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INTERNATIONAL HIGHER EDUCATION: MISSING AN OPPORTUNITY?



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million+ commissioned Kingston University to undertake the research which forms the basis of this report. Both million+ and the research team are grateful to all the universities that participated in the research and for supplying valuable information for this study. The conclusions reached are those of million+.

Foreword

The international activities of UK universities represent an important success story. Universities across the UK higher education sector are engaged in a diverse range of successful and long-standing international activities that create mutual benefits for institutions and countries throughout the world.

The UK's international education brand has a strong global reputation for quality. UK universities currently teach over 350,000 international students in the UK with many more studying in their home countries; employ international staff who contribute to the knowledge and research base of the United Kingdom; work with international universities and business on collaborative research projects; work with overseas partners to transfer knowledge and expertise for financial benefit and to build capacity in developing countries.

These benefits have been recognised by Ministers but Government engagement with the international higher education agenda in England is currently fragmented. There is also limited wider recognition of the international role played by modern universities.

Rather than missing the opportunity to capitalise on the success of international higher education activities, the Government should develop a comprehensive strategy for England which recognises the value of international higher education to the UK's national strategic interests and economic success.



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International higher education will play a key role in helping to deliver economic growth and the UK's global competitiveness agendas. Income from teaching-related international activities (including student contributions to the UK economy via living expenses whilst based in the UK) represent one of the UK's fastest growing sources of export earnings and were estimated at £5.3 bn in 2009. International research collaborations are also of critical importance for the UK's international competitiveness and academic reputation, whilst international staff in universities, and international graduates, provide high-level labour market skills to support economic development.

International staff and students at UK universities

- > In 2008-09¹, non-EU staff comprised 11.4% of the academic workforce, with key source countries including the USA, China, India and Australia and 37% of non-EU staff having previously worked or studied in the UK.²
- > The highest numbers of non-EU academic staff are employed in the field of Clinical Medicine, Social Studies, and Business and Management
- > Non-EU staff comprise significant proportions of all staff in priority STEM subjects such as Engineering, Mathematics, Chemistry and Physics.
- > In 2008-9 there were nearly 360,000 international students enrolled in UK universities: the UK had the second highest market share of all internationally mobile students enrolled in OECD countries after the United States³.

The international activities of UK universities have important social benefits that are closely linked with other specialist government policy agendas related to foreign policy, national security and international development.

They are also linked to other departmental responsibilities such as health, climate change and regional development. Universities are encouraging UK students to gain global perspectives and to study and work overseas. University staff are engaged in capacity building and knowledge transfer activities focused on addressing global issues such as environmental sustainability, poverty reduction and improving healthcare provision. Such activities enhance the UK's reputation overseas for partnering for mutual benefit and represent an important form of 'soft diplomacy'.

The international activities of UK universities contribute to national strategic objectives. On the international stage the UK's modern universities have established partnerships and collaborations in countries across the world including India, China, members of the EU and other key strategic partners of the United Kingdom. These partnerships are complemented by innovative teaching-focused collaborations in parts of Africa and the Middle East.

¹ HESA Staff Record, 2008-09.

² International Unit (2010). *International Higher Education in Facts and Figures*. London, Higher Education International Unit.

³ OECD, *Education at a Glance*, 2010, Table C2.3.

The partnerships and international activities of modern universities are wide-ranging, cover teaching, research and knowledge transfer and include collaborations with highly prestigious institutions. Through international partnerships and collaborations modern universities are helping to build overseas alliances for local businesses and communities in diverse countries and regions and they are the research partners of choice where they have core research strengths. These can be in new fields and niche areas such as computer gaming, sustainable tourism and automotive engineering, but also areas that contribute to important global agendas such as governance, security, healthcare, and biotechnology.

Most university international activities are self-initiated but UK universities have also benefited from government support through funding streams which have been crucial in helping them to develop new overseas partnerships. Many of these funding streams such as the Prime Minister's Initiative for International Education (PMI), the UK-India Education and Research Initiative (UKIERI), and DfID funding for development focussed collaboration are now coming to an end. As yet it is unclear whether further funding will be provided.

Relatively little is known at government level about the international contribution of modern universities across the full range of these universities' business in teaching, research and knowledge transfer. Government Departments and the Cabinet Office are missing an opportunity when they assume that only the international agendas of a small number of UK universities are worth promoting overseas. Too often the same assumptions drive the domestic funding agenda, for example in relation to research funding. There is clear evidence that investment in teaching and research in modern universities adds significant value not only within the UK but also to the international activities of these universities. In turn these international activities benefit the UK.

The Coalition Government is interested in the economic value of international partnerships⁴ but there appears to be very limited wider recognition of the international role played by modern universities. Their international partnerships increase the UK's influence on the world stage and provide opportunities to attract revenue from overseas⁵. The lack of recognition of the role played by modern universities significantly undervalues the UK's position in global markets and global policy arenas and represents a missed opportunity, for example, in building alliances and relationships with emerging economies and developing countries.

⁴ In September 2010, the Department for Business Innovation and Skills (BIS) commissioned London Economics to establish a comprehensive estimate of the current total value of overseas trade and investment due to the UK Higher and Further Education sectors (including teaching, research, English language training and other training for adults, as well as businesses providing services to these sectors) and an estimate of the total value of the foreign direct investment that those sectors attract.

⁵ BIS (2010) "Estimating the value to the UK of international education partnerships in higher and further education and research: call for expressions of interest" Department for Business, Innovation & Skills, 2010. <http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/e/10-1071-estimating-value-education-partnerships-call-for-interest>

"The partnerships and international activities of modern universities are wide-ranging and cover teaching, research and knowledge transfer"

Government engagement with the international higher education agenda in England is currently fragmented – and even contradictory. One current example of conflicting policy agendas relates to the Government's proposed changes to immigration policy and visa regulations to restrict non-EU Tier 4 student visas and employment visas for skilled migrants. These proposed immigration changes risk significantly endangering the vital flow of international staff and students to UK universities and have the potential to damage UK export earnings and the UK's global competitiveness in higher education.

The UK lacks a comprehensive strategy for internationalisation in higher education. Despite the strong international performance of UK higher education institutions and the multiple benefits that they deliver for the nation's strategic interests, the UK currently lacks a comprehensive strategy for internationalisation in higher education. This situation applies particularly to England since the devolved administrations have already moved to create national strategies for internationalisation⁶. Scotland has an international life-long learning strategy⁷, and many other countries in Europe have an international strategy in some form (including Germany, Finland, and Denmark) whilst the

USA and Australia are seeking to develop and strengthen their strategic approaches to international education to gain competitive advantage. This includes benchmarking their activities against key competitor countries.

This fragmented approach could damage key policy objectives and undermine the reputation of UK higher education overseas. The Government should therefore develop a comprehensive strategy for England which recognises the value of international higher education to the UK's national strategic interests and economic success.

