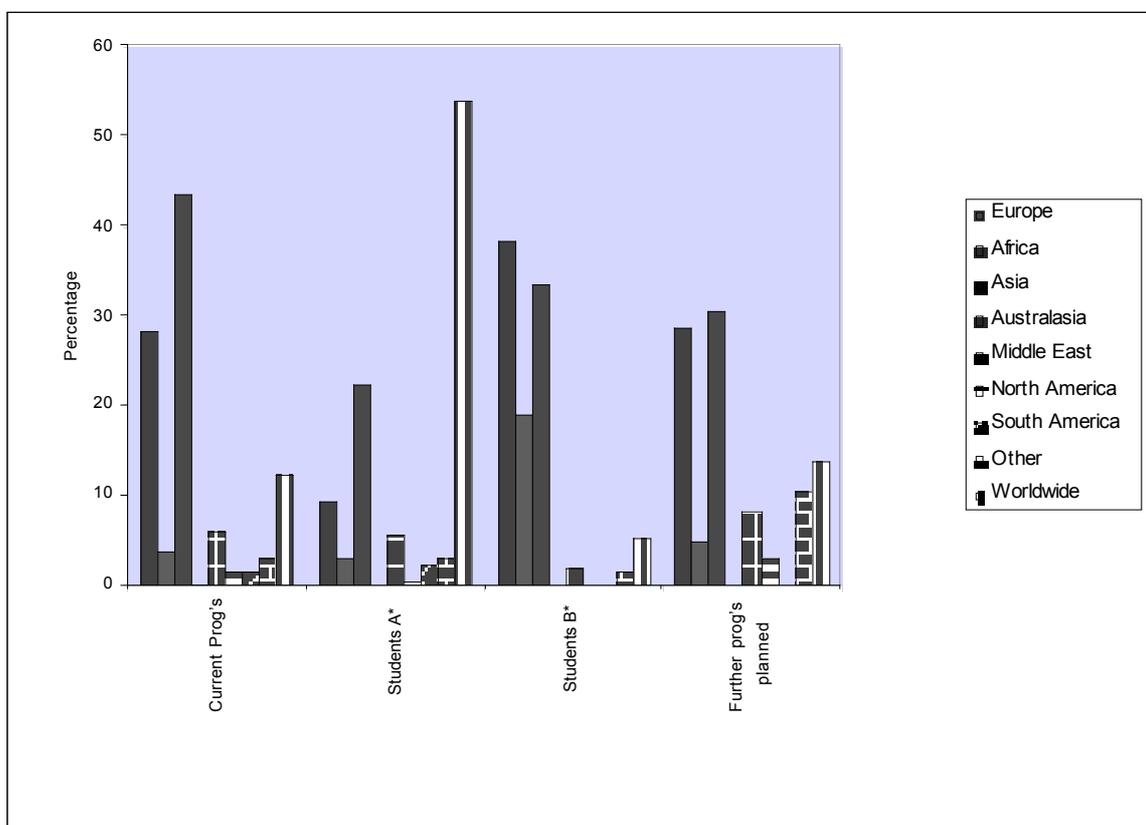
Table 29 gives the 15 countries that each have either over 2% of the overall number of programmes or over 2% of the number of students (either A or B): there are a further 65 countries and two regions of the world specified in the data provided, each with a small percentage of the provision. This presents a picture of pockets of considerable provision within a general thinly spread provision. Data on the last six countries in this table suggest that idiosyncratic provision, where one or two HEIs have particular contacts within one country, can create the smaller 'pockets'. For example, there are many more students B in Greece, than students A, and again this may reflect a pocket of provision.

In Appendix 3 Table 1.16 indicates that Asia is the region of the world where there are both most programmes with unknown student data and programmes where it is considered that student data are inappropriate.

No usable data were acquired on 'hubs' and this is discussed in section 6 below.

**Figure 7 TNE programmes (current and further programmes planned): locations by region of the world**

Note that base numbers are given in Table 28. Percentages of further programmes planned are based on small numbers.



**Table 28 TNE programmes (current and further programmes planned): locations by region of the world**

Region of the world	Current Programmes		Students				Further programmes planned	
			A*		B*			
	N	%	N	%	N	%	N	%
Europe	435	28.3	7044	9.3	4681	38.4	64	28.8
Africa	59	3.8	2270	3.0	2341	19.2	11	5.0
Asia	670	43.6	16961	22.4	4095	33.6	68	30.6
Australasia	1	0.1	2	0.0	-	-	-	-
Middle East	95	6.2	4362	5.7	244	2.0	18	8.1
North America	23	1.5	447	0.6	-	-	7	3.2
South America	21	1.4	1718	2.3	-	-	-	-
Other	44	2.9	2257	3.0	209	1.7	23	10.4
Worldwide	188	12.2	40802	53.8	633	5.2	31	14.0
<b>Total**</b>	<b>1536</b>	<b>100.0</b>	<b>75863</b>	<b>100.1</b>	<b>12203</b>	<b>100.1</b>	<b>222</b>	<b>100.0</b>

\* Excludes 'outliers' ie OU students and students from one other very large programme in a further HEI.

\*\* Including the 'outliers' would increase the A total to 238,777 and the B total to 37,988

**Table 29 TNE provision: locations. Countries with over 2% of programmes or with over 2% of students.**

NB In this table any field with less than 2% of the total is represented by -.

Country	Programmes		Students			
			A*		B*	
Location of delivery	N	% of all prog's N = 1536	N	% of all stud's N= 75863	N	% of all stud's N= 12203
Malaysia**	215	14.0	6033	8.0	445	3.6
Worldwide	188	12.2	40802	53.8	633	5.2
China	129	8.4	3285	4.3	231	1.9
Greece**	123	8.0	1227	1.6	3110	25.5
Singapore	122	7.9	1367	1.8	139	1.1
Hong Kong	105	6.8	3559	4.7	2751	22.5
Irish Republic (Eire)	54	3.5	758	1.0	498	4.1
Germany.	45	2.9	690	0.9	370	3.0
India**	38	2.5	1390	1.8	364	3.0
Oman**	34	2.2	3689	4.9	-	-
Netherlands (Holland)	30	2.0	-	-	-	-
Poland	-	-	1500	2.0	-	-
Trinidad and Tobago	-	-	1713	2.3	-	-
Switzerland	-	-	-	-	279	2.3
Egypt	-	-	-	-	2045	16.8

\* Excludes 'outliers' ie OU students and students from one other very large programme in a further HEI. \*\*Malaysia includes Sarawak, North Borneo, Borneo North, Malaya, Sabah; Greece includes Create and Corfu. India includes Sikkim. Oman includes Muscat.

#### **Programme location by UK country**

The analysis of provision by programme for each UK country (Table 30) indicates some differences. Welsh and Northern Irish HEIs have a larger percentage of their provision in Europe than do England and Scotland, Scotland has a higher percentage of its provision in the Middle East, but the percentages for provision in Asia are more similar across the countries. The OU provision is very focussed on Asia.

Appendix 3, Table 1.17 gives the further programmes planned by UK country. For all countries other than England the number of programmes is small and percentages may be misleading. It does indicate, however, that in England the most new programmes are being planned for Europe and Asia, in Scotland for the Middle East and in Wales for Europe.

**Table 30 Location of programme (region of the world) by UK country: current programmes**

Region of the world	England		Scotland		Wales		Northern Ireland		Open University	
	N	%	N	%	N	%	N	%	N	%
Europe	354	27.9	6	9.1	36	46.8	26	41.9	13	20.3
Africa	57	4.5			2	2.6				
Asia	536	42.3	38	57.6	27	35.1	21	33.9	48	75.0
Australasia			1	1.5						
Middle East	73	5.8	17	25.8	2	2.6			3	4.7
North America	20	1.6			3	3.9				
Other	40	3.2	3	4.5			1	1.6		
South America	20	1.6	1	1.5						
Worldwide	167	13.2			7	9.1	14	22.6		
<b>Total</b>	<b>1267</b>	<b>100</b>	<b>66</b>	<b>100</b>	<b>77</b>	<b>100</b>	<b>62</b>	<b>100</b>	<b>64</b>	<b>100</b>

**Location of programme by type and size of institution**

Specialist institutions/colleges have much more of worldwide provision than do post and pre 92 HEIs (Table 31) and this may relate to their having proportionately more DL provision. Europe is a more common location for post 92 HEIs (34.4%) than for pre 92 (19.5%).

Analysis by size of institution does not throw up any great differences between the size bands, for example both large and medium sized HEI's have most provision in Europe and Asia (see Appendix 1, Table 1.18). However, medium sized HEIs have more provision in the Middle East. Small HEIs have considerable provision in Asia but little in Europe, and this may be linked to the predominance of the DL mode in those HEIs.

**Table 31 Location of programme (region of the world) by type of institution (excludes OU programmes)**

Region of the world	Post 92				Pre 92				SI/GC			
	Programmes				Programmes				Programmes			
	Current		Further planned		Current		Further planned		Current		Further planned	
Programme location	N	%	N	%	N	%	N	%	N	%	N	%
Europe	334	34.4	44	33.1	94	19.5	11	14.7	7	8.3	9*	64.3
Africa	53	5.5	9	6.8	4	0.8	2	2.7	2	2.4	-	-
Asia	435	44.8	52	39.1	218	45.3	12	16.0	17	20.2	4*	28.6
Australasia	1	0.1	-	-	-	-	-	-	-	-	-	-
Middle East	67	6.9	17	12.8	28	5.8	1	1.3	-	-	-	-
North America	3	0.3	-	-	18	3.7	7	9.3	2	2.4	-	-
Other	11	1.1	7	5.3	31	6.4	16	21.3	2	2.4	-	-
South America	12	1.2	-	-	9	1.9	-	-	-	-	-	-
Worldwide	55	5.7	4	3.0	79	16.4	26	34.7	54	64.3	1*	7.1
<b>Total</b>	<b>971</b>	<b>100.0</b>	<b>133</b>	<b>100.0</b>	<b>481</b>	<b>100.0</b>	<b>75</b>	<b>100.0</b>	<b>84</b>	<b>100.0</b>	<b>14*</b>	<b>100.0</b>

\* This number is very small for percentage calculations so care needs to be taken here.

Tables 32, 33 and 34 give analyses by region of the world by subject of study, model of provision and academic level: in all these tables numbers are given rather than percentages, as numbers of programmes are small.

There are some interesting differences. Table 32 shows that some subjects are delivered across all regions: business and administrative studies; social studies; education. Other subjects are delivered in all but one or two regions of the world: mathematical and computer sciences; linguistics, classics and related subjects; historical and philosophical studies; subjects allied to medicine; engineering, technologies. Other subjects tend to be delivered in some regions only. There are also differences in numbers of programmes across regions: mathematical and computer sciences programmes are far more numerous in Asia than anywhere else, as are creative arts and media programmes. Business and administrative studies programmes are most numerous in Europe and in Asia. Some subjects are widespread but have relatively small numbers in each region, for example social studies and education.

Looking 'down' the columns for each region also presents an interesting picture: all subjects in the JACS codes are delivered in Asia and Europe; the Middle East has many of the subjects; fewer of the subject areas are delivered in Africa, North America and South America. The only subject areas not delivered worldwide are engineering and architecture, building and planning.

Table 33 indicates differences across the regions of the world in predominant models of provision. DL and blended learning are used in all regions, perhaps not surprisingly given their flexibility. Franchises also can be found in each region. There appears to be on-campus provision in all regions of the world. Given that the overseas campuses that are well known are in China and the Middle East, this implies that provision short of a UK HEI 'owning' a full overseas campus has been included, for example administrative offices from which programmes are organised. Dual awards and joint awards seem to be much more concentrated in Europe, with some provision in Asia and North America. Europe and Asia generally have the highest number of programmes in each model. South America has the smallest range of models.

Academic levels of programmes also vary across regions (Table 34). There are more postgraduate taught than undergraduate programmes in Europe, North America and Worldwide, and the reverse is the case in Africa, Asia and the Middle East (in Asia undergraduate provision is three times greater than taught postgraduate). In South America the small number of programmes is about the same for both levels. The small numbers of postgraduate research programmes are in Europe, Asia, the Middle East and North America. This suggests that in some regions of the world TNE's key function is topping up shortfalls in undergraduate provision (Bohm et al 2004): in others its function is more to share the development of high level academic knowledge and skills.

**Table 32 TNE programmes, locations (region of the world) by subject**

	Europe	Africa	Asia	Middle East	North America	South America	Other	World-wide
Medicine and Dentistry	1	1	1	-	-	-	1	5
Subjects allied to Medicine	27	2	29	17	-	2	-	15
Biological Sciences	7		14	1	1	-	-	3
Veterinary Sciences, Agriculture and related subjects	2		1	4	-	-	-	1
Physical Sciences	4		3	-	-	-	2	8
Mathematical and Computer Sciences	31	14	104	15	-	2	3	9
Engineering	18	3	85	11	-	3	15	-
Technologies	3		2	1	-	-	1	3
Architecture, Building and Planning	5	2	15	4	1	-	-	-
Social Studies	10	1	11	3	1	1	1	32
Law	12		11	-	4	-	-	10
Business and Administrative Studies	228	28	227	27	6	7	12	52
Mass Communications and Documentation	5	1	16	-	1	-	-	8
Linguistics, Classics and related subjects	3		7	1	3	3	3	3
European Languages, Literature and related subjects	2		8	2	-	-	-	6
Eastern, Asiatic, African, American and Australasian Lang	1		4	-	-	-	-	1
Historical and Philosophical Studies	29	1	1	2	4	-	2	8
Creative Arts and Design	36	4	110	2	-	-	-	5
Education	7	2	18	4	2	3	3	19
Generic	3	-	1	1	-	-	-	-
<b>Total</b>	<b>434</b>	<b>59</b>	<b>668</b>	<b>95</b>	<b>23</b>	<b>21</b>	<b>43</b>	<b>188</b>

Australasia is not included in the above table as there is only 1 programme, in mass communications and documentation.

**Table 33 TNE programmes, locations (region of the world) by model of provision**

Model of provision	Europe	Africa	Asia	Middle East	North America	South America	Other	Worldwide
Articulation	11	1	128	1	-	-	-	6
Blended delivery	6	1	25	2	1	3	3	8
Distance Learning	23	3	22	11	2	3	11	137
Dual Award	17	-	1	-	4	-	3	-
Franchise	158	13	190	45	8	8	2	6
In country/Flying Faculty	34	10	70	7	1	-	17	-
Joint Award	17	-	2	-	2	-	2	-
On campus provision overseas	11	1	69	2	3	3	-	-
Validation	139	17	104	16	1	-	4	28
Not given	14	13	40	10	1	4	2	2
Other	5	-	19	1	-	-	-	1
<b>Total</b>	<b>435</b>	<b>59</b>	<b>670</b>	<b>95</b>	<b>23</b>	<b>21</b>	<b>44</b>	<b>188</b>

Australasia is not included in the above table as there is only 1 programme, distance learning.

**Table 34 TNE programmes, locations (region of the world) by academic level**

Level of provision	Europe	Africa	Asia	Middle East	North America	South America	Other	Worldwide
Undergraduate	172	37	475	61	4	10	9	80
Postgraduate taught	243	20	158	28	16	11	33	100
Postgraduate research	5	-	4	2	3	-	-	-
Other	13	2	23	4	-	-	1	2
Not recorded	2	-	10	-	-	-	1	6
<b>Total</b>	<b>435</b>	<b>59</b>	<b>670</b>	<b>95</b>	<b>23</b>	<b>21</b>	<b>21</b>	<b>188</b>

Australasia is not included in the above table as there is only 1 programme, the level of which was not recorded.

#### 4.4.9 Provision relating to partners

**Respondents' comments about partners (given in the introductory section of the template).**

Two comments related to difficulties in knowing the status of partners (e.g. private or public institutions) and the equivalence of partners' status in the UK.

##### **Types of partner**

Private colleges and state/public universities are the most common types of partners where there are the most programmes (Table 35), with the next most common types of partner being private educational companies and state/public colleges.

Figure 8 (Table 36) shows a different pattern across types of UK HEI, with post 92 HEIs more likely to have private colleges as partners and pre 92 HEIs to have state/public universities. Prior British Council Research (Drew et al. 2006) suggests a direct link between the levels of programmes provided and the type of partner. Where countries have insufficient undergraduate university places, private colleges which cannot award degrees have formed partnerships with universities in other countries to extend their

provision. Where UK institutions have a focus on TNE postgraduate taught programmes their partners are likely to be universities. Some pre 92 HEIs are making strategic decisions to disengage from arrangements other than with partners of equal status. In some countries employment for graduates is restricted for some jobs to those who gained their degrees from state, as opposed to private, universities. Private educational companies may run chains of colleges and also may engage with UK HEIs in developing their overseas campuses.

Table 37 indicates that certain types of partner are more prevalent in some regions of the world than others. All types of partner operate in Asia (apart from employers) and there is a relatively large number of partner private colleges and partner state/public universities. On the other hand there are no private colleges who are partners in Europe but many more private educational companies. Partners in the Middle East seem to be more in the private sector, although there are a couple of state/public partners. The small numbers in South America reflect the small amount of provision there. The differences may relate to the different foci for TNE in the regions (e.g. extending undergraduate or postgraduate provision), different country regulations (China has recently tightened up on its requirements, as has India) and different educational structures and traditions.