⁶ The Scottish Government developed an international life-long learning strategy in 2007 in collaboration with a range of organisations in the education and business sectors. A number of action lines on international priorities in relation to the EU, China and beyond have been published since. Wales is in the process of developing an internationalisation strategy that will be published shortly and there are similar discussions about internationalisation in Northern Ireland.

⁷ See The Scottish Government (2007). *International Lifelong Learning Scotland's Contribution*, 20 June 2007. <http://www.scotland.gov.uk/Resource/Doc/180016/0051176.pdf>

1 The Government should develop a comprehensive international higher education strategy for England which

- > promotes and markets UK higher education overseas
- > ensures the relevance and suitability of regulations related to student and staff migration to the UK such as immigration policy, post-study employment regulations and scholarship schemes for international students
- > provides support for universities' teaching, research and knowledge transfer partnerships and collaborations with overseas government agencies, higher education institutions and businesses
- > encourages UK students to gain a global perspective from their studies, and to study, work or engage in volunteering abroad as part of their degree or as an additional educational activity
- > promotes the quality of teaching offered by UK universities to international students in the UK and via overseas partnerships.

2 This international strategy should be set out in the Government's Higher Education White Paper and should inform policy and funding decisions related to future public investment in higher education.

3 BIS should lead this agenda and work with the Cabinet Office, FCO and the Home Office to ensure that a coherent international higher education strategy is adopted, implemented, and reviewed on a regular basis.

4 Universities and their representatives should proactively work with Government to assist with this strategy and provide information on the scope of their activities and the strategies and activities of EU and non-EU competitors related to international higher education.

5 The Government should provide financial investment to enable universities to facilitate and exploit their international activities for national, regional and community benefit.

Such financial investment and high-level support will send a positive message around the world as to how the UK values its international engagement through higher education.

6 Government delegations and initiatives should be representative of the talent and the wide-range of international activities developed and promoted by the UK's universities in their international higher education partnerships.

UK Universities and the International Agenda

UK universities are dynamic and outward facing. They undertake a diverse range of international activities including teaching hundreds of thousands of international undergraduates and postgraduates studying in the United Kingdom and in their home countries; employing international staff who contribute substantially to the knowledge and research base of the United Kingdom; working with international universities and business on collaborative research projects; and working with overseas partners to transfer knowledge and expertise for financial benefit and to build capacity in developing countries.

These international activities make a significant contribution to society, the economy and national strategic priorities. In 2009, international activities by UK universities brought in £5.3 bn to the UK economy and constituted one of the UK's fastest growing sources of export earnings⁸. There were nearly 360,000 international students enrolled in UK universities in 2008-09 and the UK had the second highest market share of all internationally mobile students enrolled in OECD countries after the United States⁹: China topped the list of non-EU source countries with just over 47,000 students enrolled in UK higher education institutions in 2008-9 and students from India comprised 14% of the UK's non-EU international students¹⁰. International research collaborations are also of critical importance to the UK's international competitiveness and academic reputation¹¹.

Recent surveys by international and European university associations highlight the increasing focus on internationalisation in university and college strategies in most regions of the world¹². Individual countries also recognise the significance of internationalising higher education activities: Finland published a five-year strategy for the internationalisation of higher education institutions in 2009, Germany developed a strategy for the internationalisation of science and research in 2008 and Ireland published its 'International Education Strategy' in September 2010. In the US, there has been a call for 'a co-ordinated international education policy for US leadership, competitiveness and security'¹³. By contrast the UK has no formal, publicly-available and comprehensive strategy for internationalisation in higher education.

At national level higher education internationalisation strategies have socio-cultural, political and economic objectives as well as academic goals. These include:

- > building and sustaining economic growth and competitiveness
- > enhancing labour market skills
- > supporting foreign policy goals and national security objectives through soft diplomacy
- > supporting multi-cultural societies
- > contributing to social and community development
- > developing active global citizens
- > fostering peace and mutual understanding between nations; and
- > utilising research and scientific expertise to tackle global problems.

⁸ International Unit (2010) *International Higher Education in Facts and Figures*. London, Higher Education International Unit.

⁹ OECD, *Education at a Glance*, 2010, Table C2.3.

¹⁰ HESA, 2010.

¹¹ International Unit (2010) Op cit.

¹² European University Association, Trends 2010 (p73); International Association of Universities (2010), *Internationalization of Higher Education: Global Trends, Regional Perspectives*, IAU 3rd Global Survey Report.

¹³ See NAFSA's Public Policy statement (2007). http://www.nafsa.org/public_policy.sec/united_states_international/toward_an_international/

The Value of International Higher Education

continued

International co-operation and the development of different kinds of international partnerships represent key vehicles for achieving these broader goals. Based on the findings from a study undertaken by the Economist Intelligence Unit, the British Council¹⁴ suggests the following benefits for both sides when collaborating in teaching and research partnerships:

- > cross-border activities allow importing countries to 'plug gaps' in their education provision and to access vital teaching resources and technologies
- > exporting countries (such as the UK) diversify their income streams and gain access to international research expertise (often exemplified in joint research publications; the UK has 40% of its research output produced jointly with overseas' co-authors)¹⁵.

About this Report

million+ commissioned a study in 2008 to gather evidence on the contribution that institutions' international partnerships make to the UK and to other countries, focussing on the international partnerships of 28 modern universities in particular because much less appeared to be understood by Government of the range of international activities undertaken by modern universities. That report illustrated the range of partnerships which had been developed in research, teaching and knowledge transfer involving a large number of countries in many regions of the world.

The 2009 report highlighted the economic and educational benefits of these partnerships both for the UK and in partner countries but also found that the international partnership activity of these universities had gone unnoticed at sector level and by policy makers in spite of its scope, extent and the value placed upon it by partner institutions and countries¹⁶.

This report presents an updated snapshot of what has happened at policy and institutional levels since 2008. The lens remains focused on the international institutional partnerships for teaching, research and knowledge transfer of modern universities that are active and experienced in the international arena. Where relevant, we include data and information from the 2009 report as well as new information collected in 2010.

¹⁴ Data and information supplied by the British Council in correspondence with the researchers.

¹⁵ Universities UK (2008) International research collaboration: opportunities for the UK higher education sector.

¹⁶ million+ (2009) *Universities and International Higher Education Partnerships: Making a Difference*.

Modern universities and their international institutional partnerships

Overview

Between September and November 2010, 27 modern universities were asked to provide updates on their international partnership activities in teaching, research and knowledge transfer. Information was sought on the nature and scope of their partnerships and the institutional rationale and strategic objectives for these partnerships. The universities also supplied short case studies of what they considered to be their most successful and innovative international partnerships. In the short time-scale for this study, 16 universities were able to respond to the request for new data relating to their international partnership activities between 2008 and 2010.

The following summary combines information collected directly from institutions with information gained from desk research. All information was verified by the institution concerned.

The University of Bolton's Transnational Education Strategy

The Strategy concentrates on two main aims of:

- > sustainable international business development;
- > institutional repositioning.

It supports the University's overall strategic objectives by:

- > increasing direct recruitment;
- > controlling and enhancing teaching quality;
- > internationalisation of the curriculum;
- > extending the University's research portfolio;
- > working more closely with the professions.

The Strategy's specific objectives include:

- > maintaining the University's reputation for quality via use of the 'flying faculty' model or 'enhanced franchises';
- > developing regional hubs to help extend activities and the wider internationalisation of the University;
- > exploiting ICT and educational technologies to expand capacity, enhance provision and provide students with more choice of access routes;
- > leveraging reputation in adult learning to develop the corporate training portfolio;
- > broadening existing teaching partnerships to include student recruitment and research;
- > creating an extended academic community within all partnerships.

Modern universities and their international institutional partnerships continued

Strategies and Rationales for International Partnerships

In 2008-9, we noted that an increasingly complex and competitive global higher education context was encouraging universities to take a strategic approach to their international activities. Since then, there is clear evidence that the universities' internationalisation agendas are being strengthened and that international partnership activities, particularly teaching partnerships, are becoming central to these agendas. With stronger co-ordination internally, international institutional partnerships are being deepened, broadened and extended into new fields and to new countries.

Put simply, international student recruitment and partnership activities matter to universities, both academically and financially. The previous report discusses the range of different institutional rationales for international activities that are in operation at any given time, linked to institutional mission, market positioning, and culture or ethos. Four broad rationales underpin international activities: academic, knowledge-based, social and financial. Alongside these is the more general aspiration to increase the University's international influence, profile, status and reputation in the wider world. In a climate of rankings and league tables, reputation and status internationally is becoming even more important.

Leeds Metropolitan University and Internationalisation

Leeds Metropolitan University has a strong reputation for its innovative international activity. The University is currently revising its internationalisation strategy (in place since 2004) which has guided its international activities in six areas:

- > internationalising learning;
- > teaching and research;
- > enhancing the international student experience;
- > developing and fostering international partnerships and alliances;
- > recruiting international students.

Leeds Met is seeking to internationalise its UK campus and has a mission to develop students' international opportunities and global perspectives, and to ensure that an international, multi-cultural ethos pervades the university throughout its scholarship, curriculum, student and staff volunteering and community engagement in the UK and overseas.

The University provides opportunities for its staff and students to make a difference through engagement in capacity building, knowledge exchange projects and volunteering, or through research and development programmes. In turn, these projects and experiences enrich the intellectual and international dimensions of the University and enhance the global perspectives of its staff and students.

Academic rationales for internationalisation remain important. At Leeds Metropolitan University, for example, the 'internationalisation at home' agenda is a priority and a key strand of this is to develop the curriculum and pedagogical approaches, articulating globally relevant graduate attributes and outcomes, promoting staff and student mobility and developing inter-cultural understanding on campus. Partnerships can play a key role in addressing these issues through facilitating mobility and the sharing of knowledge and practice.

Partnerships can help to support institutional objectives related to engagement in basic and applied research and developing research capacity. Building international enterprise and knowledge transfer activity can include a focus on exploiting knowledge for commercial benefit and to aid development activities.

Social rationales for partnership activity continue amongst universities. These include linking teaching partnerships and exchange linkages to widening participation (WP) goals. International collaborative provision (delivered overseas or at a distance) supports the institutional mission to expand access by teaching students who would not otherwise be able to access degree programmes either for reasons of cost or a need for flexible delivery modes.

“International institutional partnerships are being deepened, broadened and extended into new fields and to new countries”

The University of Central Lancashire's extension of its Widening Participation agenda to overseas students

UCLan's Internationalisation Strategy has a basic tenet to internationalise the University in terms of the curriculum, its staffing base and to have a broad cultural mix of students. The University's key goal is to become a World Class University by 2017. Progress has been made as UCLan now features in the QS ranking and is placed at 551.

UCLan has an aim of developing additional long term agreements with higher education institutions in other countries to assist in the provision of education and training facilities to developing countries and to those where local higher education opportunities are limited. Thus, together with local partner institutions, UCLan works with students who are academically qualified, but who, for various reasons, are unable to pursue a university education within their home country.

Modern universities and their international institutional partnerships continued

Despite wider social goals, a dominant rationale for international activity within the the universities surveyed (and in the university sector more widely) remains the financial (and in some cases wider economic) rationale. This contains four main elements – generating additional income, ensuring academic sustainability, maintaining institutional competitiveness and building reputation through participating in core activities with overseas partners in countries of strategic interest.

In terms of income generation, although most international income is generated from fees paid by non-EU students studying in the UK, some of the universities have also developed an income stream (running at over £1 million per annum) from fees and other income from overseas teaching, research and knowledge transfer partnerships. For example, the University of Bedfordshire has been investing in long-term strategic partnerships, especially in trans-national education. The University aims to increase the income from such partnerships from £1 million to £5 million in the next 3-5 years. International teaching partnerships are expected to be self-financing (after an initial set-up period), sustainable for at least the medium-term, and are also viewed as a means of generating a financial surplus to be re-invested in other activities including the rolling out of successful partnership models to other countries and markets. Other academic and research partnerships are targeted at cost-recovery whilst development and capacity-building partnerships are either cross-subsidised or supported by externally-sourced income.

International partnerships can help to ensure the sustainability of student recruitment and research activities in both high-value programmes in areas such as business and management and in strategically important and vulnerable subjects (e.g. STEM). Developing teaching partnerships in new or emerging markets allows institutions to avoid dependency on key markets (such as China) and to develop a country or regional presence that will assist in securing regular flows of students from these countries to the UK or to in-country provision. Some institutions (e.g. The University of Derby and Staffordshire University) have more international students studying overseas than at their campus in the UK. Research partnerships enable institutions to share resources with partners or consortia and to generate income to recruit staff or buy equipment to build and enhance research capacity.

Management and Coordination of International Partnerships

Since 2008, there is further evidence of improved central coordination for partnership activity amongst the responding universities. Examples include the development of partnership offices, International Centres, the recruitment of Partnership Directors and the creation of regional hubs for partnership activity. In many cases the Quality Assurance Agency (QAA) code of practice and other guidance on the management and governance of overseas collaborative activity (e.g. from the Council of Validating Universities (CVU) or the British Council) has assisted institutions to develop the necessary management infrastructure for all their partnership activities: with international partners and also UK-based FE colleges and private providers.

“Some institutions have more international students studying overseas than at their campus in the UK”

The University of Derby and Collaborative Provision

The University has established a strong infrastructure to support its collaborative provision (in the UK and overseas). The School of Flexible and Partnership Learning (FPL) which exists outside the faculty structure combines academic and administrative functions and handles all initial enquiries related to collaborative provision. It takes a key role (with faculties) in sourcing and developing partnerships. The FPL is expected to work with the PVC (Academic Development) to lead collaborative developments in consultation with the faculties.