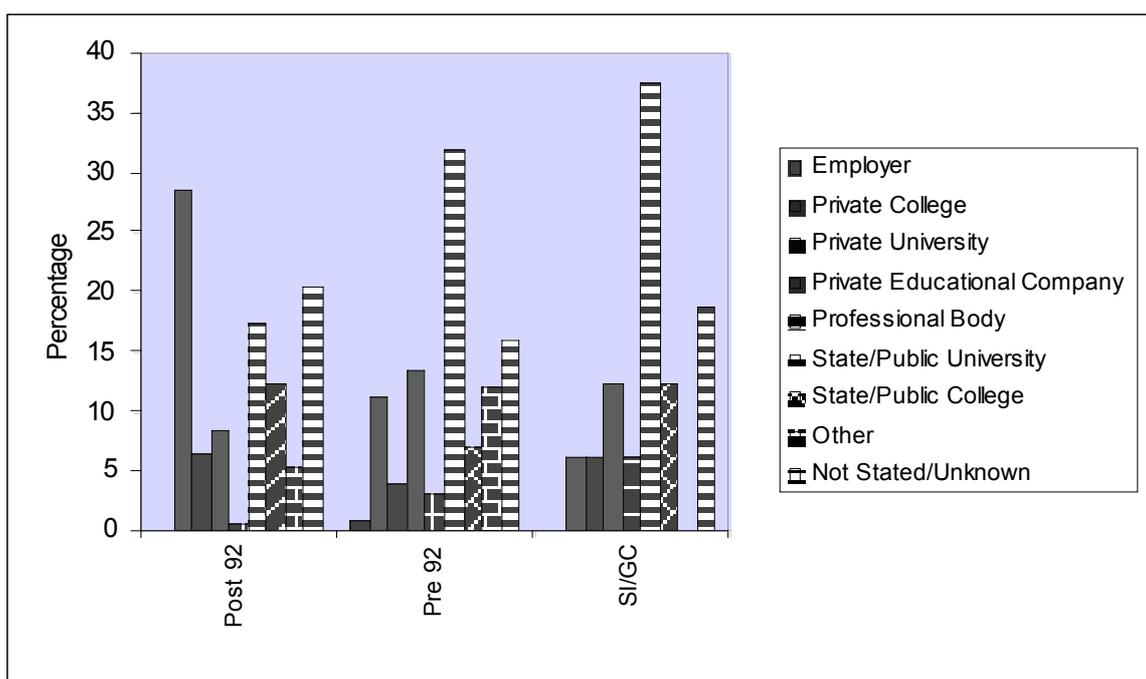
Appendix 3 Table 1.19 shows that the pattern by size of HEI simply follows the overall pattern of most provision with private colleges and state/public universities, and so forth.

In Appendix 1 Table 1.20 suggests (although numbers across models are small) that the models of provision seem related to the type of partner. All models are used with partners who are state/public universities. Private colleges do not have dual or joint awards although there is one joint award in a state/public college, which must have its own degree awarding powers. Articulation is the only model appearing with employers, although Drew et al (2006) did discover other models with employer partners. The models of blended delivery, in-country/flying faculty and validation appear with professional bodies. There is also a joint award here, but since professional bodies do not normally have degree awarding powers this may have been a misunderstood model by the respondent (it is more likely that the award combined a degree plus a professional body qualification). Partners in on-campus provision overseas include private colleges, private universities, state/public universities, private educational companies and state/public universities and colleges. Many of these types of partners were identified by Drew et al (2006) and Tang and Nollent (2007). The partnerships point to overlaps between the on-campus model and other models, for example on some overseas campuses where the partner is a state/public university dual or joint awards are given.

**Table 35 TNE types of partner**

Type of partner	Partners N	Partners %
Employer	1	0.2
Private College	107	22.5
Private University	27	5.7
Private Educational Company	46	9.7
Professional Body	7	1.5
State/Public University	102	21.4
State/Public College	51	10.7
Other	32	6.7
Not Stated/Unknown	89	18.7
<b>Total</b>	<b>462</b>	<b>100.0</b>

**Figure 8 TNE types of partner by type of UK HEI**



**Table 36 TNE types of partner by type of UK HEI**

Type of partner	Post 92		Pre 92		SI/GC	
	N	%	N	%	N	%
Employer	-	-	1	0.8	-	-
Private College	92	28.7	14	11.2	1	6.3
Private University	21	6.5	5	4.0	1	6.3
Private Educational Company	27	8.4	17	13.6	2	12.5
Professional Body	2	0.6	4	3.2	1	6.3
State/Public University	56	17.4	40	32.0	6	37.5
State/Public College	40	12.5	9	7.2	2	12.5
Other	17	5.3	15	12.0	-	-
Not Stated/Unknown	66	20.6	20	16.0	3	18.8
<b>Total</b>	<b>321</b>	<b>100.0</b>	<b>125</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>

**Table 37 TNE partners by type of partner by region of the world**

Type of partner	Africa	Asia	Europe	Middle East	North America	South America	Other	Worldwide
	N	N	N	N	N	N	N	N
Employer	-	-	-	1	-	-	-	-
Private College	7	50	-	4	2	1	-	-
Private University	1	13	6	3	3	-	1	-
Private Educational Company	2	20	16	2	1	2	1	2
Professional Body	-	3	1	-	1	-	-	2
State/Public University	2	46	41	-	4	-	8	1
State/Public College	4	10	32	2	2	-	1	-
Other	6	17	4	2	-	2	1	-
Not Stated /Unknown	9	40	31	6	1	1	1	-
<b>Total</b>	<b>31</b>	<b>199</b>	<b>131</b>	<b>20</b>	<b>14</b>	<b>6</b>	<b>13</b>	<b>5</b>

There are no partners in Australasia.

#### **4.4.10 Pattern of provision relating to students**

##### ***Respondents' comments on breakdowns of student data (given in the introductory section of the template).***

Three respondents commented that they did not have information about gender or age of students or that their data were incomplete, and the data analysis indicates that this was often the case. One respondent queried whether age on entry or currently was required.

##### ***Data about students***

As indicated in Tables 8 a and b, accurate breakdowns of students were only available for 29.2% of students A but on 84% of students B. The previous sections have given only total numbers of students but Table 38 gives the breakdowns for all students (A and B) where they were accurate and added up to the total. This indicates that a larger proportion of TNE students are males than is the case for the UK student population. It also indicates that the greatest proportion of students are in the over 30 age range. A further breakdown for those over 30 was not requested, so that like is not being compared with like, as the pre 30 age bands are much smaller: 61.3% of the students are under 30 and 38.7% are over 30.

**Table 38 Accurate breakdown of student information provided**

Total	Male		Female		Under 18		18-20		21-24		25-29		Over 30	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
30670	17690	58.7	12652	41.3	340	1.1	3830	12.5	8126	26.5	6606	21.2	11868	38.7

Excludes 'outliers' i.e. students from one very large programme and OU students.

#### **4.4.11 'Outliers'**

The findings in the previous sections omit data on students from two main sources. This section, with the permission of the relevant respondents, gives information about these 'outliers'.

##### ***Outlying programme***

The first 'outlier' is one programme that falls within the validation model, is in the Business and Administrative Studies subject area, the partner is a professional body and where students study in countries worldwide. This one course has 77,469 female students and 85,445 male students, a total of 162,914 students. Throughout the above findings sections the programme has been included in programme data but the student data have not. The provision fell within very limited variables and including student numbers obscured patterns.

##### ***OU modular DL provision***

The second 'outlier' is the OU's DL provision, provided to the research team by module. The previous sections include information provided by the OU on full programmes but exclude student data from those programmes, given the possible distorting effect ( i.e. it would have obscured patterns as all the data fell within very limited variables, for example all are in the Validation model. Including this data would have created an exaggerated impression that Validation is the most common model for students across the whole of UK HE).

The OU data indicated 36,484 student registrations on DL modules in 97 countries, averaging 376 students per country. In the following tables, the numbers of students do not represent a headcount but are totals of student registrations, and each student may be taking one module or several. There are 489 separate modules listed and an average of 74.6 student registrations per module. The OU dataset gave separate lines for students by country by module and this indicated an average of 5.4 students per module per country.

Business and Administrative Studies is by far the largest subject area, with 24,114 students taking one or more of 83 Business and Administrative Studies modules: this represents 66% of student registrations on the OU's TNE DL modular provision. The next largest subject area by OU module is Mathematical and Computer Sciences, 1,962 students taking one or more of 56 modules and accounting for 5.3% of student registrations (Table 39).

**Table 39 OU modules by subject**

Subject	Modules N	Students N	Students per module N	% of all student registrations
Biological Sciences	24	1470	61.2	4.0
Business and Administrative studies	83	24114	29	66.0
Creative Arts and Design	6	55	12.7	0.1
Education	33	1195	36.2	3.2
Engineering	42	930	22.1	2.5
European Languages, Literature and related subjects	23	485	21	1.3
Historical and Philosophical studies	45	1161	25.8	3.1
Law	7	183	26.1	0.5
Linguistics, Classics and related subjects	21	505	24	1.3
Mass Communications and Documentation	1	33	33	0.0
Mathematical and Computer Sciences	56	1962	35	5.3
Physical Sciences	45	1145	25.4	3.1
Social studies	50	1693	33.8	4.6
Subjects allied to Medicine	11	284	25.8	.7
Technologies	42	1269	30	3.4
<b>Total</b>	<b>489</b>	<b>36484</b>	<b>NA</b>	<b>99.1</b>

**Models of provision, modes of delivery and academic level**

Only two TNE models are present in OU's module provision, blended and distance learning. Ninety percent of modules offered are classified as DL, however the relatively few blended learning modules have more students registered (Table 40, see below for further discussion in the section on worldwide locations of the students).

At undergraduate level there are 65.4% of the modules and over 30,000 student registrations (83.2%). A third of modules are at postgraduate level, accounting for 16.7% of module students (Table 41).

**Table 40 OU modules by model**

Model	Modules		Students	
	N	%	N	%
Blended delivery	49	10	21738	59.5
Distance Learning	440	90	14746	40.4
<b>Total</b>	<b>489</b>	<b>100.0</b>	<b>36484</b>	<b>99.9</b>

**Table 41 OU modules by level of study**

Subject	Modules		Students	
	N	%	N	%
Undergraduate	320	65.4	30361	83.2
Postgraduate Taught	169	34.5	6123	16.7
<b>Total</b>	<b>489</b>	<b>99.9</b>	<b>36484</b>	<b>99.9</b>

**Subject of study in relation to academic levels**

Education (44.2%) and Technologies (42.6%) are the subject areas with the highest proportion of post-graduate student module registrations. European Languages, Literature and related subjects, Mass Communications and Documentation, Law and Subjects Allied to Medicine are only delivered at undergraduate level (Table 42).

**Table 42 OU module student registrations by subject area and level of study**

Subject	N module students	UG		PG taught	
		N	%	N	%
Biological Sciences	1470	1348	91.7	122	8.2
Business and Administrative studies	24114	20386	84.5	3728	15.4
Creative Arts and Design	55	37	67.2	18	32.7
Education	1195	666	55.7	529	44.2
Engineering	930	721	77.5	209	22.4
European Languages, Literature and related subjects	485	485	100.0	-	-
Historical and Philosophical studies	1161	1074	92.5	87	7.4
Law	183	183	100.0	-	-
Linguistics, Classics and related subjects	505	428	84.7	77	15.2
Mass Communications and Documentation	33	33	100.0	-	-
Mathematical and Computer Sciences	1962	1486	75.7	476	24.2
Physical Sciences	1145	1113	97.2	32	2.7
Social studies	1693	1389	82.0	304	17.9
Subjects allied to Medicine	284	284	100.0	-	-
Technologies	1269	728	57.3	541	42.6
<b>Total</b>	<b>36484</b>	<b>30361</b>	<b>83.2</b>	<b>6123</b>	<b>16.7</b>

**The worldwide locations of the OU DL module students**

OU provision, though spread across 97 countries and 15 of the 20 JACS subject codes is actually very concentrated. For example, 66% of all undergraduate and taught postgraduate student registrations are in one subject area (Business and Administrative Studies); a single Business and Administrative Studies module in Russia accounts for 45% of worldwide student registrations provision regardless of subject and 75% of all its student registrations in the subject area. OU module take-up is also highly concentrated geographically; of the 13 countries that have more than the average 376 module students

per country (Table 43), all are in Western Europe except for those in the Russian Federation, Romania and Slovakia. These 13 countries account for 34,239 of the 36,484 total student registrations, 93.8%. Of students in these 13 countries (i.e. of the 34,239), 47.9% are in Russia, 14.5% are in Ireland, 12.3% in Romania and 6.1% are in Germany.

**Table 43 Locations: 13 largest countries by OU student module registrations (all above average of 376 module registrations per country)**

Large players	OU Modules N	OU Module Students N		% of all module students
Programme location	N	N	% of largest 13	N =36484
Russian Federation	13	16430	47.9	45.0
Ireland	400	5296	15.4	14.5
Romania	16	4217	12.3	11.5
Germany	327	2114	6.1	5.7
Switzerland	269	982	2.8	2.6
France	249	754	2.2	2.0
Greece	241	753	2.2	2.0
Netherlands	252	734	2.1	2.0
Slovakia	28	693	2.0	1.8
Belgium	237	656	1.9	1.7
Spain	212	595	1.7	1.6
Italy	221	547	1.5	1.4
Austria	171	468	1.3	1.2
<b>Total</b>	<b>NA</b>	<b>34239</b>	<b>99.4</b>	<b>93.0</b>

## 4.5 Key points from the findings and discussion.

### 4.5.1 Response rate and completeness of the data

There was a high response rate to the survey of 82%. All Welsh and Northern Irish HEIs responded, as did 81%<sup>2</sup> of English and 74% of Scottish HEIs.

A comparison with data collected by HESA indicates that this study and HESA had each identified instances of extensive provision that fell within limited variables (e.g. model of provision or academic level of provision) in individual HEIs not identified by the other that had the potential to change the overall information.

Two large 'outliers' were identified in this study. Although they are included in the information on extent of provision, for patterns of provision they were excluded from student numbers (not from programme numbers) as they fell within limited variables and obscured general patterns.

All respondents with TNE provision provided data on programmes. Most respondents provided total numbers of students but only 29% were able to provide accurate breakdowns by age and gender. All percentages given in relation to patterns of provision in this paper are of responses from those HEIs with TNE provision.

<sup>2</sup> In section 4.5, key points and discussion, %s are rounded (0.5% is rounded up).

An issue to emerge in the pre-pilot was that some institutions categorise students differently and that there are then different recording methods that impact both on the data held and on that provided voluntarily to HESA. An institution with a separate category for students contracted with partners may not count them in its own student numbers, whilst an institution without such a separate category may include all students with which it is associated.

24% of respondents indicated that they categorised students separately according to whether their contract is with the UK HEI (students A) or the overseas partner (students B), but slightly fewer (20%) provided data on students B. The HEIs use different terms for these categories and the data suggest that there may not be commonality in applying them. Where HEIs did not categorise students they were confused by requests relating to such a categorisation. Whilst differing practices make this difficult, if, as the research found, a quarter of respondents do use such a categorisation, important data might be missed without an acknowledgement of it.

Almost all the students B (96%) were in post 92 institutions and most were in large HEIs (85%) and also in the Open University full programme provision. Usage of the two categories may relate to the size of institution and scale of provision. Where a student's contract is with the UK HEI, s/he will have access to all the HEI's resources and support, including resources licensed on the basis of student numbers. It may be that where TNE provision is small scale the numbers can be absorbed without a financial strain upon the UK HEI or a need to amend licensing arrangements. Where arrangements are large scale this may not be the case, and financial arrangements with the partners may not cover costs incurred. For large scale provision, or where financial return is a significant factor, HEIs may need separate categories. This needs further exploration.

#### **4.5.2 The extent of provision**

Of the 135 HEIs that responded, 88 (65%) have TNE provision, with a total of 1,536 programmes current at 31<sup>st</sup> July 2006 and a further 222 planned for the following academic year. The TNE student numbers identified for the study totalled 277,765, equating to 12% of the total number of students in the UK for the same year, (2,336,110, HESA 2008). Excluding 'outliers', students B (i.e. those with contracts with overseas partners) comprise 14% of all TNE students (including the 'outliers' increases this to 16%).

Given that the study did not have complete information, TNE student numbers on UK programmes are likely to equate to an even higher percentage of HE provision within the UK. Additionally, on OU TNE modules there were 34,239 student registrations (there may be multiple enrolments for each student).

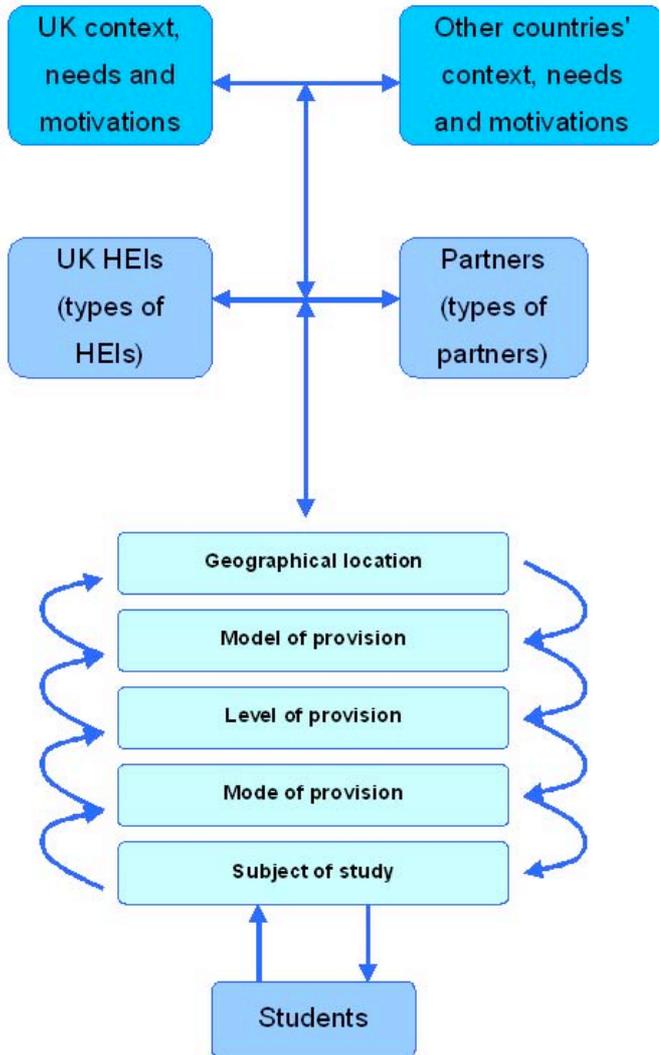
The patterns of provision indicated in this paper refer to the provision that was current at 31<sup>st</sup> July 2006, rather than to planned provision, unless otherwise indicated.

#### **4.5.3 Features of TNE provision**

The following diagram gives the elements of TNE provision identified by the study and their inter-relationships, and the sections that follow explore these elements and emerging patterns. The interpretation of the findings of this quantitative study draws on the British Council study referred to above (Drew *et al* 2006) and on the pre-pilot for this study.

The following sections reveal provision that is spread widely and thinly (e.g. across all models of provision, in all academic subject areas, in many countries) but with pockets of concentrated provision. For example, where an overseas country has considerable UK TNE provision it might be from a very small number of HEIs.

**Figure 1. A model of the features impacting on UK TNE provision.**



#### **4.5.4 The features explored and patterns emerging**

##### **4.5.4.1 The context in other countries and the UK**

This study explored the extent and pattern of TNE provision rather than its context, however the earlier study for the British Council conducted by members of the research team did identify key contextual issues.

Drew *et al.* (2006) found TNE not to be a term commonly used in the HEIs consulted, but that HEIs referred either to collaborative provision or to specific models of provision (e.g. Franchise). The models of provision identified in that study formed the basis for the definitions developed for this study.

Key motivations for countries to import higher education programmes are seen as skills shortages (Gift *et al.* 2006) and a demand for places that outstrips provision (Bohm *et al.*, 2004). Drew *et al.* (2006) found varying reasons for UK HEIs' engagement with other countries, for example: some disciplines are not commonly taught in some countries; countries differ as to whether they need more undergraduate or postgraduate provision.

Where countries have limited public university places, private colleges without degree awarding powers operate in conjunction with foreign universities to extend HE provision.

One issue to emerge from the earlier study for the British Council was that different overseas countries have different regulatory frameworks relating to TNE provision, that such regulatory frameworks seem to be increasing, that they are targeted at controlling the activities of overseas HEIs and that changes to policy or regulations in other countries can determine UK TNE provision. For example, a change in South African policy led most UK (and other countries') HEIs to cease their provision in that country, often at a considerable cost to the HEIs. New regulations in China and India have made the development of new programmes or of certain types of programme more difficult. Employment practice may impact on provision, for example in some countries government jobs may only be taken by graduates of state universities in those countries. In some countries certain subject are not taken in state universities and this may encourage TNE provision in those subjects.

The motivations of UK HEIs to export TNE have been identified as the promotion of the university brand, working with world class academia, recruiting a diverse student body and generating income (Kwan 2005). A key motivator for UK HEIs engaging in TNE was income generation, particularly in making up shortfalls in income caused by a 'fading' of traditional international recruitment to the UK and in the light of government approaches to funding domestic activities (Drew et al, 2006; Hatakenaka, 2004). Drew *et al* found the research-led pre-92 HEIs consulted more likely to emphasise breaking-even financially and to link TNE benefits to research, whilst the teaching-led post-92 HEIs were more likely to emphasise TNE income generation. The second key motivation is internationalism. TNE is seen as enabling the strategic development of sustainable partner relationships in a way that direct recruitment of students to the UK does not, with TNE linking into other aspects of internationalisation, such as international research and curriculum development.

#### **4.5.4.2 UK HEIs**

In the light of the prior research for the British Council, type (pre 92, post 92 and specialist institution/college) and size of HEI (in relation to the student body) were used as key variables for this study.

Post 92 HEIs are the largest providers of TNE (63% of TNE programmes identified), followed by pre 92 HEIs (31% of programmes) and specialist institutions/colleges (6% of programmes). The larger the institution, the more likely it is to have TNE provision: 91% of large institutions provide TNE; 70% of medium sized HEIs offer TNE; 35% of small institutions offer TNE.

Throughout this paper it will be seen that there is a strong relationship between the type and size of the HEI and the nature of provision, particularly the type of HEI. Note section 2.4.2 above that suggests that different types of HEI (and perhaps sizes of HEI) may have different motivations towards TNE and this may influence the nature of their provision.

The proportions TNE provision in each UK country are similar to the proportions of the UK's HEIs in those countries. The extent of provision by UK country for current programmes identified (as at 31<sup>st</sup> July 2006) is:

- England, 78% of the UK's HEIs and 83% of the TNE programmes
- Scotland, 12% of the UK's HEIs and 4% of TNE programmes
- Wales, 7% of the UK's HEIs and 5% of TNE programmes
- Northern Ireland, 2% of the UK's HEIs and 4% of TNE programmes.

The lower percentage in Scotland may reflect the lower response rate for the research there (74%). The research process was such that it may be more likely that non responding HEIs had TNE provision but were unable to provide the data (because of time or resource constraints). England has by far the greatest number of current programmes and students and of further planned programmes, but it also has the greatest number of HEIs and the greatest proportion of post 92 and large HEIs. There are some differences in numbers of programmes and student numbers between the UK countries that cannot be explained by the differing numbers, types and sizes of HEI and they may relate to practices in recording information, or to cultural or historical differences or to differing regulatory requirements.

#### **4.5.4.3 Partners**

The earlier British Council study indicated that partnerships are critical for UK HEIs in developing TNE. This current study found that certain types of partner occur more frequently than others, the most common being private colleges (23% of partners) and state/public universities (21% of partners), followed by private educational companies (10% of partners) and state/public colleges (11% of partners). As indicated in 2.4.1 above, private colleges without degree awarding powers are a means of increasing a country's HE provision where it has insufficient university places, if partnered with an HEI that can award degrees.

This research has indicated differences between types of HEI in relation to types of partners, with post 92 HEIs more likely to have partners that are private colleges (29% of their partners) and pre 92 HEIs more likely to be partners with state/public universities (32% of their partners). Drew et al (2006) found that some UK HEIs are making strategic decisions to focus on partnerships with peer institutions, for example pre 92 HEI's whose focus on international status is a motivator for TNE.

Certain types of partner seem more prevalent in certain regions of the world, for example private colleges are often partners in Asia but not in Europe, where partners are more likely to be private educational companies. There appear to be relationships between types of partner and academic levels of provision. Private colleges, more likely to be partners with post 92 HEIs, are linked to a focus on undergraduate provision. State/public universities, more likely to be in partnerships with pre 92 HEIs, are linked to a focus on postgraduate provision. The differences by region of the world in types of partner may link to differences in the predominance of academic levels of programmes in those regions, as well as to models of provision. Where a country has insufficient undergraduate places, private colleges in partnerships with overseas universities can top up the shortfall. For postgraduate programmes, overseas partners are likely to be universities.

Although the numbers of programmes by types of partner across models of provision are small, there does seem to be a relationship between models and type of partner. All models are used with state/public university partners. There are no Dual or Joint Awards with private colleges. Blended Delivery, In-Country/Flying Faculty and Validation occur with professional bodies. On-Campus provision has virtually all types of partner, apart from professional bodies and employers.

There are issues here for strategic planning. A focus on the nature of partnerships seems important since the type of partner is linked to the type of UK HEI, the level of provision, the model of provision and the geographical location. Partnerships both reflect the context of the countries (e.g. private colleges where the need is to extend undergraduate provision) and the motivation of the UK HEI (e.g. engagement with partners of equal status). An example of future implications for type of partner is the situation regarding partners who are private colleges, almost a quarter of all partners for UK HEIs. The earlier

British Council study identified that where private colleges are partners with HEIs in other countries, this may help them to gain their own degree awarding powers. Once a college has its own degree awarding powers, its impetus for a partnership with a UK HEI changes, and this may lead to either the loss of the partnership or to its developing in a new direction.

#### **4.5.4.4 The programmes**

##### **Models of provision**

Given that the indications are that HEIs may not see TNE provision as an entity, it seemed that seeking information by models of provision might lead to a more complete picture. The models developed for the study were categorised into two main types. In the first category the defining features concerned learning, teaching and assessment (LTA) methods and related programme structures, i.e. capable of delivery at a distance. These models are under the control of the UK HEI and require special LTA methods and administrative processes to allow for provision at overseas locations. The second category was defined mainly in relation to contractual arrangements. By and large the LTA methods here might be similar to those to be found on a UK campus and they are delivered by partners in situ, and these models are not under the unique control of the UK HEI but rely on partners for their delivery. The UK HEI, in general, has more limited input into LTA methods and the focus of the engagement relates mostly to quality assurance and progression. The two categories of model are as follows.

A. Models where the defining features relate to learning, teaching and assessment (LTA) methods:

- in-country/flying faculty;
- distance learning (DL);
- blended delivery;
- on-campus provision overseas.

B. Models where the defining features relate to contractual arrangements between partner organisations or to quality assurance:

- validation;
- articulation;
- franchise;
- joint award;
- dual award;
- partial credit.

As suggested in 2.1 above, the division into two main categories did not work as most HEIs do not categorise students separately according to with whom they have a contract. However the list of models did work, with only small numbers of programmes (7%) being placed in 'other' or 'unknown' categories. No data were provided for the last model, partial credit, but data were given for all other models. It seems, in retrospect, preferable to exclude Articulation as a TNE model and to see it, rather, as a method for recruiting international students to the UK. There are difficulties in attributing student numbers to programmes here, since students either belong to a partner pre-articulation, become international students in the UK or join other TNE programmes overseas post-articulation. The On-Campus Overseas model was meant to indicate programmes at a UK HEI's own campus overseas, but the locations given for the programmes in this model are more widespread than anticipated and respondents may have included information about an overseas base falling short of a full overseas campus.

The pre-pilot for this study and the earlier study for the British Council (Drew et al. 2006) identified differing resource implications, financial implications and quality issues

associated with the different models. Some models are seen as costly to run (e.g. In-Country/Flying Faculty) but high quality, as they are under the control of the UK HEI. Some are high status (e.g. PhDs), with low immediate financial returns but with the possibility of leading to research collaborations. Some require considerable development input but can then reach large number of students (e.g. DL). Some require significant administrative (e.g. DL) and technical infrastructures (e.g. Blended Delivery). For some, control is more in the hands of the partner (e.g. Validation and Franchise) and the UK HEI's role relates mainly to quality assurance and enhancement. Some see this as problematic (i.e. loss of control by the UK HEI) and others as beneficial (creating a more equal and less paternalistic relationship). Where international status is seen as important and partners are sought from high status institutions there may be a preference for sharing rather than for one HEI to take a lead, and Joint and Dual Awards are seen as useful, (but there is a view that QAA is not enthusiastic about them and some HEIs are wary). Some models bring in relatively small income from each of a large number of students and for others small numbers of students are possible as high fees can be charged. The models have subsumed within them a considerable amount of information. Differences in an institution's preferred models may relate to institutional motivations and 'missions'. For example, where income generation is a major motivator provision may be more extensive and of a nature to attract large student numbers; where international status is a major motivator partners may be of a similar status to that of the UK HEI; for research-led institutions there may be a greater focus on postgraduate study. Larger HEIs may be more able to support models requiring a larger investment or more resources, for example On-Campus provision overseas.

This study identified the Franchise model as having the most programmes (28%), followed by Validation (20%) then Distance Learning (14%). Together, these three models account for 62% of the TNE programmes identified. The models accounting for the smallest numbers of programmes are Dual Award and Joint Award (each with 2% of programmes).

The indications from this study are that type and size of HEI impact on models of provision. DL is by far the preferred model for specialist institutions/colleges and for small HEIs (66% and 71% of their programmes, respectively). Franchise is most common in post 92 HEIs (36% of their programmes) and in medium sized institutions (47% of their programmes). Validation is most in evidence in post 92 (23% of programmes) and large HEIs (26% of programmes). Overseas Campuses are most in evidence in pre 92 (16% of their programmes) and large HEIs (7% of their programmes).

Models of provision may have differing numbers of student in relation to number of programmes. Distance Learning (DL) has proportionally many more students (53% of students A) than programmes (14%) whilst On-Campus Overseas, for example, has 6% of the programmes and 3% of students A. The majority of students B (i.e. whose contract is with an overseas partner) fall within two models: Validation (52% of students B); Franchise (24% of students B). Devolving responsibility to partners and DL may be major ways of increasing the number of students participating. Different levels of financial return for different models may relate to their popularity (the models with the highest number of programmes often have proportionately even higher numbers of students).

There are different patterns by UK country, for example Franchises are more frequent in Wales and England, whilst Articulation is more frequent in Scotland. The differences may relate to some extent to differences in the composition of the HEI body in the UK countries.

There might be merit for strategic planning in giving further consideration to the frequency of occurrence of the models and the numbers of students involved with them in relation to the financial, resource and quality issues for those models, and also how other countries

policies and regulatory frameworks (and indeed the UK's own requirements via the QAA) might impact on the implementation of the models.

### **Mode of provision**

Mode of provision (e.g. full or part time, by DL, mixed) seems to be closely related to model of provision and information about it seems to add little further information about patterns. For example the pattern for full-time provision seems linked to that of Franchised and Validated programmes, both of which can be delivered full time in other countries by partners.

A greater number of TNE programmes are in full-time mode, followed by part-time and then by DL. DL can be seen as both a model of provision (i.e. with particular learning, teaching and assessment methods) and a model of delivery. The full time mode has the largest proportion of current TNE programmes (41%) and the largest proportion of students B (58%). Where students contracts are with an overseas partner there may be full time on site delivery by that partner. The greatest number of students A is in the DL mode (53%).

More programmes in specialist institutions/colleges and pre 92 HEIs are DL (64% and 27% respectively) than in post 92 HEIs (7%). More programmes in post 92 HEIs are full time (48%) than in pre 92 (34%) or specialist institutions/colleges (12%). The proportions falling within each mode is similar for large and small institutions, suggesting that it is the type rather than size of institution that has a greater influence. In large HEIs and medium HEIs most provision is full-time, with part-time the next common form of provision, then DL and then 'mixed mode'. This pattern is different in small institutions where DL has the greatest proportion of programmes.

There are differences between the UK countries. Whilst 28% of programmes delivered by English HEIs and 35% of those delivered by Welsh HEIs are part time, only 3% of those delivered by Scottish HEIs are part time. Scottish and Welsh TNE programmes are more likely to be mixed mode (23% and 39% respectively) than those from England (6%). Given the increasing blurring between modes of provision it may be that this reflects different ways of describing provision rather than differences in practice.

Whilst the type of institution seems to be related to some extent to mode of study, this may relate to the predominant models of provision, and this may also be the case for size of institution. The modes of delivery are blurring, certainly in the UK. Whereas modes used to relate to the amount of time studied in a week or to the delivery method (e.g. DL or 'block release'), they now relate more to the amount of credit taken in a specified period. ICT has had an impact here, allowing students to study in their own place and at their own pace. It may be that mode is not a useful variable against which to explore TNE.

### **Academic level**

The greatest proportion of programmes is at undergraduate level (55%); 71% of students A and 58% of students B are undergraduate.

There is a relationship between the type of HEI and academic level of TNE programmes. Undergraduate provision is more prevalent in post 92 HEIs (60% of programmes and 76% of students A) and specialist institutions/colleges (77% of programmes and 99% of students). Postgraduate taught is more prevalent in pre 92 HEIs (54% of programmes and 76% of students A). The only postgraduate research programmes identified in the research are in pre 92 HEIs. Where one level predominates in programme numbers, the numbers of students are proportionately even higher. This suggests that programme developments have followed the 'market'.

The proportions of programmes in the different levels are similar across sizes of HEIs, so that type rather than size of institution seems to be more influential here.

There are some differences by UK country: in England more programmes are undergraduate and in Wales and Northern Ireland more are postgraduate taught. Scotland appears to have more undergraduate provision but a comparison with HESA data suggests this may be due to missing information.