The University has also developed clear criteria for the selection and on-going management of collaborative partners for the delivery of University programmes based on strategic fit, academic quality, and financial sustainability. All collaborative partnerships are examined using rigorous cost-benefit analysis to ensure that they are viable and remain profitable.

The universities currently partner with a range of different types of partner organisations depending on the nature of the partnerships and the location of the partner. Partners include prestigious public and private universities and other higher education institutions, private colleges and educational foundations, professional bodies, research institutes, government departments, and private sector companies. Partner types depend on the regulatory context in specific countries – particularly related to restrictions on degree awarding powers, and the nature of in-country overseas delivery – and the availability of and demand for overseas provision. The nature of the relationship between the UK and overseas partners can change over time, and a development trajectory can be identified where particularly strategic and mature partnerships can broaden or deepen. For example, progression arrangements can develop into articulation arrangements, which can then be upgraded to joint delivery partnerships and may ultimately develop into a strategic alliance covering undergraduate and postgraduate teaching, joint research and other cultural and academic links.

The trend to rationalise and consolidate or extend existing partnerships, and to extend and develop successful partnership models to new markets continues apace, as does the drive to develop multi-dimensional partnerships that cover teaching, research and knowledge transfer activities. These universities are increasingly able to re-shape their central infrastructure to adapt their partnership activity to changes in socio-economic circumstances or educational contexts overseas as well as changes of strategic direction within the university.

Modern universities and their international institutional partnerships continued

Staffordshire University and South Eastern University, Sri Lanka

In 2005 the UK Local Government Alliance for International Development (UKLGAIID) organised the 'twinning' of eight UK county authorities with Sri Lankan districts, seeking to provide medium to long-term support for the rehabilitation of tsunami-affected districts. Staffordshire was allocated the District of Ampara on the east coast, the worst affected of the country's districts. Staffordshire County Council set up the Staffordshire Consortium comprising District and Borough Councils, the North Staffordshire Primary Care Trust and Staffordshire University as well as the County Council. The Consortium decided to focus on the interrelated issues of water supply and sewerage, water collection and disposal, and public health.

Staffordshire University's work within the Consortium has been channelled through a formal partnership with South Eastern University in Oluvil, Ampara. In 2006 three Staffordshire University scholarships were awarded to Sri Lankan students to undertake part-time online distance learning courses in relevant subjects: MA in NGOs and Sustainable Development, MPH (Masters in Public Health), and MSc in Water and Environmental

Management. The part-time and online nature of these courses was deliberately selected to avoid taking significant staff away from their rehabilitation-related work in Sri Lanka.

A series of staff development workshops has been delivered in Staffordshire, for a small number of South Eastern University colleagues, and in Colombo for a total of 35 South Eastern staff to date. The workshops on the development of online distance learning programmes focused initially on Sustainable Development and broadened into interactive consideration of how South Eastern could incorporate online delivery into their courses in other subjects.

South Eastern University now operates a Distance eLearning Centre, established by the Sri Lankan Government's Information Communication Technology Agency (ICTA), with the objective "to take the dividends of ICT to every village, to every citizen in the country". Online courses delivered through the Centre have been accessed by some 540 students to date, drawn both from the University's existing students and from external participants.

"Partnerships can extend to include additional teaching programmes, joint research, capacity building and staff and student mobility"

Kingston University and the Dorich House Group

The Dorich House Group was created in 2008 with six other European institutions from France, Germany, Lithuania, Spain and Turkey. An eighth institution from Sweden joined the Group in 2010. Its main objective is to facilitate opportunities for collaboration in education, culture and research.

The main outcomes in 2009-10 were five joint proposals for European funding, three research groups established, a seminar on double degrees and 95 students and 18 members of staff exchanged. Kingston University leads the Group and promotes and coordinates all of its activities.

For some institutions, international partnerships also form part of larger consortia or networks involving more than two institutions which cover focused activities such as collaborative provision, research and staff and student mobility. Many strategic alliances or partnerships grow out of existing collaborative provision, which can extend to include additional teaching programmes, joint research, capacity building and staff and student mobility (e.g. the University of Bedfordshire in China and Oman, the University of Greenwich in Egypt, Edinburgh Napier University in China, and the University of the West of Scotland in Malawi) whilst others are created as broad and deep alliances from the outset, such as Kingston University's Dorich House Group established in 2007.

International Teaching Partnerships

Those universities with a strong internationalisation focus are not only recruiting large numbers of students to the UK (see Appendix 1) but are also teaching large numbers of students on programmes overseas through a variety of collaborative arrangements (See Table 1 below and Appendix 2 for 2008/09 data from HESA).

In 2008/09, the universities surveyed recruited over 54,000 students who study wholly outside the UK (21% in the EU) according to HESA data. They also recruited over 74,000 international students to study in the UK (including over 50,000 non-EU students).

Modern universities and their international institutional partnerships

continued

Table 1: Categorisation of million+ member institutions by number of non-UK students studying wholly overseas

Type	Criteria	Institutions
Large-scale	Over 3,000 students studying outside the UK	The University of Central Lancashire (UCLan) London Metropolitan University The University of East London (UEL) The University of Greenwich Middlesex University Staffordshire University The University of Sunderland
Medium-scale	500-3,000 students studying outside the UK	The University of Abertay Dundee Anglia Ruskin University The University of Bedfordshire The University of Bolton Coventry University The University of Derby Edinburgh Napier University Kingston University Leeds Metropolitan University London South Bank University (LSBU) The University of Teesside The University of Wolverhampton
Small-scale	Less than 500 students studying outside the UK	Bath Spa University Birmingham City University Buckinghamshire New University The University of Northampton Roehampton University Southampton Solent University Thames Valley University (TVU) The University of the West of Scotland

Source: HESA 2008/09 HE Students studying wholly outside the UK & desk research

These universities have adopted a wide range of models for their overseas teaching partnerships defined as those which are either related to teaching delivery in partnership with overseas institutions (offshore or transnational education) or which guarantee recruitment of students to the universities' HE programmes. Institutions also engage in a wide range of bi-lateral partnerships with overseas universities related to student mobility. Since such mobility usually takes place within a course or programme of study these are included as teaching partnerships. The different types of partnerships are described in some detail in the 2009 report.

Since 2008, the universities have continued to develop their collaborative provision overseas, although partnership models differ depending on institutional strategies and in-country requirements. A popular approach is the 'supported' franchise model where in-country staff deliver much of the teaching either with close supervision from the UK partners and intensive staff development, or via a 'flying faculty' model where UK staff teach overseas in extended teaching periods. While conventional face-to-face teaching on overseas campuses (for example Middlesex University and the University of Bolton) and in partner institutions remains a feature of the teaching and learning design, blended learning and e-learning provision is also important. The University of Bedfordshire has a supported MBA distance learning programme which uses web-based online materials developed by the Bedfordshire faculty who also provide online support to students. The programme has centres in Poland, Oman, Germany, Switzerland, South Africa and Russia. In many cases, this 'supported' approach is designed to build capacity in the overseas partner so that they will be able to offer the programme independently either as a franchise or a validated programme, provided alone or sometimes in partnership in a third-country. As partnerships mature, overseas partner institutions have become increasingly involved in areas such as the contextualisation of materials and assessment.