Very few postgraduate research programmes were identified, and comparison with HESA data suggests that whilst this research identified some postgraduate research programmes, it did not identify individual student postgraduate research registrations.

Type of HEI is emerging as very important for virtually all the variables. Academic level ties in with a number of other variables, for example type of partner and geographical location.

### **Academic subjects**

TNE programmes are in a wide range of subjects, most with small percentages of programmes and students.

Within this overall picture, some subjects have more provision. Business and Administrative Studies accounts for 38% of TNE programmes, 43% of students A and 39% of students B. The next most common subjects are Mathematical and Computer Sciences (12% of programmes), Creative Art and Design (10% of programmes), Engineering (8% of programmes) and Subjects Allied to Medicine (6% of programmes). The remaining 15 subjects each account for less than 5% of TNE programmes.

A large number of the Business and Administrative Studies programmes are in post 92 HEIs and specialist institutions/colleges, but generally type or size of institution do not seem to influence this variable. There is no particular relationship between model of provision and subject of study.

There is little variation by UK country, although Scotland has a greater proportion of Engineering Programmes and Wales is more likely to offer Historical and Philosophical Studies.

It might be interesting to explore the reasons for the predominance of certain subjects. Do they follow market demand by students or partners? Are they subjects where the UK fills gaps in provision by providing particular expertise? Do the most common subjects reflect those seen as strategically important to other countries? A review of the data suggests that an emphasis on some subjects (e.g. Creative Art and Design) reflects a 'pocket' of provision by a few HEIs. It appears that many HEIs are operating in the same subject area (i.e. Business and Administrative Studies). This may be strategically sound or it may imply a level of competition or duplication between UK HEIs. From the point of view of sustainability, is it advisable or not to have such a focus on one subject? More information may be needed here.

### **Geographical locations of the delivery of TNE programmes**

Provision is widespread, delivered to almost 80 countries. Only 10 countries have more than 2% each of the total number of TNE programmes. The countries with the most provision are Malaysia, China, Greece, Singapore and Hong Kong. In some countries where there are less than 2% of the programmes there are more than 2% of the students, so that a few programmes are particularly successful at attracting students there. The picture overall is of small amounts of provision in each of a large number of countries,

suggesting that provision has arisen ad hoc. Where there are countries with large amounts of provision this may suggest more strategic targeting.

Collating countries into worldwide regions indicates that the largest proportion of programmes is delivered in Asia (44%), with Europe the next most common destination (28% of programmes). There is virtually no provision in Australasia.

There are differences here between types of HEI. Europe is a more common location for post 92 HEIs (34% of their programmes) than for pre 92 HEIs (20% of their programmes), and specialist institutions/colleges have more worldwide provision (64% of their programmes), reflecting their focus on DL.

There are some differences between sizes of institution. Medium sized HEIs have more provision in the Middle East (this may, again, reflect 'pockets' of provision) and small HEIs have considerable provision in Asia but not in Europe.

Welsh and Northern Irish HEIs have a higher proportion of provision in Europe (47% and 42%) than do England and Scotland (28% and 9%) and Scotland has more in the Middle East (26%) but percentages for provision for Asia are similarly high across the countries. Northern Ireland provides programmes for Southern Ireland, partly accounting for its focus on Europe.

Whilst most subjects are delivered in most regions of the world, there are differences in distribution. Business and Administrative Studies, Social Studies and Education are delivered in all regions of the world, but the last two have small numbers of programmes in each region. Other subjects are delivered in most regions or in some regions only. All the subjects specified were delivered in Asia and Europe and the Middle East has many of them, but fewer are delivered in Africa, North America and South America. There are differences in the numbers of programmes delivered by region, for example Mathematical and Computer Science programmes are most numerous in Asia as are Creative Arts and Media programmes. Business and Administrative Studies programmes are most numerous in Europe and Asia.

Some models of provision are used in all world regions i.e. DL, Blended Delivery, Franchises and Overseas Campuses. Dual and Joint Awards occur more in Europe, with some provision in North America and Asia. South America has the smallest range of models.

Academic levels of programmes vary across world regions. There are more postgraduate taught (243 programmes) than undergraduate programmes (172) in Europe. This is also the case in North America and Worldwide, whilst the reverse is the case in Africa, Asia and the Middle East. In Asia undergraduate provision is three times (475 programmes) that of taught postgraduate (158 programmes). This suggests that in some regions TNE's key function is to top up shortfalls in undergraduate provision whilst in others it is to share high level academic knowledge and skills.

Geographical location seems to be an important feature of the patterns of provision. Differences may relate to the 'low language barriers' referred to in 1.2 above. The earlier research for the British Council indicated that where HEIs have TNE strategies they tend to target specific countries, and information about patterns of provision across the world may therefore be very useful to HEIs. Section 2.4.1 above has indicated how the policies and regulatory frameworks of other countries can impact on UK provision and clearly being aware of these and how they might change will impact on strategic planning and on decisions about how far to concentrate provision in certain countries or regions.

#### **4.5.4.5 The students**

Where there were accurate breakdowns of student data they indicate that 41% of TNE students are female and 39% of all TNE students are over the age of 30. Whilst this might be useful information for those planning programmes, the breakdowns seem difficult to obtain for all TNE students.

The model with the most missing student data was Articulation and the model where it was most seen as being inapplicable to provide such data was Franchise.

There were two 'outliers' with very large student numbers. These numbers are included in analyses showing the extent of provision but excluded from analyses concerning patterns, because of their distorting effect. One was a very large programme in one HEI (162,914 students) and the other related to OU provision. Where the OU provided information about complete programmes this was included in analyses but not the student data, as the large numbers in limited variables distorted the analysis (26,085). The OU also provided information about its modular DL provision and this was analysed separately: there were 489 modules with 36,484 student registrations (some students may be registered on several modules). The most common subject is Business and Administrative Studies followed by Mathematical and Computer Sciences. All are either DL or blended delivery and most provision is undergraduate though there is a significant proportion of taught postgraduate. Provision is spread across 97 countries but 13 countries account for most of the students.

## **5 Modelling of the study's TNE findings against HESA data.**

### ***5.1 Introduction***

This section reviews the data collected for the TNE strand of the study against HESA data. The Higher Education Statistics Agency (HESA) is the official agency for the collection, analysis and dissemination of quantitative information about higher education. HEIs are required as part of their funding arrangements to provide HESA with data on their UK based students, including both UK students and international students studying in the UK. HEIs have not been required to provide data on their TNE provision, although data have been requested by HESA for students studying wholly overseas.

This section reviews HESA's fields for the collection of data on students studying wholly overseas in relation to the fields used for this TNE study, makes some comparisons between the data gathered by the two methods and then discusses the differing information provided by our approach for this study and that of HESA.

### ***5.2 Review of the fields used by this study and by HESA***

The main purpose of this section is to examine the fields of enquiry used in this study in relation to those HESA has used in the past (as exemplified by the 2005/6 return) and will use in the future (ie the 2007/8 return).

## 5.2.1 HESA requirements

### HESA fields required of the 2005/6 return (see Appendix 4)

At the cut-off point used for the TNE data for this study (31st July 2006 for data covering the 2005/6 academic year), HESA 'strongly encouraged' HEIs to return data on any student studying the whole of their programme of study outside the UK. This was a 'reduced return' with fewer fields than the normal one for students in the UK and it was not a condition of funding (HESA 2007a). This reduced return was divided into 'student record' where HEIs submitted a record with students and modules separated and a 'combined return' where the record had student and module data combined. HEIs could choose which to use, apart from in Wales where HEIs were asked to submit a student record. HESA is able to provide information against any of the variables given e.g. mode of study, subject of study and so forth. For the purpose of this study a limited number of spreadsheets were obtained with the following data for 2005/6: all students in the UK, including overseas students in the UK and students studying wholly overseas, by level of study; students studying wholly overseas by region of domicile; students studying wholly overseas by level of study and region of domicile.

### HESA fields required of the 2007/8 return

For the 2007/8 return HEIs are advised that they should not return individualised student records but, rather, should provide a separate aggregate return for students studying wholly overseas (HESA 2007b). The guidance does not specifically state whether or not this is a condition of funding but the wording referring to the aggregate return is quite strong ('should return'). The return should include any students studying for an award, either registered with the reporting institution or with the partner, including distance learning students whose domicile is overseas (with an exception affecting a few UK students who are funded to study by DL overseas). If students on UK programmes overseas join a programme in the UK at a given point in their studies, from that point they should be included in individualised records for students studying in the UK. Students on articulation programmes should not be included unless they are registered with a UK HEI or receiving an award from it. For consortia of HEIs providing a programme, the consortia should decide which HEI includes that programme's students on their return.

HESA's guidance for 2007/8 defines terms, as follows: 'registered' has the same meaning as it does for the various UK funding councils; 'overseas' means outside the UK; 'UK HE award' also applies to joint awards with an overseas partner; 'overseas campus' is one belonging to the reporting HEI; 'collaborative provision' includes franchise, consortia arrangements and joint awards in line with the relevant QAA Code of Practice (QAA 2007); 'distance, flexible and distributed learning' defined in line with the relevant QAA Code of Practice (QAA 2007).

## 5.2.2 A comparison of the TNE fields in this study with HESA returns

### Comparison

The planned 2007/8 HESA aggregate return has far fewer fields than did the HESA reduced return in 2005/6. The 2007/8 fields are: HESA institution identifier; country of activity; institution's own campus identifier; level of provision; number of students; type of activity. The fields and definitions we used in this TNE study were partly based on HESA fields but were in the main developed in conjunction with the sector, including those responsible for HESA returns. Consultations with the sector had begun with the British Council studies (Drew et al 2006; Tang and Nollent 2007) and had been extended into the pre-pilot for this study.

Table 44 provides a summary of the fields used for this study, those used by HESA in 2005/6 and those planned by HESA for 2007/8. Major differences are as follows.

The HESA 2007/8 return:

- does not include name of programme of study, the subject studied or mode of study, all of which were required in 2005/6 and which we requested
- only requires a headcount of students and no further information on students (e.g. gender and age) that both they in 2005/6 and this study collected
- does not require information on domicile that it required in 20065/6 (this study sought this to a limited extent).

The HESA 2005/6 return:

- requested detailed information on student progression and the stage of students in their programmes that feature in neither this study nor the HESA 2007/8 returns.

This study included:

- categories of students that were not part of the HESA 2005/6 return but are within the HESA 2007/8 return
- models of provision that were not part of the HESA 2005/6 return and are a very limited part of the 2007/8 return
- information on partners.

In Table 44, the fields used for this TNE study are given in the left hand column. In the next two columns are given the items that relate to these fields that were requested by HESA in 2005/6 and will be for 2007/8, and in the middle column in the final row are the items requested by HESA in 2005/6 that did not relate to fields used by the TNE study.

**Table 44. Fields used for the TNE study and by HESA for 2005/6 and 2007/8**

TNE Study	HESA Combined Record (05711) 2005/6	HESA aggregate return 2007/8
Institution name <ul style="list-style-type: none"> <li>• type of institution</li> <li>• size of institution</li> </ul>	HESA institution identifier	HESA institution identifier
Programme name	Programme of study title Institution's own programme of study identifier	
JACS subject codes	Subject of qualification aim 1, aim 2, aim 3	
<p><b>Two Categories</b>, students contracts are</p> <ul style="list-style-type: none"> <li>• with the UK HEI</li> <li>• with partners.</li> </ul> <p><b>Ten Models</b></p> <ul style="list-style-type: none"> <li>• validation</li> <li>• articulation</li> <li>• franchise</li> <li>• in country/flying faculty</li> <li>• DL</li> <li>• Blended delivery</li> <li>• joint award</li> <li>• dual award</li> <li>• partial credit</li> <li>• on campus provision overseas</li> <li>• other</li> </ul>		<p><b>Five Types of Activity</b></p> <p>1 Registered at reporting institution - studying overseas for UK HEI award at overseas campus of reporting institution</p> <p>2 Registered at reporting institution - studying overseas for UK HEI award other than at an overseas campus of reporting institution</p> <p>3 Registered at reporting institution - distance, flexible and distributed learning for UK HEI award where the location of the student is known to be overseas</p> <p>4 Registered at overseas partner organisation - studying overseas for an award of the reporting institution</p>

		<p>5 Any other student studying overseas for an award of the reporting institution</p> <p><b>Subsumed within the above are two models:</b></p> <ul style="list-style-type: none"> <li>Distance, flexible and distributed learning is subsumed under activity 3</li> <li>Collaborative provision (franchise, consortia arrangements, joint awards) may be subsumed under the other activities.</li> </ul>
<p>Level</p> <ul style="list-style-type: none"> <li>undergraduate</li> <li>postgraduate taught</li> <li>postgraduate research</li> <li>other</li> <li>not recorded</li> </ul>	Level of provision	Level of provision 9 levels that are more refined than those used in this study, including e.g. taught masters, research masters.
<p>Mode</p> <ul style="list-style-type: none"> <li>full time</li> <li>part time</li> <li>DL</li> <li>mixed mode</li> <li>other</li> <li>not specified</li> </ul>	<p>Mode of study</p> <ul style="list-style-type: none"> <li>full time</li> <li>part time</li> </ul>	
<p>Type of partner</p> <ul style="list-style-type: none"> <li>employer</li> <li>private college</li> <li>private university</li> <li>private educational company</li> <li>professional body</li> <li>state/public university</li> <li>state/public college</li> <li>other</li> <li>not stated/unknown</li> <li>none</li> </ul> <p>Name of partner (first partner, second partner, third partner)</p>		
Location of programme (code) including codes for regions of the world and worldwide	<p>Campus identifier</p> <p>Location of study</p> <p>Institution's own campus identifier</p>	Country of activity but not codes for regions of the world or worldwide
Total number of students (for each of A and B category)	Total numbers of students	Number of students (headcount; active in the reporting year)
Gender (for each of A and B category)	Gender	
<p>Age (for each of A and B category)</p> <ul style="list-style-type: none"> <li>under 18</li> <li>18-20</li> <li>21-24</li> <li>25-29</li> <li>31 +</li> </ul>	Date of birth	
<p>Domicile is</p> <ul style="list-style-type: none"> <li>same as country of</li> </ul>	Domicile	

delivery (number) • in another country (number)		
	Record type indicator Student identifier FE student marker Highest qualification on entry Date of commencement Year of student on this programme Reason for leaving Date left Qualification obtained 1 Qualification obtained 2 Classification General qualification aim of student FE General qualification aim of student Proportion indicator Expected length of study programme Units of length Year of programme Institution's own identifier for student Student instance number Suspension of active studies	

### Review of this comparison

A review of the fields used in this study compared with those to be used by HESA for 2007/8 suggests that this study has a different focus and possibly a different purpose. The new 'types of activity' seem to represent key fields for HESA and these relate largely to the registration status of the students. One might assume from a review of the new HESA fields in general that the aim is to identify all possible students who might be engaged in TNE and to identify the locations for their study and the level of study. The focus seems to be on the amount of provision.

This study too attempted to address the issue of students being registered either with the UK HEI or with the partner, in an attempt to identify all provision. However, this study was concerned also to identify patterns of provision, to offer insights to support strategic planning and policy reviews. This study's starting point was not the students but the programmes. Prior research indicated that HEIs did not have a shared conception of TNE but they did have a shared view of models of provision and that via this method the extent of provision would be uncovered. The model used might be a starting point to identify the interconnections of a number of features related to provision. For example, the model used is related to types of partnership arrangement.

The models used in this study were developed via the pre-pilot and based on the earlier British Council Studies. They were categorised into two main types, firstly where students' contracts are with the UK HEI (i.e. registered with the UK HEI, in HESA terms) and secondly where their contracts are with the partner (i.e. registered with the partner).

In the first category the models' defining features related to learning, teaching and assessment (LTA) methods and the related programme structures, i.e. these have to be flexible and capable of delivery at a distance. All of these models are under the control of

the UK HEI and their quality assurance procedures. They also required considerable LTA input and special administrative processes to allow for the distances involved.

The second category was defined mainly in relation to contractual arrangements. By and large the LTA methods here might be similar to those to be found on a UK campus. They are delivered by partners in situ and their defining features relate to the contractual arrangements with partners, for example: in 'validation' the partner plans and delivers a programme to its own students that has been validated by a UK HEI, whereas in 'franchise' the partner delivers a programmes that has been both validated and planned by the UK HEI. These models are not under the unique control of the UK HEI but rely on partners for their delivery and there are different quality assurance issues. The UK HEI, in general, has more limited input into LTA methods and the administrative processes involved relate mostly to quality assurance and progression.

The brief description of models in Appendix 1 suggests some of the resource implications for UK HEIs associated with different models and the differing risks associated with them. There are financial implications. Some models are more costly than others. Some are more reliant than others on partnerships. Within these models a considerable amount of information is embedded. To recap, the models in include: in-country/flying faculty; distance learning (DL); blended delivery; on-campus provision overseas; validation; articulation; franchise; joint award; dual award; partial credit.

The findings of this study, however (see section 4 above) indicated that this neat linking of models to categories of students did not work. The models worked, in that respondents were able to use them in relation to their provision, but most models seemed to have students in both of the categories offered. Some UK HEIs see franchise students as 'belonging' to the partner, contractually, and some see them as 'belonging' to themselves. A conclusion is that whilst both concepts are useful, it is not helpful to connect them.

***The models offered in this study and HESA types of activity for 2007/8***

Table 44 above gives the main types of 'activity' that relate to types of student registration developed by HESA for its 2007/8 aggregate return. It is not difficult to compare this with the categories of students used in this study, since this is comparing like with like, but it is more difficult to compare it with the models used in this study; however, Table 45 attempts to make this comparison. Please note that there were no responses in the 'partial credit' category and that as section 2.2 above indicates, student category need to be disaggregated from model of provision.

***Table 45: Models or types of provision***

<b>HESA 2007/8</b>	<b>Key features</b>	<b>Categories and models in this study that are similar to HESA</b>	<b>Categories and models in this study that differ from HESA</b>
1. Registered at reporting institution - studying overseas for UK HEI award at overseas campus of reporting institution	UK HEI's award With whom registered (UK HEI) UK HEI's campus (own campus overseas)	UK HEI's award Category A student Model - on-campus provision overseas	
2. Registered at reporting institution - studying overseas for UK HEI award other than at an overseas campus of reporting institution	UK HEI's award With whom registered (UK HEI)	UK HEI's award Category A student	
3. Registered at	UK HEI's award	UK HEI's award	

reporting institution - distance, flexible and distributed learning for UK HEI award where the location of the student is known to be overseas	With whom registered (UK HEI) Distance, flexible, distributed learning	Category A student Models – DL; Blended delivery	
4. Registered at overseas partner organisation - studying overseas for an award of the reporting institution	UK HEI's award With whom registered (overseas partner)	UK HEI's award Category B student	
5. Any other student studying overseas for an award of the reporting institution	UK HEI's award With whom registered (other)	UK HEI's award Other student category Model - 'other'	
			Dual award Category A or B student
			Joint award Category A or B student
			UK HEI's award Category A or B student Model - in-country/flying faculty
			UK HEI's award Category A or B student Model - franchise
			UK HEI's award Category A or B student Model - validation
			UK HEI's award Category A or B student Model - articulation
			UK HEI's award Category A or B student Model - partial credit

Although HESA require fewer fields for 2007/08 than did this study, they do relate to each other, in that HESA's 'types of provision' reflect the two main categories of student used in this study and incorporate two of the models (overseas campus and DL).

The findings of this study (section 4 above) suggest the following about fields used in this study where the HESA approach for 2007/8 might be more effective

- this study had difficulty in obtaining accurate breakdowns of student data by gender and age and in the light of this the 2007/8 HESA requirement for a 'head count' only is sensible and may increase overall reportage
- HESA has excluded 'articulation' from its requirements for 2007/8 and the findings of this study support that decision.

- HESA’s categorisation of students as registered with the UK HEI or with a partner is simpler to use than the categorisation in this study relating to with whom the student has a contract.

The HESA approach to categorising students might be helpful in developing common terminology in this area. However, it is not without its difficulties. Initially there may be confusion in spite of the indication that the definition of ‘registered’ should follow that of the funding council because some HEIs use ‘registered’ to mean having a contractual arrangement with a partner and ‘enrolled’ to mean having a contractual arrangement with the UK HEI. There is a difficulty with the overarching category of ‘students studying wholly overseas’ because of increasingly flexible modes of delivery: for example, students on joint awards may spend equal time at an overseas HEI and at the UK HEI, postgraduate research students may be required to spend several weeks a year at the UK HEI and DL students often have residential blocks of study in the UK. Another difficulty is where students have joint registration with a UK HEI and an overseas HEI. Where such arrangements have been established with the deliberate aim of equal partnership it may then be difficult for one to ‘own’ the students.

Whilst it did not present this study with any particular difficulties the incorporation of ‘mode of study’ by did not seem to reveal very useful information, in comparison with the usefulness of our other fields.

### 5.2.3 This study's data in relation to HESA data for 2005/6

Section 5.2.2 above indicates the possibilities for cross tabulations of HESA data for 2005/6. Section 4 above gives the findings of this study by cross tabulations identified for it. Tables 46 and 47 suggest that there is no particular merit in doing detailed comparisons between the cross tabulations of this study and those of HESA for 2005/6 as the basic data are different.

Table 46 indicates that whilst there is little difference between the number of English HEIs providing data on TNE provision to ourselves and to HESA, there are greater differences for the other UK countries, where this study gathered data from more HEIs. This study identified far more undergraduate students in England, Wales and Northern Ireland but fewer in Scotland than did the HESA data. This study identified more postgraduate taught students in Northern Ireland and Wales but fewer in England and far fewer in Scotland. This study identified far fewer postgraduate research students in England. There were sizeable numbers in the 'other' and 'not recorded' columns for this study.

**Table 46. Number of HEIs with TNE provision 2005/6**

	HESA HEIs providing TNE data*	TNE Study: HEIs indicating that they have TNE provision	TNE Study: total responding HEIs	Total number of HEIs
<b>England</b>	63	68	104	129
<b>Scotland</b>	6	14	14	19
<b>Wales</b>	6	12	12	12
<b>N Ireland</b>	1	3	4	4

\* We do not know how many HEIs also replied saying they had no students in this category.

**Table 47 Number of students within TNE provision**

Notes: for the TNE study students in both the A and B categories have been included; for the TNE study OU students have been omitted as they were not included in the HESA data provided.

	UG HESA	UG TNE Study	PG taught HESA	PG taught TNE Study	PG Research HESA	PG research TNE Study	Other TNE Study	Not recorded TNE Study
<b>England</b>	42,585	219,707	29,765	20,550	1150	110	2,318	236
<b>Scotland</b>	4,160	2,595	15,325	446	5	6	0	1671
<b>Wales</b>	720	1,207	360	993	0	0	4	23
<b>N Ireland</b>	0	236	85	96	0	0	0	0
<b>Total</b>	47,465	222,3509	45,535	22,085	1,155	116	2,322	1,930

If the 'outlier' is removed (i.e. one programme with 162, 914 students) from the data for this study, then the number of undergraduate students becomes 56,793, a much smaller difference. This indicates how much the presence or otherwise of a very large programme can completely change these data. In another category, one HEI respondent differing between HESA and this study accounts for the discrepancy in one category. Section 4 above has already suggested why HESA found more postgraduate research students than did this study, i.e. the method for this study would not have located students registered on individualised research programmes of study. Where there were data obtained from HEIs for this study that had also responded to HESA there were in some cases considerable differences.

The above Tables suggest that this study and HESA were similarly successful in getting responses from English HEIs with TNE provision but that this study was more successful in getting responses from HEIs in other UK countries. It also suggests that where one large provider or one large data set is excluded it can significantly change the picture. The findings in this study show a considerable difference between undergraduate and postgraduate taught provision that is much reduced in HESA data, although less so when one huge 'outlier' is removed.

## **5.3 Discussion**

### **5.3.1 Discrepancies between this study's data and that of HESA**

Why might there be the discrepancies revealed in Tables 46 and 47 above? It seems that HESA and this study has each identified data on significant provision that the other did not have. Requesting data on individual students may lead to different results from requesting data by programmes, certainly in the area of postgraduate research students.

This study collected data, albeit for the same cut-off point, a year later than HESA. A correspondent at one HEI thought this study was seeking the same data that had been provided to HESA. After discussion they provided data on over a hundred more students, commenting "... It could just be that at the time the HESA return was carried out, those 100 students were not completed properly in the student information system. We also have a field .... marked with a 'C' for each student in order for them to be picked up in the HESA return. It is possible that for some reason, these students did not have this field populated with a 'C'". This also suggests that different institutions identify and code their

data differently, perhaps particularly where it is not required (albeit encouraged) by HESA and this leads to the provision of different data.

The reason for the discrepancies might also relate to the categories provided. This study offered to respondents the categories 'other' and 'not recorded' for academic level and it is possible that without such options students are placed in categories that do not quite apply to them. There is also the confusion referred to in the findings of section 4 above about the status of students, categories A and B in this study. In 2005/6 HESA did not have such a differentiation and this may have led to differing data.

### 5.3.2 Revealing patterns

The study has identified patterns that might be important for policy and strategic planning in this area. These are indicated in section 4 above and the model to be found in that section indicates the key elements. For patterns to be identified this study suggests that information is needed on the following:

**Table 48 Fields likely to reveal patterns of TNE provision**

Number of programmes Number of students (registered with the UK HEI; registered with the partner)	Type of HEI Size of HEI	Types of partner Geographical location of delivery Models of provision Mode of provision (although this might add little to the information provided by model of provision) Subject of study Academic level of study
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Indications from the research team's qualitative explorations, both in the pre-pilot and in the earlier study, suggest that information on the use of 'hubs' by UK HEIs is increasing, i.e. delivering TNE via a partner to students from surrounding countries. This study, however, did not find a successful way of identifying this information.

### 5.3.3 Where might the different approaches lead?

It seems appropriate to consider this in the light of the proposed 2007/8 HESA aggregate rather than the 2005/6 fields that are no longer used. To what types of information might the approach used in this study lead and to what types of information might the HESA 2007/8 approach lead?

The first point to make here is, perhaps, that unless it is required that information is required there will be incomplete data and this can make a great difference to the picture identified. Where information is not required for the HESA return it is not held centrally and there are therefore difficulties in locating it, presenting problems for researchers in locating the information and also for institutions in pulling it together for a one-off study.

Table 49 below indicates the different ‘end points’ for the approach used in this study and that to be used by HESA in 2007/8.

**Table 49 Information provided by the approach used in this study and by the HESA approach for 2007/8**

This table omits features that were included in the TNE study but that are not advocated: articulation model; domicile of students; breakdown of students by gender and age.

<b>This TNE Study</b>	<b>HESA 2007/8</b>
<p>Approach: key features</p> <p>For each HEI            Programmes as starting point            Models of provision            Student categorisation based on contractual arrangements            Student data            Level of provision            Subject of study            Mode of delivery            Country of delivery            Type of partner</p>	<p>Approach: Key features</p> <p>For each HEI            Students as starting point            Student categorisation based on registration arrangement (type of activity)            Headcount of students            Level of provision            Country of delivery</p>
<p>End information provided            Student data for all forms of contractual arrangement.</p> <p>Number of programmes by models of provision, levels of provision, subject of study, mode of delivery, country or world region of study, type of partner</p> <p>Number of students by models of provision, levels of provision, subject of study, mode of delivery, country or world region of study, type of partner</p> <p>Comparisons of numbers of programmes and numbers of students.</p> <p>This data could be provided via aggregation by region of the world, type of UK institution, size of UK HEI and for each UK country</p>	<p>End information provided            Student data for all forms of contractual arrangement in clear categories</p> <p>Number of students by levels of provision, by country of study.</p> <p>These data could be provided via aggregation by region of the world, by type of UK institution and for each UK country.</p>
<p>Focus of this end information provided            Pattern of provision            Identification of issues within this pattern worthy of further exploration</p>	<p>Focus of this end information provided            Extent of provision.</p>

**5.4 Key points**

It is important to consider the purpose for any data gathered about the UK’s TNE provision. The purpose of HESA and the purpose for this TNE study might be very different or they might share some elements and have some differing elements.

What might the purposes be for gathering data on TNE? It might be to identify the extent to which UK HE is pursuing an international agenda. For this purpose data indicating numbers of students and programmes, possibly by different types of UK HEI, and countries receiving the provision might suffice. If, however, the information is to be used for strategic planning, both by the UK and its HEIs and by other countries and their institutions or organisations then the fields used for this TNE study are helpful. One might,

then, consider how often data to meet the different purposes might be gathered. Is it important to continually gather information on patterns, given the rapidity of change in the world context (for example, the earlier 2006 study indicated that changes in government in other countries can have a significant effect)? Or, given the lead time needed to develop programmes, is it appropriate to collect some types of data annually and others more infrequently?

There are also missing data in both the fields for this study and those of HESA for 2007/8, present to some extent in HESA data for 2005/6. These relates to the success of programmes, as indicated by retention rates or by internal quality reviews. It is very appropriate for this sort of information to be gathered internally by HEIs, indeed it is required by QAA that they do so. How might this information feed into the sort of information on patterns that this study identified and the information on extent of provision to be gathered by HESA in 2007/8?

If this is to be an important aspect of the work of HEIs in the UK, then work might be done to encourage HEIs to have common recording practices and use common categorisations. This item has indicated the importance of trying, as far as it is possible, to gather complete information.

## **6. The methodology and methods for the study: a critique.**

### ***6.1 Introduction***

This section critically reviews the methods used in the study, in order to identify lessons learned and to make recommendations for future research methods in this area.

This was an exploratory study in a number of senses; in finding out about institutional structures and who holds what information, in finding out the information needed and in trying to capture as much information as possible about a key agenda for UK HE.

The research was conducted in three phases, each of which had outputs delivered to schedule. There was a very high response rate, 81.8%.

### ***6.2 Methodology***

The methodology was a mix of qualitative and quantitative. A qualitative methodology was used to inform the research, aiming to ensure that the concerns and interests of HEIs were reflected rather than the assumptions of the research team. Via a pre-pilot, interviews were conducted to provide information about institutional practices, procedures and issues. The main study was quantitative, using information gleaned from the pre-pilot to identify practice across UK HEIs. The interpretation of the data gathered was informed both by the qualitative pre-pilot and by an earlier qualitative study conducted for the British Council (Drew et al 2006). Without the qualitative information to draw on, it might have been difficult to interpret the quantitative data and to identify issues arising that might be worthy of further exploration.

### ***6.3 The phases of the research: methods used***

The following summarises the three phases of the research.

#### **Phase 1 (Jan - March 2007)**

The researchers:

- gathered basic information about UK HEIs (i.e. type of institution, geographical location, overall student numbers);

- constructed a list of contacts in the HEIs;
- developed a categorisation and definitions of models of TNE based on those developed in prior studies for the British Council (Drew et al 2006; Tang and Nollent 2007);
- acquired data already collected by HESA on TNE provision;
- developed and trialled the research instruments;
- constructed recording systems;
- developed process management systems to track progress with the HEIs.

Three main approaches were used. Firstly, desk research was conducted to acquire existing HESA data and to acquire baseline information about institutions and contacts. Secondly, pre-pilot interviews were conducted via visits to institutions or telephone contact to clarify the TNE categorisation and models, identify the type of information might be gathered and the best ways of doing so. Eight HEIs from across the UK countries participated. Thirdly, the TNE categorisation, draft research instruments and communications were pilototed with contacts in the pre-pilot institutions.

By the end of phase 1 the team had produced:

- a spreadsheet of base information about UK HEIs, with contact information;
- a paper giving a categorisation of models of TNE provision (see Appendix 1).
- a covering email for the TNE strand (see Appendix 2);
- two spreadsheet workbooks for TNE, one for current provision and one for additional planned provision (available on request);

### **Phase 2 (May - September 2007)**

TNE data was sought from those responsible for HESA data, but they were advised that they would need to collaborate with those responsible for validation in their institution. It was deemed best to have one starting contact only in each institution.

An email request was despatched with, attached, the paper giving the categorisation and models of TNE (see Appendix 1) and two spreadsheet workbooks, one for current TNE provision and one for planned TNE provision.

After the June deadline for responses a member of the research team telephoned contacts not yet responding to the TNE survey. Telephone calls were followed by further calls until the end of September, at which point the analysis began. Contacts made via the telephone progress chasing were used to query data needing clarification.

### **Phase 3 (October - Nov 2007)**

Phase 3 involved the analysis of data and production of the final report. The quantitative TNE data collected from respondents in an Excel spreadsheet were exported to the SPSS package to allow for the cross tabulations required to identify patterns. Qualitative responses given in the introductory section of the spreadsheet were analysed manually, by sorting into themes.

## **6.4 Critique of the methods.**

### **6.4.1 Phase 1 and the pre-pilot and pilot**

This was invaluable. It allowed for the development of a paper giving definitions of models, helped the team identify questions to be asked in the research instruments and who to approach and how to do so.

The pre-pilot indicated that institutions have very different organisational structures in this area, so that it is not possible to send a request to a common role title in all HEIs with confidence that it will reach the correct person. A list of named individuals in HEIs was therefore constructed by using institutional web sites and by telephoning HEIs. Additionally, no one person in an institution was likely to be able to provide all the information, however, to avoid duplication in HEIs, a request was sent to the person responsible for the provision of HESA data, who was asked to collaborate with the person responsible for the validation of TNE programmes.

### ***Lessons learned***

In spite of the considerable amount of pre-work in constructing lists of named contacts, the 'telephone progress chasers' found that a large number of those sent the TNE request claimed not to have received it. Section 6.4.3 below offers possible explanations. It seems important to have a list of named contacts but also to check on progress and seek help with the re-direction of requests. The high response rate validates the approach; all institutions were contacted and those not participating consciously chose not to do so.

## **6.4.2 The research instruments**

Telephone progress chasing identified that having a covering email and letter indicating that the work was commissioned by the DfES (now DIUS) had added weight and importance to the project.

Although it was the only feasible method, given the nature of the information required, the TNE spreadsheet template presented some difficulties.

Respondents were asked how easy they found completing the spreadsheet template on a scale of 1-5, where 5 was easy and 1 was difficult. The median was 3. The mean time it took respondents to complete the template was 4.48 hours, with the smallest number of hours being 0.25 and the greatest 20 hours, with several spending 10 or 12 hours (where there was considerable provision).