Middlesex University's 'branch campuses' in Dubai and Mauritius

In 2005, Middlesex University opened a 'branch campus' in the Dubai Knowledge Village, which is an integral part of the University rather than a partnership, and thus subject to the same quality assurance procedures – e.g. the same validation and monitoring system, and the same examinations and awards. Students are also able to transfer between campuses. The Dubai campus offers students a range of Bachelors degrees in IT, Hospitality and Tourism, Psychology, Media, and Bachelors and Masters in Business and Management, IT and Education.

In 2010, the University opened a 'branch campus' in Mauritius, with the same arrangements as apply in Dubai, offering Bachelor and Masters degrees in Business, Law, IT and Psychology to students from Mauritius, Africa, India and Europe.

There are 1,700 students currently studying at the Dubai campus and 100 at the new Mauritius campus and more campuses are planned for the future.

Modern universities and their international institutional partnerships continued

The University of Bolton's MSc in Supply Chain Management with the Malawi Institute of Management (MIM)

The Malawian Government wanted to provide advanced level training for government officers, especially in procurement, in response to new rules imposed by the country's main development donors.

Initially the programme was designed to teach 20 students, but was widened to include privately funded students to enhance sustainability.

The programme is delivered through intense workshops provided by 'flying faculty' with additional tutorial support being provided by MIM. The programme is now in its third year of operation and involves predominantly privately funded students. The School made efforts to contextualise the programme to include public sector issues relating to supply chain, especially the 2003 Malawi Public Procurement Act, and the programme has been further enhanced in these areas by the contribution of local staff and previous students.

The programme has had two spin-off activities within just two years of operation.

In 2010 the programme was rolled out to a MIM sister organisation in Zambia, the In-Service Training Trust (ISTT). The contextualisation that had been achieved in Malawi was particularly appreciated in Zambia, and especially by the Zambia Institute of Purchasing and Supply (ZIPS) which enthusiastically promoted the programme to its members. It is anticipated that there will be a number of synergies that will result from the relationships that are developing between MIM, ISTT and ZIPS which is likely to have an impact on the profession within the region.

The delivery of the programme in Malawi over the past two years has developed a strong market for PhD programmes. The partnership with MIM has therefore been extended to include PhD programmes for smaller cohorts of students supported by both flying faculty and distance learning delivery models. In due course, it is anticipated that some of the PhD graduates will be in a position to support the University in the provision of the Masters programme elsewhere in the region.

Another popular model combines an element of collaborative provision with an element of recruitment. Here, a UK partner collaborates with an overseas provider to support students to reach a level whereby they can then progress to studying at the UK partner institution, often via a 'top-up' programme in their home country or in the UK.

Most of the universities also have relationships with overseas providers where students articulate from the overseas programmes to a UK degree programme. There is a trend in partnerships in some countries for the overseas part of the study period to include an aspect of English-language learning where required.

"Many universities have relationships with overseas providers where students articulate from the overseas programmes to a UK degree programme"

The University of Bedfordshire and the China Agricultural University (CAU) (International College Beijing)

Bedfordshire has had a range of 2+1 and 1+2 articulation agreements with the China Agricultural University (CAU) (International College Beijing) since 1998. This partnership provides around 300 CAU students each year with advanced entry into year two or three of a Bedfordshire degree.

By 2010, the partnership has provided opportunities for over 2100 Chinese students to graduate in the UK in six BA programmes that include business administration, advertising and marketing, human resource management, computer science, media production, accounting and international finance.

The partnership was short-listed for the Queen's Anniversary Prize in March 2006. It also received a positive review from a QAA collaborative audit in 2006.

Supported by the Beijing Municipal Government, the partnership facilitated further links between the two institutions such as the development of a bespoke MA in Media Management designed specifically to train 100 media specialists and media managers from a range of media organisations such as TV, radio, newspaper, internet and digital industries to cover the 2008 Beijing Olympic Games. It has facilitated joint research programmes (e.g. EU funded research) and social, political and diplomatic connections. The partnership has also fostered productive academic and cultural links between students and staff in both institutions and has allowed them to work together on curriculum development.

Since the previous report there has been increased interest in overseas delivery partnerships in which international partners collaborate in programme development and the delivery of a particular programme of study. This is usually called 'joint provision' and either leads to a joint award or awards from both institutions (e.g. 'dual awards'). In most cases the initial collaboration is supported and funded as part of a multi-dimensional strategic partnership or alliance between the partner institutions or through government (UK or overseas) or EU supported schemes such as the EC Asia-Link scheme, Erasmus Mundus, the BRIDGE programme in Russia, PMI2 Connect (US-UK)

Roehampton University – Erasmus Mundus

Roehampton is one of only six UK co-coordinating universities in the EC-funded Erasmus Mundus Programme. This programme enables students and researchers to study in more than one country for joint, dual or MA degrees developed by a partnership of international higher education institutions, supported via development and scholarship funding provided by the EU for 5 years. The University has two Erasmus Mundus partnerships:

- 1 MA/Mgr in Special Education Needs (SEN) with Fontys University (Tilburg, the Netherlands) and Charles University (Prague, Czech Republic) since 2005. This joint one-year Masters programme is delivered in three countries and looks at the definition of special educational needs, legislation and provision within a European and international context with regard to inclusive education.
- 2 MA Human Rights Practice with Göteborgs Universitet (Göteborg, Sweden) and Universitetet i Tromsø (Norway). This two-year multiple-degree programme prepares students to work on the protection, promotion and implementation of human rights.

Modern universities and their international institutional partnerships continued

and UKIERI (UK-India). In many cases this pump-priming funding has enabled partnerships to develop in areas where otherwise they may have struggled to get past the idea stage.

Finally, all the universities have many bi-lateral partnerships with overseas partner universities relating to student (and sometimes staff) mobility in the form of formal exchange programmes or short-term study abroad agreements. Mobility partnerships tend to involve European and North American partners, supported by mobility schemes, although increasingly universities are seeking to use their partnerships in other parts of the world to stimulate academic mobility.

In addition, UK government funded schemes have supported UK institutions to help facilitate student mobility to overseas partner institutions both in India (UKIERI) and worldwide (PMI2 Connect). In some cases, institutions have developed modular degree programmes that help to facilitate mobility. Another type of student mobility that involves partner institutions is volunteering. This usually takes place in the vacation period and thus does not interfere with students' study programmes. Leeds Metropolitan University, as part of its internationalisation strategy, has been particularly active in supporting international volunteering through its international partnerships.