Four comments given in the introductory section of the template concerned aspects of the template that may have impacted on the completeness of data:

- the template had some fixed fields to encourage consistency and some saw this as not flexible enough for their needs, not allowing for the insertion of long names of programmes or partners or for annotation
- one comment was that there might have been greater clarity about "the divisions expected"
- some instructions for completion were given in an introductory section. Here respondents were asked, for columns without drop-down menus, to put 0 for 'not applicable' and x where an item was applicable but there was no data. One comment indicated that the respondent had not seen this instruction.

This was a complex exercise, with data in a number of fields being sought in order to gain as much insight as possible into patterns of provision. Whilst most instructions were embedded in the template, some instructions were in the introductory section of the spreadsheet workbook, contextual information was provided in a covering email and there was an attached paper summarised the models of provision (giving 'the divisions expected' referred to in the second bullet point above). There is some evidence that not all those actually providing the data had access to all the information provided to the institutional contact, for example the team discovered that in one HEI the staff members delegated to complete the template had not seen the covering email.

On balance the team considers that the drop down options and fixed fields were important to encourage the consistency of data received. Aspects that the team would change in similar future exercises are as follows. One related to having instructions and context setting in different documents and to ensuring that the person completing the template had full information. The other aspect meant that data in one field was not useable. A finding to emerge from earlier research for the British Council was that an overseas partner might act as a 'hub' for UK HE programmes, with the partner delivering UK programmes in their own country that students from other countries attend. Simply asking if programmes were delivered at a 'hub' was problematic as this may not be a term in common usage. Instead, this information was sought by asking if a programme had students whose domicile was in the country of delivery or elsewhere. Respondents' comments indicated that some were confused by the difference between location (of the programme) and domicile (of the student) and the question, in retrospect, was not worded clearly enough and the word 'number' (the intention was for respondents to insert the number of students whose domicile was the same as, or different from, the country of delivery) was interpreted by some as referring to location codes.

### ***Lessons learned***

All relevant information need to be part of or attached to the spreadsheet template to be completed, rather than in a covering letter or email. Whilst, for an exercise as complex as this, it may be difficult to embed all instruction in the template, it is possible to link to required information via drop down menus, as with the lists of JACS and country codes included in the template.

More time was needed for testing the TNE template. The pilot indicated that the original template format was inappropriate and although pilot institutions were consulted there was insufficient time to fully re-pilot the new version.

The TNE template was designed for the ease of respondent completion. However, this meant that the data did not always easily convert into a format for analysis (see section 6.4.4 below). There is a choice between requesting information in a form that might be difficult to analyse or limiting the information requested. On balance, the option of seeking all the information needed seems preferable, with amendments to the analysis process made to allow for this (see 6.4.4 below).

### **6.4.3 Phase 2, the information gathering process**

Telephone progress chasing was very successful, is the key reason for the excellent response rates and also had the spin-off of providing insights into key issues in the surveying process.

Key aspects of the approach are as follows:

- the progress chaser telephoned the institutional contact in all 163 institutions. Forming good relationships early was key to achieving a good response rate
- many calls resulted in being passed to new people, and meant establishing new relationships and having to re-submit requests
- the continual keeping of accurate records representing the current state of play was essential
- if well handled the ongoing pursuit of information can lead to excellent responses, but there is a danger that it may be off-putting to those being contacted, so that the personal approach taken by 'progress chasers' is critical.

Ensuring that the request actually gets through and gets to the right person should not be underestimated as an issue. For the TNE survey, 70 templates had to be re-sent to institutions.

The 'progress chaser' compiled the following list of difficulties encountered:

- failure of computer systems, including our own (a very unusual short period when University staff were unable to access servers). Some university systems 'spammed out' the TNE request because of the attachments, and the spreadsheet workbook was too large for some systems
- staff changes meaning that the person named on our contact list had moved on
- the request being submitted to wrong person/department
- individuals concerned not having the responsibility to provide or access the information.
- reluctance to divulge such information
- information being held in several departments and not in one place
- the TNE template being too detailed for the records available
- time, especially for those not holding the information in one place
- the chasing-up period from June coincided with several pressures in the academic year, i.e. holidays, final exams, graduation ceremonies etc. However, August was productive, as term/semester time pressures had eased
- illness/absence/foreign business trips of key personnel. Staff shortages in some HEIs
- prioritising. The HEI contacts receive many requests for information and prioritise them. Progress chasing brought the survey to the attention of individuals and encouraging them to give it priority
- A small number considered the end result would not benefit the HEI sufficiently for the effort required.

### ***Lessons learned***

The progress-chasing process went very well, with projected dates met and targets achieved.

Several contacts commented that, given that a large number of research studies of various types are submitted to all HEIs, it may have been helpful for the DfES (now DIUS) to send an advisory letter.

The project highlighted the enormous number of emails that individuals within HEIs receive and must prioritise. On many occasions, emails had been overlooked/ ignored/discarded, hence the high volume of re-submissions. This points to the importance of targeting requests at the appropriate person, providing clear motivations for response, having a progress chasing system, building relationships with information providers and allowing enough time for the follow-up process.

The project highlighted to the institutional contacts short-comings in many of their record systems and there were expressions of gratitude for alerting them to this. The survey seemed to be helpful to HEIs in helping them review their practices.

One motivator for respondents is the subsequent availability of the results. Several people expressed great interest in the project, seeing it as a worth-while and much-needed exercise, and hoped the results would be published.

#### **6.4.4 Phase 3, data analysis**

Where HEI's had no provision they did not submit a template and this information was recorded by the 'progress chaser'. Data were obtained in Excel spreadsheets, either provided by the project team or, occasionally, in an HEI's existing spreadsheet. It was anticipated that this might be a difficult exercise for HEIs and to encourage a good response information was accepted in different formats that made the task easier for HEI colleagues, and incomplete data were accepted. This resulted in extra time needed by the analysis team to convert the data into a usable format and to having missing, unclear and unwanted data. Some data therefore needed manipulation and re-coding before entry into SPSS, the package used for the cross-tabulations. For example:

- the information relating to partner. An institution may have a small number of partners each with several programmes or a large number of partners each with one programme. This information was sought by asking for the name or an identifier for each partner (the template was organised for one programme per line). The information was in text form on the template and one partner might appear once or several times
- in two cases HEI's had multiple locations of delivery for a programme and had used one line of the template per location for that programme. The initial analysis presented for one HEI as more than 50 programmes what was effectively one
- the drop down options in the template did not transfer directly into SPSS.

The first 'runs' of the data using the SPSS package picked up the 'outliers' referred to in section 4 above and their distorting effect meant producing another version of the analysis, without the outliers. The first 'run' also picked up anomalies that created a need to return to an HEI for clarification.

#### **Lessons learned**

There are different pay-offs in having data collected in a tight format that allows for accurate advance planning of the analysis or in having data collected in a more flexible format that then requires a flexible approach to analysis. The former takes much less time in analysis than the latter. However, given that this was an exploratory research study attempting to discover patterns of provision, the approach to data collection seems appropriate. It implies, however, the need to allow sufficient time for the difficulties in analysis that this approach would create. Given the exploratory nature of such a study time is also needed for further analysis when patterns began to emerge.

#### **6.5 Key points**

This was a highly successful project with a huge amount of learning about the appropriateness and effectiveness of the methods used. Key points to emerge about the methodology and methods are:

- the use of a mix of qualitative and quantitative methodologies was very useful, the former in informing the latter in developing the methods used and in interpreting the findings
- HESA has enormous influence on the data recorded and the fields used in HEIs. they are often not held in one place or by one person in an HEI
- given that surveying HEIs is difficult because of their differing structures and the volume of requests for information received, a progress chasing process involving personal contact is extremely valuable
- progress chasing is very helpful in identifying the issues impinging on the completion of surveys

- all information to help a respondent complete a survey must be within or linked to the template (or questionnaire) to be completed, and not to a covering request
- for an exploratory exercise of this nature, considerable time is needed for the analysis and exploration of data.

## 7 Implications of the findings

This section includes issues, questions and implications arising from the study that might be considered by those developing policy or planning for TNE, both within and outside HEIs. Many of these items imply the need for further investigations and discussion.

i) In order to identify the full extent of provision it is important to acknowledge that some HEIs categorise students differently according to their status with the UK HEI or the overseas partner. The new HESA fields for 2007/8 do this, asking for information on students registered with the HEI and those registered with the partner.

ii) Large pockets of provision may be omitted if TNE data are gathered on a voluntary basis, leading to an incomplete or inaccurate picture.

iii) The nature of provision is closely linked to the type of HEI. Clearly HEIs may develop TNE provision in line with their institutional missions. Some of the patterns identified suggest the possibility of financial imperatives for some HEIs. Changes in financial situations (e.g. because of UK HE funding arrangements) might impact on those imperatives and hence on TNE provision. Where TNE income is very important to HEIs there may be both risks and advantages in concentrating their efforts in certain areas (subjects, academic levels, geographical location of delivery etc.). Should government encourage and support those types of HEI that are less engaged with TNE to develop provision and if so how?

iv) Size of institution is related to nature of provision to a lesser extent. The large institutions most likely to engage with TNE may have bigger infrastructures or more resources. The study also indicates the models that small HEIs tend to engage with. Possible implications include a consideration of how smaller HEIs might be supported in developing TNE. There might be encouragement of an exchange of information between HEIs with well established practices and those wishing to develop in this area. This assumes a cooperative rather than a competitive approach between HEIs.

v) The type of partner is linked to several features of provision. There are sustainability issues. The study's pre-pilot suggested that effective partnerships spin-off into new direction (new programmes or research collaborations). Might the focus on private colleges as partners become problematic if they increasingly gain their own degree awarding powers, or might this lead to the forming of new relationships with them? HEIs may be protective of their partners, but a sharing between them of the issues involved (benefits and pitfalls) in different types of partnership might be helpful.

vi) The take-up of models of provision varies between types of HEI. There are different financial, legal, resource and quality issues attached to each model and the models may be affected by other countries' policies and regulations. Should a range of models be encouraged across HEIs or is it appropriate for certain models to be associated with certain types of HEI? How does the distribution of provision by model relate to policies and approaches within the UK (e.g. from QAA's perspective), and does this matter? How can information about the issues relating to each model be shared? How might new models be encouraged?

vii) Mode of study does not seem to be a helpful variable and the HESA fields for 2007/8 do not include it.

viii) Academic level of study is linked to type of HEI provider. The questions identified in (vi) above may also apply here.

ix) There is widespread provision by subject of study with pockets of concentration in some subjects. There may be implications here for sustainability, competition and duplication between UK HEIs. Should UK HEIs extend their expertise to other countries across a wide range of subjects or focus on some areas? Whose interests does the current distribution between subjects reflect (students, partners, other countries, employers etc)? Might other countries' policies impact on subjects?

x) The data suggest that provision has developed mainly ad hoc (the pre-pilot suggested this follows academics' interests or existing contacts) and that strategic targeting (e.g. of countries) has followed successful enterprises. Where there is a preponderance of programmes against a variable, there is often an even higher proportion of students. This may suggest that developments are 'market led'. The advantages of ad hoc developments are that they allow for 'blue sky' thinking, build on enthusiasm and allow for experimentation. Advantages of strategic planning are that it focuses resources, avoids duplication and builds on experience. How far should there be a UK wide (or UK country) strategy for TNE and how far should HEIs develop their own strategies?

xi) Are HEIs aware of the extent and patterns of existing provision? Where a new group of staff begin to develop a proposal, how aware are they of the extent of practice in the model, subject, delivery location and so forth, in the area under consideration?

xii) If TNE is to be an important aspect of the work of HEIs in the UK, then common recording practices and common categorisations might be helpful. HESA requirements impact on the data that are recorded in HEIs and there are difficulties in collecting data not normally required by HESA. Without a requirement for HEIs to provide TNE data to HESA any information collected will inevitably be incomplete and the idiosyncratic nature of the provision means that important information may be excluded. How might HESA data collection support HEIs in reviewing and monitoring their TNE provision without adding undue burdens?

xiii) Consideration might be given to the purposes for gathering data on TNE and the data that should therefore be collected and the frequency of collection. It may be that both data on extent and patterns of provision should be gathered annually, or that data on extent be gathered annually and on patterns more infrequently. If data are collected infrequently and in fields not required by HESA, HEIs may continue to find such exercises time-consuming.

## 8 Conclusions

About two thirds of responding HEIs have TNE provision. The study reveals a pattern of provision with features that are strongly interconnected.

- TNE is influenced by the context of the countries concerned, for example: an overseas country may have a shortfall in undergraduate places.
- The UK HEIs and their partners are influenced by their country contexts and by their own motivations, determining the nature of their TNE provision. For example, motivations could relate to financial return, to international status, to altruism, to staff interests or to varying mixes of these.
- The country, UK HEI and partner contextual factors then impact on a number of interacting elements that form the nature of TNE provision: the model of provision,

mode of study, academic level of study, subject of study and geographic location of study.

- The student is both the recipient of the developments and part of the motivating context. There is some evidence that provision follows student numbers.

There are differences in provision between different types of HEI, and to a lesser extent, different sizes of HEI. Patterns differ between geographical regions of the world in relation to many of the elements of provision, such as type of partner, models of provision and academic level. There is delivery across a wide range of subject areas but a small number of subjects predominate. The data suggest that developments have been ad hoc with some then becoming more strategic and leading to a focus on particular countries, types of partner, models, subjects and so forth.

There are implications arising from a discussion of the findings. Some key issues include: the provision of information about TNE provision to HEIs and the sharing of information between HEIs; support for HEIs; the distribution of types of provision across HE; sustainability; motivations for engaging in TNE; the level at which strategy might be decided (nationally, by UK country, at individual HEI level?).

The patterns emerging need to be reviewed in the light of contextual information, for example the policy and regulatory concerns of the receiving countries, and might be further illuminated by the literature on TNE and by further qualitative explorations.

**Sue Drew, Colin McCaig, David Marsden, Peggy Haughton, John McBride, Denise McBride, Ben Willis, Claire Wolstenholme.**

**CRE and CEIR, Sheffield Hallam University**

**5.02.08**

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# Appendix 1

## Trans-national activity of Higher Education

### Models of UK Trans-national Education (TNE) Provision: definitions.

#### **1 Introduction**

This paper aims to help UK higher education institutions (HEIs) in completing the survey of Trans-national Education provision conducted by the Centre for Research and Evaluation (CRE) of Sheffield Hallam University, commissioned by the Department for Education and Skills (DfES), during the summer of 2007.

#### **2 What is TNE?**

“All types of higher education study programmes, or sets of courses of study, or educational services (including those of distance education) in which the learners are located in a country different from the one where the awarding institution is based. Such programmes may belong to the education system of a state different from the state in which it operates, or may operate independently of any national education system.”  
(Council of Europe 2002)

#### **3 Classifying programmes**

The classification offered here attempts to capture the full range of possibilities and to enable an exploration of patterns of provision. A pre-pilot for our survey has suggested that the models defined in section 5 below reflect practice.

Each model given in section 5 has clearly distinguishing features, although practice may vary. For the survey of Trans-national Education provision, where a programme might fall within more than one model an HEI must decide which model predominates. The models are divided into two main categories.

Models where students' contracts are with partners or are shared with partners: validation; articulation; franchise; joint award; dual award; partial credit. Here the defining features relate to contractual arrangements between partner organisations or to quality assurance.

Models where students' contracts are with the UK HEI: in-country/flying faculty; distance learning (DL); blended delivery; on-campus provision overseas. Here the defining features relate to learning, teaching and assessment (LTA) methods.

Progression arrangements (i.e. for students joining the beginning of a course in the UK) are not included, as these may be seen as a recruitment mechanism to UK programmes rather than TNE.

#### **4 Common features across all models**

It is common for UK HEIs to have two elements to the approval and validation of TNE programmes: the approval of partners; the approval of programmes. Partner approval usually involves reviewing their LTA provision, resources, reputation and financial probity.

Quality assurance processes usually involve evaluating and reviewing module and overall programme delivery, leading to annual quality reviews with action plans. The quality assurance of assessment is usually done via moderation (i.e. second marking a sample of

work) and then by review by an external examiner, with assessment results approved by assessment (or examination) boards. The levels to be reached are indicated by the National Framework for Higher Education Qualifications (QAA 2001) and by national Benchmarking Statements (QAA 2004).

## **5 The models**

### **5.1 Where students' contracts are with partners or shared with partners**

#### **5.1.1 Validation**

A partner designs its own programme, adhering to the course planning and validation requirements of the UK HEI, but the award for the programme is from the UK HEI. The UK HEI uses its normal validation process (there may be a specific process for collaborative provision) to approve the programme and subsequently uses its own quality assurance processes to monitor the course. LTA features will vary with the programme design.

#### **5.1.2 Articulation**

The UK HEI recognises a programme of study in a partner institution as being equivalent to a stage of one of its own programmes. Students then join the UK HEI's programme at an identified point. LTA features will vary with the programme.

Where students complete an award in another country (e.g. a diploma) enabling them to join a programme in the UK (e.g. year 2 of an undergraduate degree) this falls within the definition of TNE, as the UK HEI impacts on the partner's programme via its requirements to ensure equivalence. Where students move back and forth between a partner and the UK (e.g. 1 year overseas + 2 in the UK +1 overseas) this may be known as twinning.

In our survey, only programmes and students should be included where they are overseas (e.g. before students come to the UK): once they come to the UK they are already counted as International Students.

#### **5.1.3 Franchise (may be known as licensed)**

A UK HEI's programme is run by a partner overseas in the same way that it would be delivered in the UK. Rigorous partner approval is seen as particularly important. The UK HEI's quality assurance processes are followed by the partner and may be identical to those for programmes in the UK or more rigorous (e.g. either a sample of assessed work is moderated or all work is second marked): the external examiner will be the normal UK examiner; annual quality reviews must be completed; and so forth. The LTA features will be those to be found on the UK campus for the subject.

#### **5.1.4 Joint award**

The award is given jointly by two (or more) HEIs. The model is usually implemented by peer institutions where it is seen as inappropriate for either to take the lead. Each institution contributes a proportion of the programme delivery and arrangements are jointly agreed between institutions (e.g. assessment regulations; award ceremony; fees; etc). It may entail a student studying in each institution for specified times or modules, with LTA methods similar to those found on campus at those institutions, or it may entail distance learning (see 4.2.2 below).

#### **5.1.5 Dual award (may be known as double)**

An award is given by the UK HEI and also by one or more partner HEIs. It is specified how each partner contributes and each partner then applies its own processes to that contribution (e.g. where it delivers a module its normal quality procedures will apply). The

following might clarify how this differs from a joint award: for a joint award both institutions must agree that the student's work is at the appropriate standard; for a dual award it would be possible for one institution to approve it but for another not to do so. LTA features will vary with the programme.

#### **5.1.6 Partial credit**

Students may achieve credit for modules from a partner institution that can contribute to their award, with regulations about how much credit can be obtained from elsewhere if the award is to be from one HEI. In our survey, UK students gaining partial credit from overseas institutions should not be included. This survey only applies to overseas students gaining credit from UK modules.

## **5.2 Where students' contracts are with the UK HEI**

### **5.2.1 In-country/flying faculty (may be known as off site, distance taught or outreach)**

Members of staff from the UK HEI deliver class sessions overseas, which may or may not be in a partner institution. Classes are usually in intensive blocks and learning and teaching methods include inputs and workshop or group activities. In some countries students expect face to face contact with experienced UK academics for a UK qualification.

This model applies where flying faculty is the main LTA method used, ie UK HEI staff flying out to teach. Some other models may have a limited amount of this provision, e.g. in some *franchises* there are flying faculty, but it is not the main model.

### **5.2.2 Distance learning**

Students study a UK programme remotely, either by paper or by online resources and access to virtual learning environments (VLEs), e.g. there may be computer conferences, video streaming etc. Work is assessed in the UK by UK academics using their normal quality assurance for assessment. Students may come to the UK for residential periods or may go to regional workshops overseas or may take examinations at overseas examination centres (e.g. via professional body facilities). A variation on this model is where the UK HEI assesses but does not support learning and teaching: there are examples of this with UK HEIs in partnerships with professional bodies.

### **5.2.3 Blended delivery**

This is increasingly common. It usually involves a mix of flying faculty from the UK HEI, tutorial support from a local partner and the use of e-learning, usually via the UK HEI's VLE. LTA methods will include face to face teaching (inputs, discussions etc), face to face and online tutorials and the use of e-learning resources (e.g. computer conferences, online resources, blogs, wikis, video conferencing). The key difference between this model and those in 4.2.1 and 4.2.2 is that no one delivery method predominates and all are integrated.

### **5.2.4 On-campus provision overseas**

A UK HEI has a campus overseas that mirrors as far as possible its provision in the UK (i.e. the LTA features are those for its UK based courses) and that provides programmes for local students or those from surrounding region. Where an overseas institution is a partner collaborative models may apply (e.g. *joint award*).

**Sue Drew, Colin McCaig.**

Centre for Research and Evaluation, Sheffield Hallam University, 1.5.07

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## Appendix 2.

### ***Email requesting participation in the TNE survey***

Dear colleague

We would be very grateful for your help with a research study we are conducting, commissioned by the DfES. The aim is to identify the extent and pattern of trans-national education (TNE) provision by UK HEIs (ie programmes in other countries leading to UK awards). The DfES wishes to collect baseline data to inform the Prime Minister's Initiative for International Education, part of which is trying to understand trans-national education across higher education. Such understanding is important for the future development of the UK higher education sector.

This data is not available from the normal HESA source, however a pilot for our study suggests that HEIs are very likely to have recorded the information. All information provided by HEIs will be confidential to the research team, aggregated and anonymised in reporting to the DfES. No single institution will be identifiable from any publication resulting from our study.

Whilst there is no statutory obligation to provide this data, your input would be greatly appreciated in helping us develop a picture of what is happening nationally. We hope that you will yourself find this exercise helpful, as our pilot suggests that although the data is available in HEIs it is not always collated.

We anticipate that the research will produce very valuable information for the sector as a whole; at the same time, individual HEIs will be able to benchmark their TNA activity against the national picture.

You will be aware that HESA will request data on students studying wholly overseas for the 07/08 reporting period. Although the HESA aggregate return is for similar data, please be assured that the HESA data requirements are not the same as the data requested in our one-off template and there is no duplication of requests here. Even so, our request may help you prepare the ground for the later HESA request.

We would be very grateful if you could complete and return the attached templates. The introductory sections in the templates give guidance on their completion.

- The 'TNE provision as at 31/07/06' template is for data on your provision as at that date. There are sections to be completed in the 'introductory' section in addition to the 'template' section.
- The 'Additional TNE provision agreed for 06/07' template is for information that you had at 31/07/06 about any new provision planned for 2006/7 but not yet running.

We are sending one request to each HEI, to the person responsible for HESA data. Our pilot has indicated that this person will need to complete the template in conjunction with whoever in the institution deals with the validation and approval of TNE programmes, as they will be able to identify programmes according to our classification. Please find attached a paper that indicates this classification and the range of provision we wish to cover, and which provides definitions of the models referred to in the templates.

We would be very grateful if you could complete the templates by 8th June and return it to myself, Claire Wolstenholme (c.e.wolstenholme@shu.ac.uk). Thank you very much indeed.

## Appendix 3 Supplementary Tables.

*Table 1.1a Types of HEI by region of the UK*

	Pre 92		Post 92		SI/GC	
	N	%	N	%	N	%
East, England	3	33.3	4	44.4	2	22.2
East Midlands, England	3	33.3	4	44.4	2	22.2
London, England	17	41.5	10	24.4	14	34.1
North East, England	2	28.6	4	57.1	1	14.3
North West, England	4	30.8	5	38.5	4	30.8
South East, England	8	41.2	6	35.3	3	17.6
South West, England	3	27.3	4	36.4	4	36.4
West Midlands, England	4	33.3	5	41.7	3	25.0
Yorks & Humber, England	5	50.0	3	30.0	2	20.0
Central, Scotland	1	100.0	-	-	-	-
Fife, Scotland	1	100.0	-	-	-	-
Grampian, Scotland	1	50.0	1	50.0	-	-
Highland, Scotland	-	-	-	-	1	100.0
Lothian, Scotland	2	40.0	2	40.0	1	20.0
Strathclyde, Scotland	3	42.9	2	28.6	2	28.6
Tayside, Scotland	1	50.0	1	50.0	-	-
Clwyd, Wales	1	100.0	-	-	-	-
Dyfed, Wales	2	66.7	-	-	1	33.3
Glamorgan, Wales	3	50.0	3	50.0	-	-
Gwent, Wales	-	-	1	100.0	-	-
Gwynedd, Wales	1	100.0	-	-	-	-
Northern Ireland	1	25.0	1	25.0	2	50.0
Open University	1	100.0	-	-	-	-
<b>Total</b>	<b>67</b>	<b>40.6</b>	<b>56</b>	<b>33.9</b>	<b>42</b>	<b>25.5</b>

**Table 1.1b Sizes of HEI by region of the UK**

	Large HEIs		Medium HEIs		Small HEIs	
	N	%	N	%	N	%
<b>East, England</b>	3	33.3	3	33.3	3	33.3
<b>East Midlands, England</b>	5	55.6	3	33.3	1	11.1
<b>London, England</b>	12	29.3	8	19.5	21	51.2
<b>North East, England</b>	5	71.4	1	14.3	1	14.3
<b>North West, England</b>	6	46.2	5	38.5	2	15.4
<b>South East, England</b>	5	29.4	7	41.2	5	29.4
<b>South West, England</b>	2	18.2	4	36.4	5	45.5
<b>West Midlands, England</b>	5	41.7	4	33.3	3	25.0
<b>Yorks &amp; Humber, England</b>	6	60.0	2	20.0	2	20.0
<b>Central, Scotland</b>	-	-	1	100.0	-	-
<b>Fife, Scotland</b>	-	-	1	100.0	-	-
<b>Grampian, Scotland</b>	-	-	2	100.0	-	-
<b>Highland, Scotland</b>	-	-	-	-	1	100.0
<b>Lothian, Scotland</b>	2	40.0	1	20.0	2	40.0
<b>Strathclyde, Scotland</b>	2	28.6	2	28.6	3	42.9
<b>Tayside, Scotland</b>	1	50.0	-	-	1	50.0
<b>Clwyd, Wales</b>	-	-	1	100.0	-	-
<b>Dyfed, Wales</b>	-	-	2	66.7	1	33.3
<b>Glamorgan, Wales</b>	2	33.3	2	33.3	2	33.3
<b>Gwent, Wales</b>	-	-	1	100.0	-	-
<b>Gwynedd, Wales</b>	-	-	1	100.0	-	-
<b>Northern Ireland</b>	2	50.0	-	-	2	50.0
<b>Open University</b>	1	100.0	-	-	-	-
<b>Total</b>	<b>59</b>	<b>35.8</b>	<b>51</b>	<b>30.9</b>	<b>55</b>	<b>33.3</b>

**Table 1.2 TNE programmes by region of the UK**

	<b>Number of programmes</b>	<b>% of programmes</b>
<b>East Midlands, England</b>	179	11.7
<b>East, England</b>	155	10.1
<b>London, England</b>	307	20.0
<b>North East, England</b>	137	8.9
<b>North West, England</b>	114	7.4
<b>South East, England</b>	87	5.7
<b>South West, England</b>	15	1.0
<b>West Midlands, England</b>	95	6.2
<b>Yorks &amp; Humber, England</b>	178	11.6
<b>Central, Scotland</b>	10	0.7
<b>Lothian, Scotland</b>	11	0.7
<b>Strathclyde, Scotland</b>	20	1.3
<b>Tayside, Scotland</b>	25	1.6
<b>Fife, Scotland</b>	0	0
<b>Grampian, Scotland</b>	0	0
<b>Highland, Scotland</b>	0	0
<b>Clwyd, Wales</b>	7	0.5
<b>Dyfed, Wales</b>	34	2.2
<b>Glamorgan, Wales</b>	12	0.8
<b>Gwent, Wales</b>	17	1.1
<b>Gwynedd, Wales</b>	7	0.5
<b>Northern Ireland</b>	62	4.0
<b>Open University</b>	64	4.2
<b>Total</b>	<b>1536</b>	<b>100</b>

**Table 1.3 TNE students by model by UK country**

Model	England		Scotland		Wales		Northern Ireland		Open University**	
	A*	B	A*	B	A*	B	A*	B	A*	B
	N=	N=	N=	N=	N=	N=	N=	N=	N=	N=
	69871	10032	2879	1839	2227	-	886	332	-	26085
	%	%	%	%	%	%	%	%	%	%
<b>Articulation</b>	1.1	-	-	5.0	5.3	-	-	-	-	-
<b>Blended delivery</b>	3.6	-	27.5	77.1	10.4	-	1.3	-	-	-
<b>Distance Learning</b>	56.0	-	3.8	-	31.7	-	62.1	6.6	-	-
<b>Dual Award</b>	0.6	-	-	-	-	-	5.6	-	-	-
<b>Franchise</b>	15.0	25.3	62.2	16.8	41.0	-	7.1	27.4	-	-
<b>In country/ Flying Faculty</b>	5.6	10.3	-	-	1.8	-	15.5	-	-	-
<b>Joint Award</b>	0.5	2.3	0.2	-	-	-	8.0	1.8	-	-
<b>On campus provision overseas</b>	3.5	-	-	-	0.8	-	-	-	-	-
<b>Validation</b>	10.6	61.2	-	1.0	-	-	-	50.0	-	100.0
<b>Not given</b>	2.4	-	6.2	-	2.7	-	-	-	-	-
<b>Other</b>	-	0.4	-	-	6.2		0.5	14.0	-	-
<b>Total</b>	<b>98.9</b>	<b>99.5</b>	<b>99.9</b>	<b>100.0</b>	<b>99.9</b>		<b>100.1</b>	<b>99.8</b>	<b>-</b>	<b>100.0</b>

\*Excludes 'outlier' ie students from one other very large programme in an HEI.

\*\* Excludes student data provided for DL modules

**Table 1.4 TNE programmes by mode of study: programmes with missing student data**

Note: percentages are of the total number of programmes by mode of study

Type	Programmes with no student data available				Programmes where provision of student data is not applicable			
	Students A		Students B		Students A		Students B	
	N	%	N	%	N	%	N	%
Full time N = 632	85	13.4	93	14.7	14	2.2	17	2.6
Part time N = 403	2	0.4	3	0.7	23	5.7	24	5.9
Distance Learning N = 249	-	-	-	-	21	8.4	13	5.2
Mixed mode N = 120	2	1.6	7	5.8	-	-	28	23.3
Other N = 2	-	-	-	-	1	NA	1	NA
Not specified N =130	8	6.1	1	0.7	25	19.2	-	-
<b>Total N = 1536</b>	<b>97</b>	<b>6.6</b>	<b>104</b>	<b>6.7</b>	<b>84</b>	<b>5.4</b>	<b>83</b>	<b>5.4</b>

**Table 1.5 TNE further programmes planned by mode of study by UK country**

Mode of study	England Prog's		Scotland Prog's		Wales Prog's		Northern Ireland Prog's		OU Prog's	
	N	%	N	%	N	%	N	%	N	%
Full time	93	52.5	4	19.0	4	19.0	1	100.0	1	50.0
Part-time	48	27.1	3	14.3	11	52.4	-	-	-	-
Distance Learning	24	13.6	1	4.8	6	28.6	-	-	-	-
Mixed Mode	8	4.5	12	57.1	-	-	-	-	1	50.0
Other	-	-	-	-	-	-	-	-	-	-
Not specified	4	2.3	1	4.8	-	-	-	-	-	-
<b>Total</b>	<b>177</b>	<b>100.0</b>	<b>21</b>	<b>100.0</b>	<b>21</b>	<b>100.0</b>	<b>1</b>	<b>100.0</b>	<b>2</b>	<b>100.0</b>

**Table 1.6 TNE current programmes by mode of study by size of institution**

Level of Programme	Large HEIs: Programmes		Medium HEIs: Programmes		Small HEIs: Programmes	
	N	%	N	%	N	%
Full time	519	45.8	99	33.9	14	12.5
Part-time	314	27.7	73	25.0	16	14.3
Distance Learning	138	12.2	32	11.0	79	70.5
Mixed Mode	100	8.8	20	6.8	-	-
Other	2	0.2	-	-	-	-
Not specified	59	5.2	68	23.3	3	2.7
<b>Total</b>	<b>1132</b>	<b>99.9</b>	<b>292</b>	<b>100</b>	<b>112</b>	<b>100</b>

**Table 1.7 TNE further programmes planned by mode of study by size of institution**

Level of Programme	Large HEIs: Programmes		Medium HEIs: Programmes		Small HEIs: Programmes	
	N	%	N	%	N	%
Full time	57	52.8	40	48.8	6	18.8
Part-time	36	33.3	23	28.0	3	9.4
Distance Learning	9	8.3	1	1.2	21	65.6
Mixed Mode	4	3.7	17	20.7	-	-
Other	-	-	-	-	-	-
Not specified	2	1.9	1	1.2	2	6.3
<b>Total</b>	<b>108</b>	<b>100.0</b>	<b>82</b>	<b>100.0</b>	<b>32</b>	<b>100.0</b>

**Table 1.8 TNE programmes by academic level: programmes with missing student data**

Note: percentages are of the total number of programmes by level

Type	Programmes with no student data available				Programmes where provision of student data is not applicable			
	Students A		Students B		Students A		Students B	
	N	%	N	%	N	%	N	%
Undergraduate N = 846	85	10.0	91	10.7	31	3.6	28	3.3
Postgraduate taught N = 609	7	1.1	10	1.6	50	8.2	53	8.7
Postgraduate research N = 15	2	NA	-	-	2	NA	-	-
Other N = 44	-	-	3	6.8	1	2.2	2	4.5
Not recorded = 20	5	25.00	-	-	-	-	-	-
<b>Total N = 1536</b>	<b>97</b>	<b>6.6</b>	<b>104</b>	<b>6.7</b>	<b>84</b>	<b>5.4</b>	<b>83</b>	<b>5.4</b>

**Table 1.9 TNE further programmes planned by academic level of programme by UK country**

Level of Programme	England Prog's		Scotland Prog's		Wales Prog's		Northern Ireland Prog's		OU Prog's	
	N	%	N	%	N	%	N	%	N	%
Undergraduate	84	47.5	14	66.7	7	33.3	1	100.0	1	50.0
Postgraduate Taught	84	47.5	3	14.3	10	47.6	-	-	-	-
Postgraduate Research	2	1.1	-	-	4	19.0	-	-	-	-
Other	1	0.6	-	-	-	-	-	-	-	-
Not recorded	6	3.4	4	19.0	-	-	-	-	-	-
<b>Total</b>	<b>177</b>	<b>100.0</b>	<b>21</b>	<b>100.0</b>	<b>21</b>	<b>100.0</b>	<b>1</b>	<b>100.0</b>	<b>2</b>	<b>100.0</b>

**Table 1.10 TNE programmes by academic level and size of institution**

Level of Programme	Large HEIs				Medium HEIs				Small HEIs			
	Current Prog's		Further prog's planned		Current Prog's		Further prog's planned		Current Prog's		Further prog's planned	
	N	%	N	%	N	%	N	%	N	%	N	%
Undergraduate	627	55.4	59	54.6	150	51.4	44	53.7	71	63.4	4	12.5
Postgraduate Taught	463	40.9	45	41.7	113	38.7	30	36.6	33	29.5	23	71.9
Postgraduate Research	11	1.0	2	1.9	4	1.4	4	4.9	-	-	-	-
Other	31	2.7	-	-	13	4.5	-	-	-	-	1	3.1
Not recorded	-	-	2	1.9	12	4.1	4	4.9	8	7.1	4	12.5
<b>Total</b>	<b>1132</b>	<b>100</b>	<b>108</b>	<b>100</b>	<b>292</b>	<b>100.1</b>	<b>82</b>	<b>100</b>	<b>112</b>	<b>100</b>	<b>4</b>	<b>100</b>

**Table 1.11 TNE programmes by subject: programmes with missing student data**

Note: percentages are not given as numbers against many of the subject areas are small.