Leeds Metropolitan University – International Volunteering

Leeds Metropolitan university provides opportunities for staff and students to make a difference through engagement in capacity building, knowledge exchange projects and volunteering, or through research and development programmes. In turn, these projects and experiences enrich the intellectual and international dimensions of the university and enhance the global perspectives of both staff and students.

International volunteering was introduced in 2006 and has exceeded all expectations in terms of engagement, transformational learning and the development of employability and other transferable skills. Around 900 student and staff volunteers have participated to date in 58 projects across six continents. Projects have included building sustainable tourism trails in Indonesia, providing education, training and support for former leprosy sufferers in India, working with Roma children in Transylvania, supporting a community centre in New York State, helping to

develop tourism in South Africa in advance of the 2010 World Cup, supporting conservation projects in Australia and raising aspirations of Brazilian children from the 'favelas' through sport.

The University has more student volunteers supported by recent rounds of PMI2 funding than any other university. Most of the volunteering projects are of only two or three weeks' duration but these experiences are still able to produce intense, life-changing impacts on students and staff.

Since the previous report the University has expanded the programme, offering additional opportunities in new countries as well as maintaining existing opportunities. There has also been continuing commitment to building sustainable relationships in communities where the University can make a difference and to those projects which have enhanced the global perspectives of participants.

“International research collaborations build on research strengths, provide access to niche markets and involve collaborations with industry and business”

Research and Knowledge Transfer Partnerships

Since the 2009 report, the universities remain engaged in international research collaborations that build on their particular research strengths, provide access to niche markets and involve collaborations with industry and business as well as academic partners. Appendix 3 shows the income from Research Grants and Contracts received by these universities in 2008/09, £18.6 million in total, of which £15 million came from EU sources (£13.3 million from European government sources).

The majority of research partnerships relate to specific funded projects (e.g. the EU Framework Programme, UKIERI, the England-Africa Programme and PMI2 Connect), or are part of multi-dimensional institutional partnerships involving a range of other international activities. These projects often involve partners from several different countries, including universities, research institutes and private companies. They also involve knowledge transfer. In many cases, research has an applied focus and involves capacity-building activities that are particularly relevant to the universities' missions, specialisms and expertise.

For example, guided by the needs of the regional manufacturing base in the UK, the University of Sunderland manages the 'Global Automotive Technology Exchange' aimed at building R&D collaboration with links in China, USA, Japan and India. UCLan has a research facility at Shenzhen Virtual University Park for research in biomedical sciences and has both research and knowledge transfer activities in Uganda, Ghana, Tanzania, Swaziland and Malawi. The University of Abertay Dundee has several EU-funded research projects in its specialist fields of urban water technology and collaborative research funded by the Danish Government with five international partner countries in another area of strength in soil research.

Southampton Solent University in the Philippines

The University's Warsash Maritime Academy (WMA) provides education, training, research and consultancy to the international shipping and off-shore oil industries. Since 2007 it has had an arrangement with the International Maritime Employers' Committee (IMEC) – an international employer's organisation – to deliver the Postgraduate Certificate in Maritime Education & Training (PGCertMET) in the Philippines.

The course is designed for maritime college lecturers who are engaged in delivering professional education and training to cadets and officers for the world's merchant shipping fleets. Students are sponsored by the International Maritime Training Trust (IMTT).

The course is delivered solely by WMA staff and involves WMA staff travelling to Manila for face to face interactive sessions and students travelling to the UK to use specialist equipment. Learning is supported by email tutorial support and online discussion groups via Southampton Solent's VLE.

The universities are also engaged in other knowledge-based collaborations overseas – variously described as enterprise, knowledge transfer, consultancy, third-leg and capacity building. Institutions are typically most involved in the development and delivery of continuous professional development (CPD) in fields such as healthcare, education, ICT, and leadership. International partnership activities extend beyond teaching, research and knowledge transfer to a range of development projects in both technical areas and business-related areas such as tourism and entrepreneurship. CPD activities have benefited from engagement with the recently developed 'Training Gateway', a portal and network that supports universities in developing their international CPD activities, particularly short-courses and professional training.

Modern universities and their international institutional partnerships continued

In December 2010, Middlesex and Teesside Universities attended a trade mission to the Gulf States co-led by the Training Gateway and UKTI. The trade mission also included 14 private training companies and four other universities and colleges¹⁷.

UCLan is active with knowledge transfer projects in Africa and India focusing on the needs of deaf students, whilst Middlesex has links with Jordan University of Science and Technology focused on improving midwifery education.

Geographical Footprint of Partnerships

The universities are involved in collaborative teaching partnership across the globe. China and India remain strong partnership countries and universities have built partnerships with individual institutions, with regional governments and with large corporate providers such as Kaplan whom they may also work with in the UK and which can provide specialist expertise.

The University of Bedfordshire and Kaplan, Asia Pacific Management Institute – Singapore and Hong Kong

Partnerships allow Kaplan to deliver two Bedfordshire programmes in their entirety in Singapore. The two BA (Hons) programmes are, Business Management, and Accounting. The BA Accounting course is also being offered in Hong Kong. There are currently 483 enrolled on the course in Singapore and 147 in Hong Kong.

The Programmes began in Summer 2008 and are taught by senior academic staff from various institutions including the Singapore Polytechnics and the National University of Singapore, who are guided by a Bedfordshire appointed Director of Studies. An innovative feature of the programmes is the promotion of the concepts of 'graduateness' and skills in a different cultural setting.

The University of Wolverhampton's partnership with Copperbelt University, Zambia

The University of Wolverhampton's Centre for International Development and Training (CIDT) and the School of Business at the Copperbelt University secured funding from the British Council for a project as part of their Education Partnerships in Africa Programme.

The partnership was born out of the similar economic histories of the Black Country and the Copperbelt Province, with both facing challenging conditions since the decline of their respective mining industries.

The project looks to enhance the teaching of entrepreneurial skills to students of Copperbelt University and adult learners, and to develop the capacity of University staff members and local stakeholders to formulate economic development strategy and projects. As part of the project, 12 delegates from the Copperbelt, comprising University staff and students, the business community and local Council representatives, attended a two week study visit, to experience the teaching of entrepreneurial skills in UK institutions; how entrepreneurship is supported by local businesses and development authorities; and how different stakeholders can work together to promote economic development in the region.

The project partners are now working together to develop a framework for the Copperbelt University to engage with local stakeholders to promote economic development in the Province.

Particular focus countries and regions depend on institutional strategies, strengths and reputations, and changing regulatory contexts overseas. The universities are heavily involved in countries such as Malaysia, Hong Kong, Oman and Dubai which are seeking to develop their skills-base to equip graduates to participate in the global knowledge economy to help achieve national economic development goals. These modern universities have also acted as pioneers in some markets, for example, Sri Lanka, Pakistan and Vietnam; five universities (Bedfordshire, Bolton, Middlesex, Sunderland and UCLan) have links in Pakistan and Bedfordshire has developed pioneering partnerships with COMSATS Institute, IQRA and Bharia University for collaborative teaching provision. In addition, some of the universities have significant partnerships in Africa and Russia.

While much of the focus is on countries outside the EU, some universities also see European partnerships as important. Abertay Dundee has developed a European strategy with strategic academic alliances as the centrepiece – 150 links for teaching and research in Europe are being developed. Teesside is engaged in an international consortium supported by the EU and the US Fund for the Improvement of Postsecondary Education (FIPSE) – via the Atlantis programme – involving Gavle University in Sweden and the Universities of Iowa and South Carolina. The project is focused on exchanging best practice on education and training across the digital creative industries, and establishing networks and links between education and industry.

“Universities are involved in collaborative teaching partnerships across the globe”

Leeds Metropolitan University in Africa

During the last 25 years Leeds Met has established a network of partnerships with communities, governments and institutions, resulting in project work and programme delivery in 13 African countries, in particular in Zambia, Malawi, Tanzania and Ethiopia. 'Leeds Met Africa' provides strategic coordination for this network of partnerships and, has been noted in the 'Good Practices in Educational Partnerships Guide' produced by The Africa Unit of the Association of Commonwealth Universities.

In 2008, the Leeds Met International Centre for Responsible Tourism began to deliver the MSc in Responsible Tourism in The Gambia. Around 50 students were enrolled on these Masters programmes in 2009/10. For the past two years, faculty-led study tours for undergraduate Tourism students have enabled them to investigate how tourism contributes to local economic development. Study tours for students of Design have been undertaken for the past two years. One outcome from these has been the development of solar powered water heaters made from everyday materials and other gadgets to benefit the daily lives of local communities. In both of these cases international experience is incorporated into the curriculum benefiting student learning as well as supporting local communities.

¹⁷ UK International Unit (2010) *International Focus*, 24th November 2010, p.7.

Modern universities and their international institutional partnerships continued

Subject Coverage of Partnerships

Most of the collaborative teaching partnerships involving these institutions focus on professional disciplines such as business and computing, and to a lesser extent engineering. The universities are involved in collaborative higher education teaching partnerships at Foundation, Undergraduate and Postgraduate level, and most offer both undergraduate and postgraduate provision. Many of the overseas teaching partnerships in the Middle East focus on engineering, whilst business, management and ICT are popular in Hong Kong, China, Malaysia and Singapore.

These universities' partnerships tend to focus on institutional strengths and reputations. Research partnerships focus on particular areas of expertise, often in highly applied fields such as computing technology, human resource management, conservation, and environmental science. These subjects are also the focus of many enterprise and knowledge transfer partnerships where the universities' expertise is used to assist in projects in developing countries (in addition to subjects such as entrepreneurship and nursing). Abertay Dundee, for example, has a strong reputation in computing and computer games and has developed partnerships that include development of Bachelors and Masters programmes, but also staff development, curriculum alignment and language skills and that have led to joint entry into international competitions and shortlisting for a BAFTA award.

The University of Abertay Dundee's Knowledge Transfer links in industrial biotechnology

The University's School of Contemporary Sciences has engaged in collaborative research and acted as consultant to international companies involved in the production of sustainable biofuels, notably fuel ethanol. The specific area of knowledge transfer concerns yeast physiology and fermentation technology and has involved the following international organisations: Fermentec (Brazil) – fuel alcohol from sugarcane juice and molasses; Mascoma (USA); fuel alcohol from woody wastes BA-L (USA); and fuel alcohol from macroalgae (seaweeds).

In addition researchers in the University's Urban Water Technology Centre are involved with a number of European Research Projects including the FP6 Project SWITCH and the InterregVIbproject SKINT and EU funded projects InterregIVB project DC NOISE and ERDF Project ACE Eco-Partnerships.

Benefits and contributions of institutions' international partnerships to the UK and partner countries

Benefits to the UK

There are myriad economic and educational benefits of overseas partnership activities to the UK, at the level of the city or region where the university is located, on academic staff, the curriculum and the university overall. These include the following:

Impact on the city or region

- > It was estimated in 2009 that international (non-EU) student activities in 28 modern universities contributed approximately £660 million to their cities or regions¹⁸.
- > Universities' overseas partnerships form the basis for building collaborative networks with businesses in partner cities. An example is the collaboration in China between the University of Northampton, Northampton Borough Council and the Northamptonshire Police via the University's China Centre.
- > A university's experience and contacts overseas can help local and small businesses enter local markets. In recent years Coventry, Wolverhampton and Staffordshire Universities in partnership with UK Trade and Investment (UKTI) have worked to establish 'Soft Landing Zones' in various countries which provide desk space, meeting rooms, internet access and translation services as well as support from the British High Commission in-country for businesses to get established overseas.

- > Universities and city councils have shared the costs of overseas missions targeted at inward investment to the region. Universities have played a leading role through their knowledge of markets and contacts overseas. Where investors are tempted to the UK, universities can offer relevant skills training for the workforce.
- > Where the University has a large and diverse international student body, local communities can be encouraged to participate in multi-cultural activities offered by the institution and student societies as part of developing a wider understanding and respect for the diverse cultures in the UK.

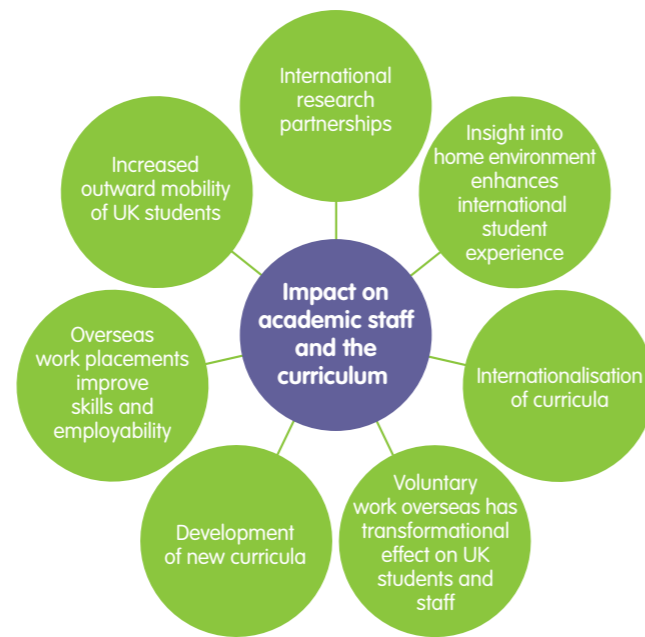


¹⁸ million+ (2009) *Universities and International Higher Education Partnerships: Making a Difference*. Prepared by Kingston University in partnership with CHEMS Consulting.