Subject	Programmes where no student data available		Programmes where provision of student data is not applicable	
	A	B	A	B
	N	N	N	N
Architecture, Building and Planning	1	1	2	11
Biological Sciences	-	-	1	-
Business and Administrative Studies	9	25	10	26
Creative Arts and Design	46	-	53	-
Eastern, Asiatic, African, American and Australasian Lang	-	-	-	-
Education	-	1	1	3
Engineering	32	14	31	3
European Languages, Literature and related subjects	-	-	-	-
Historical and Philosophical Studies	-	10	-	-
Law	-	1	-	5
Linguistics, Classics and related subjects	-	7	-	1
Mass Communications and Documentation	-	-	-	6
Mathematical and Computer Sciences	9	9	4	12
Medicine and Dentistry	-	1	-	-
Physical Sciences	-	1	-	4
Social Studies	-	2	-	2
Subjects allied to Medicine	-	7	1	8
Technologies	-	1	-	1
Veterinary Sciences, Agriculture and related subjects	-	3	-	-
Unknown	-	-	-	1
Generic	-	1	1	-
<b>Total N = 1536</b>	<b>97</b>	<b>84</b>	<b>104</b>	<b>83</b>

**Table 1.12 TNE programmes by subject by UK country**

Subject	England N =1267	Scotland N =66	Wales N =77	N. Ireland N =62	OU N =64
	% of prog's	% of prog's	% of prog's	% of prog's	% of prog's
Architecture, Building and Planning	1.7	7.6	1.3	-	-
Biological Sciences	1.2	6.1	-	3.3	10.9
Business and Administrative Studies	40.7	37.9	33.8	16.4	18.8
Creative Arts and Design	10.0	7.6	-	-	39.1
Eastern, Asiatic, African, American and Australasian Lang	0.4	1.5	-	-	-
Education	4.0	1.5	-	9.8	-
Engineering	8.6	21.2	5.2	11.5	1.6
European Languages, Literature and related subjects	1.0	-	-	-	7.8
Historical and Philosophical Studies	1.4	-	35.1	3.3	-
Law	2.8	-	1.3	1.6	-
Linguistics, Classics and related subjects	1.6	1.5	-	3.3	-
Mass Communications and Documentation	1.9	1.5	7.8	-	1.6
Mathematical and Computer Sciences	11.6	7.6	11.7	8.2	18.8
Medicine and Dentistry	0.6	1.5	-	-	-
Physical Sciences	0.9	-	-	9.8	-
Social Studies	4.4	1.5	-	3.3	1.6
Subjects allied to Medicine	5.9	-	1.3	24.6	-
Technologies	0.6	1.5	-	3.3	-
Veterinary Sciences, Agriculture and related subjects	0.3	1.5	2.6	1.6	-
Generic	0.4	-	-	-	-

**Table 1.13 TNE programmes by subject by size of institution**

Subject	Large HEIs N =1132	Medium HEIs N = 292	Small HEIs N = 112
	%	%	%
Architecture, Building and Planning	1.9	1.7	0.9
Biological Sciences	2.2	0.7	0.9
Business and Administrative Studies	37.8	40.1	39.1
Creative Arts and Design	13.4	1.7	0.9
Eastern, Asiatic, African, American and Australasian Lang	0.4	0.3	-
Education	4.4	1.7	2.7
Engineering	9.2	10.6	-
European Languages, Literature and related subjects	1.0	0.3	5.5
Historical and Philosophical Studies	0.8	11.0	5.5
Law	2.6	1.4	3.6
Linguistics, Classics and related subjects	1.4	1.0	3.6
Mass Communications and Documentation	1.7	4.5	-
Mathematical and Computer Sciences	12.1	12.3	4.5
Medicine and Dentistry	0.4	-	3.6
Physical Sciences	1.2	-	2.7
Social Studies	1.9	4.8	21.8
Subjects allied to Medicine	6.6	5.1	0.9
Technologies	0.5	1.4	-
Veterinary Sciences, Agriculture and related subjects	0.1	1.0	3.6
Generic	0.4	0.3	-

**Table 1.14 TNE programmes by subject by model of provision**

<b>Subject</b>	<b>Articulation</b>	<b>Blended Delivery</b>	<b>Distance Learning</b>	<b>Dual Award</b>	<b>Franchise</b>	<b>In country/Flying faculty</b>	<b>Joint Award</b>	<b>On campus provision</b>	<b>Validation</b>	<b>Other</b>	<b>Not Given</b>
	<b>N = 146 %</b>	<b>N =78 %</b>	<b>N = 183 %</b>	<b>N = 49 %</b>	<b>N = 415 %</b>	<b>N = 123 %</b>	<b>N = 23 %</b>	<b>N = 89 %</b>	<b>N = 308 %</b>	<b>N = 25 %</b>	<b>N = 86 %</b>
Medicine and Dentistry	0.7	-	2.7	2.0	-	-	4.3	-	-	-	
Subjects allied to Medicine	1.4	-	10.9	-	6.0	9.8	13.0	2.2	5.5	4.0	10.5
Biological Sciences	2.7	1.3	2.7	-	1.4	0.8	4.3	-	2.9	-	1.2
Veterinary Sciences, Agriculture and related subjects	-	-	4.4	-	-	-	-	-	-	-	-
Physical Sciences	-	-	4.4	-	1.2	-	8.7	-	-	-	2.3
Mathematical and Computer Sciences	5.5	6.4	7.7	4.1	16.9	4.1	-	11.2	10.7	4.0	34.9
Engineering	24.0	-	-	4.1	10.6	16.3	13.0	15.7	1.0	16.0	11.6
Technologies	-	1.3	1.6	-	0.2	0.8	-	3.4	-	-	-
Architecture, Building and Planning	2.1	-	1.6	-	3.1	0.8	-	1.1	-	-	-
Social Studies	6.2	37.2	-	4.1	1.7	0.8	4.3	5.6	1.9	-	-
Law	2.7	1.3	6.0	12.2	1.2	-	8.7	1.1	2.3	-	-
Business and Administrative Studies	18.5	38.5	30.1	20.4	44.8	48.0	34.8	36.0	44.2	56.0	34.9
Mass Communications and Documentation	1.4	-	3.8	2.0	1.2	0.8	-	9.0	1.9	8.0	-
Linguistics, Classics and related subjects	0.7	1.3	3.3	-	0.5	1.6	-	12.4	-	-	-
European Languages, Literature and related subjects	-	-	3.3	-	0.2	1.6	8.7	1.1	1.9	-	-
Eastern, Asiatic, African, American and Australasian Lang	-	3.8	1.1	-	-	-	-	-	-	-	1.2
Historical and Philosophical Studies	-	-	5.5	2.0	7.2	-	-	1.1	1.6	-	-
Creative Arts and Design	33.6	1.3	-	49.0	2.4	-	-	-	22.1	8.0	3.5
Education	0.7	7.7	10.9	-	0.7	13.8	-	-	3.2	4.0	-
Generic	-	-	-	-	0.5	0.8	-	-	0.6	-	-
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

**Table 1.15 TNE programmes by subject by academic level**

<b>Subject</b>	<b>Undergraduate N = 856</b>	<b>Postgrad Taught N= 599</b>	<b>Postgraduate Research N = 14</b>	<b>Other N = 43</b>	<b>Not Recorded N = 18</b>
	%	%	%	%	%
Medicine and Dentistry	0.1	1.0		-	-
Subjects allied to Medicine	4.4	8.5	-	4.7	-
Biological Sciences	2.0	1.3	14.3	-	5.6
Veterinary Sciences, Agriculture and related subjects	0.9	-	-	-	-
Physical Sciences	0.7	1.8	-	-	-
Mathematical and Computer Sciences	15.8	6.5	7.1	2.3	11.1
Engineering	11.3	5.5	7.1	4.7	11.1
Technologies	0.1	1.3	7.1	-	-
Architecture, Building and Planning	1.4	2.0	-	7.0	-
Social Studies	3.4	4.5	-	2.3	16.7
Law	2.6	2.5	-	-	-
Business and Administrative Studies	32.9	47.1	21.4	30.2	38.9
Mass Communications and Documentation	2.5	1.3	-	4.7	5.6
Linguistics, Classics and related subjects	0.9	2.3	-	2.3	-
European Languages, Literature and related subjects	1.8	0.3	7.1	-	-
Eastern, Asiatic, African, American and Australasian Lang	-	0.8	-	-	-
Historical and Philosophical Studies	2.9	3.3	7.1	2.3	-
Creative Arts and Design	14.7	2.7	-	32.6	5.6
Education	1.3	6.8	21.4	4.7	5.6
Generic	0.2	0.2	7.1	2.3	-
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

**Table 1.16 Locations by region of the world: programmes with missing student data**

Note: percentages are of the total number of programmes

Region of the world	Programmes with no student data available				Programmes where provision of student data is not applicable			
	Students A		Students B		Students A		Students B	
	N	%	N	%	N	%	N	%
Europe N = 435	4	0.9	16	3.6	6	1.3	28	1.8
Africa N = 59	-	-	-	-	-	-	5	8.4
Asia N = 670	85	12.6	37	5.5	88	13.1	22	3.2
Middle East N = 95	1	1.0	3	3.1	-	-	2	2.1
North America N = 23	-	-	5	21.0	-	-	4	17.0
South America N = 21	-	-	-	-	-	-	-	-
Other N = 44	6	13.6	2	4.5	6	13.6	7	15.9
Worldwide N = 188	1	0.5	21	11.1	4	0.2	15	7.9
<b>Total</b>	<b>97</b>		<b>84</b>		<b>104</b>		<b>83</b>	

**Table 1.17 Location of programme (region of the world) by UK country: further programmes planned**

Programme location	England		Scotland		Wales		Northern Ireland		Open University	
	N	%	N	%	N	%	N	%	N	%
Region of the world										
Europe	47	26.6	1*	4.8	14*	66.7	-	-	2*	100.0
Africa	11	6.2	-	-	-	-	-	-	-	-
Asia	63	35.6	4*	19.0	1*	4.8	-	-	-	-
Middle East	2	1.1	15*	71.4	1*	4.8	-	-	-	-
North America	5	2.8	-	-	2*	9.5	-	-	-	-
Other	21	11.9	1*	4.8	-	-	1*	100.0	-	-
Worldwide	28	15.8	-	-	3*	14.3	-	-	-	-
<b>Total</b>	<b>177</b>	<b>100.0</b>	<b>21*</b>	<b>100.0</b>	<b>21*</b>	<b>100.0</b>	<b>1*</b>	<b>100.0</b>	<b>2*</b>	<b>100.0</b>

\* This number is very small for percentage calculations so care needs to be taken here.

**Table 1.18 Location of programme (region of the world) by size of institution**

Programme location	Large		Medium		Small	
	N	%	N	%	N	%
Region of the world						
Europe	365	32.2	68	23.3	2	1.8
Africa	54	4.8	3	1.0	2	1.8
Asia	507	44.8	139	47.6	24	21.4
Australasia	-	-	1	0.3	-	-
Middle East	47	4.2	44	15.1	4	3.6
North America	12	1.1	8	2.7	3	2.7
Other	29	2.6	13	4.5	2	1.8
South America	18	1.6	3	1.0	-	-
Worldwide	100	8.8	13	4.5	75	67.0
<b>Total</b>	<b>1132</b>	<b>100.0</b>	<b>292</b>	<b>100.0</b>	<b>112</b>	<b>100.0</b>

**Table 1.19 TNE partners by type of partner by size of institution**

Type of partner	Large HEIs		Medium HEIs		Small HEIs	
	N	%	N	%	N	%
Employer	1	0.3	-	-	-	-
Private College	76	23.8	29	23.2	2	13.3
Private University	13	4.1	12	9.6	2	13.3
Private Educational Company	31	9.7	14	11.2	1	6.7
Professional Body	6	1.9	-	-	1	6.7
State/Public University	75	23.4	22	17.6	5	33.3
State/Public College	39	12.2	10	8.0	2	13.3
Other	17	5.3	15	12.0	-	-
Not Stated/Unknown	62	19.4	23	18.4	2	13.3
<b>Total</b>	<b>320</b>	<b>100.0</b>	<b>125</b>	<b>100.0</b>	<b>15</b>	<b>100.0</b>

**Table 1.20 TNE partners by type of partner by model of provision**

Type of partner	Articulation	Blended Delivery	DL	Dual Award	Franchise	In country/ Flying Faculty	Joint Award	On campus provision overseas	Validation	Other	Not Given	Multiple Models
	N	N	N	N	N	N	N	N	N	N	N	N
Employer	1	-	-	-	-	-	-	-	-	-	-	-
Private College	19	4	5	-	37	11	-	3	21	1	2	4
Private University	3	-	3	2	7	-	2	1	4	-	-	5
Private Educational Company	5	4	4	-	19	4	-	1	4	-	3	2
Professional Body	-	2	-	-	-	1	1	-	3	-	-	-
State/Public University	20	2	5	16	17	6	8	2	17	3	4	2
State/Public College	3	3	7	-	16	10	1	2	6	1	1	1
Other	2	3	3	-	13	5	1	-	5	-	-	-
Not Stated /Unknown	3	2	3	-	25	6	4	-	8	2	33	3
<b>Total</b>	<b>56</b>	<b>20</b>	<b>30</b>	<b>18</b>	<b>134</b>	<b>43</b>	<b>17</b>	<b>9</b>	<b>68</b>	<b>7</b>	<b>43</b>	<b>17</b>

## Appendix 4

### HESA fields for the reduced return for students studying wholly overseas, 2005/6

#### Combined Record (05711)

1 Record type indicator  
2 HESA institution identifier  
3 Campus identifier  
4 Student identifier  
6 FE student marker  
10 Date of birth  
11 Gender  
12 Domicile  
21 Highest qualification on entry  
26 Date of commencement  
30 year of student on this programme  
33 Reason for leaving  
35 Date left  
37 Qualification obtained 1  
38 Qualification obtained 2  
39 Classification  
40 Programme of study title  
41 General qualification aim of student  
42 FE General qualification aim of student  
43 Subject of qualification aim  
44 Subject of qualification aim 2  
45 Subject of qualification aim 3  
46 Proportion indicator  
49 Expected length of study programme  
50 Units of length  
70 Mode of study  
71 Location of study

#### Student Record (05712)

1 Record type indicator  
2 HESA institution identifier  
3 Campus identifier  
4 Student identifier  
6 FE student marker  
10 Date of birth  
11 Gender  
12 Domicile  
21 Highest qualification on entry  
26 Date of commencement  
30 year of student on this programme  
33 Reason for leaving  
35 Date left  
37 Qualification obtained 1  
38 Qualification obtained 2  
39 Classification  
40 Programme of study title  
41 General qualification aim of student  
42 FE General qualification aim of student  
43 Subject of qualification aim  
44 Subject of qualification aim 2  
45 Subject of qualification aim 3  
46 Proportion indicator  
49 Expected length of study programme  
50 Units of length  
70 Mode of study  
71 Location of study

72 Year of programme  
149 Institution's own identifier for student  
150 Institution's own programme of study identifier  
151 Student instance number  
152 Suspension of active studies  
166 Institution's own campus identifier

72 Year of programme  
134 Institution's own identifier for student  
135 Institution's own programme of study identifier  
136 Student instance number  
137 Suspension of active studies  
151 Institution's own campus identifier

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