Benefits and contributions of institutions' international partnerships to the UK and partner countries continued

Impact on academic staff and the curriculum

- > International research and consultancy opportunities have arisen out of teaching-based partnerships where academic staff have developed good relationships with colleagues overseas and an understanding of the partner's culture.
- > Gaining insight into pedagogical practices overseas can have a positive impact on enhancing international students' experiences in UK institutions through developing a better understanding of students' home environments.
- > Engagement in international development projects on a voluntary basis has had a transformational effect on both students and staff¹⁹ as reported from Leeds Metropolitan University's extensive volunteering scheme. A range of universities have gained similar benefits from involvement in the English Africa Programme (24 million+ member projects since 2009) and Commonwealth Scholarships' initiative.
- > Internationalising the university's curriculum is an important part of internationalisation strategies since this underpins the development of 'skills for global citizenship' and helps to foster inter-cultural understanding and respect. It is as important for UK students who are mobile (and not mobile) as for EU and overseas students. Coventry University has this aim as it seeks to become a 'Global University'. One of the aims in its Corporate Plan 2015²⁰ is "To ensure that every course contains a substantive international element that requires students: to acquire a comparative perspective; or to engage with globally important issues; or to conduct joint projects with peers in another university overseas mediated via digital technology."
- > Overseas partnerships can facilitate the development of new curricula and new programmes. Both London Metropolitan University and London South Bank University (LSBU) have developed new programmes



in Chinese Medicine through their China partnerships. LSBU's programme is offered within a Confucius Institute for Traditional Chinese Medicine, Culture and Language, the first of its kind outside China. The local Chinese population in London are among the beneficiaries of this trans-national education partnership.

- > Where university-business links are involved, international partnerships may include overseas work placements that can have significant benefit for developing students' entrepreneurial skills and employability prospects.
- > International partnerships offer the potential for UK-domiciled students to learn and work for periods overseas. Increasing the number of mobile UK students is a key national policy objective as well as an institutional one. It is clear that the UK is behind other countries (particularly those in Asia, but also Germany, France and the USA) in achieving outward mobility²¹ and also that employers actively seek international experience among graduates, including foreign language skills²².

¹⁹ Jones, E. (ed) (2010). *Internationalisation and the Student Voice*. Higher Education Perspectives. London, Routledge.

²⁰ <http://www.coventry.ac.uk/corporateplan2015/global/Pages/global.aspx>

²¹ King et al (2010), *op cit*.

²² CIHE (2008) *Global Horizons and the Roles of Employers*. London, Council for Industry and Higher Education.

Impact on the university

- > Over 50,000 TNE (trans-national education) students were enrolled on the programmes offered by 28 modern universities in 2008-9, bringing an estimated income in excess of £47 million to these institutions²³. International research grants and contracts accessed through international collaborations are a further source of income.
- > The development of international partnerships for teaching are seen as a sounder and more sustainable route for securing flows of international students to the UK (as well as offering opportunities for outward mobility). In a recent contact with the British Council, it was suggested that some of the universities had provided evidence (to the British Council's current evaluation of the PMI2 initiative) that their international student recruitment had been boosted by up to 60% through their international partnerships²⁴.
- > Building a small number of strategic international partnerships is now a key component of many universities' internationalisation strategies. This can have a significant impact on raising the profile of the activities within and beyond the university. Leeds Met, for example, has grouped all its activities in Africa under the banner of 'Leeds Met Africa' sending positive signals to donors and overseas governments about the University's commitment and interest in this continent²⁵.

"International research and consultancy opportunities have arisen out of teaching-based partnerships"

- > Enhancing the profile and reputation of the university can attract new donor funding for projects and bring wider recognition for research and development activities in the university. Improving overseas knowledge about the UK's R&D capacity is also a key policy goal, particularly for UKTI. The Tabeisa Partnership between four universities in South Africa, and Coventry and Greenwich Universities in the UK has achieved a high profile because of the success of its programmes for training small entrepreneurs. The initiative claims to have created more than 12,000 jobs in Africa by 2009.

Benefits to other countries and regions

The 2009 report noted six areas where institutions' international partnerships could bring benefits to other countries and regions. These were:

- > Contribution to national higher education policy goals including increasing participation in countries where participation rates are low. (This does not necessarily include widening participation to under-represented groups since the price of a UK degree or diploma can be high).
- > Delivery of UK programmes overseas at less cost than in the UK gives access to a quality-assured education leading to an internationally-recognised qualification.

²³ See Fielden, J. Et al (op cit), p. 47.

²⁴ Telephone contact with British Council representative.

²⁵ <http://www.lmu.ac.uk/internat/region/africa/leedsmetafrica.htm>

Benefits and contributions of institutions' international partnerships to the UK and partner countries continued

- > Provision of staff development and other shared resources for partner institutions. This is an explicit objective in the Commonwealth Scholarship Scheme for Distance Learning where distance learning materials need to be developed for use by overseas partners. Some universities, for example UCLan, are particularly focused on partnership activities that offer mutual benefits and others, such as Bedfordshire and Coventry, are actively involved in developing their partners' capacity to deliver UK-validated programmes autonomously.
- > Capacity building and contribution to the United Nation's Millennium Development Goals including national capacity to tackle the problems of poverty. Leeds Met's International Centre for Responsible Tourism contributes to economic development, social justice and environmental integrity through the development and promotion of responsible tourism in the Gambia and Zambia; and Wolverhampton's Centre for International Development and Training (CIDT) has gained a reputation in the UK and internationally in the development field working in China, Africa and Nepal.
- > Direct contributions to the profitability or effectiveness of foreign corporations or public services through the provision of Continuing Professional Development to public and private organisations overseas. A number of the universities are involved in meeting this need.

The 2009 report also highlighted two potentially negative impacts on other countries of universities' international teaching partnerships. For example, gaining a UK degree may contribute to the 'brain drain' from developing countries as graduates either remain in or come to the UK for employment. The cost of UK university validation procedures and staff development can also drive up the local tuition fees that partner institutions have to charge their domestic students. This has become a political issue in Sri Lanka where UK charges and procedures have had the effect of doubling these tuition fees.

Recent evaluation evidence

The most recent evidence of the benefits and contributions of universities' international institutional partnerships can be found in evaluations of existing and recently finalised international partnership programmes. The evaluations relate to programmes that have been led and managed by the British Council (for example, the UKIERI programme between the UK and India²⁶, the UK-Russia BRIDGE programme²⁷, programmes in sub-Saharan Africa²⁸ and US-UK higher education partnerships²⁹). The evaluations have been conducted by independent consultants as well as by the Department of Business, Innovation and Skills. The universities have been active in developing international institutional partnerships: recent data from the British Council records that 27 modern universities had 64 projects in 16 countries (including India, China, Japan, Nigeria, Ghana, South Korea, Malaysia, Qatar, Indonesia, Singapore and the USA) representing almost 20% of the total number of partnership projects managed by the British Council.

The evaluation reports confirm many of the findings in the 2009 report that are highlighted in the previous section. These reports suggest that the international partnerships have enabled UK universities to:

- > raise the University's profile abroad³⁰
- > deliver programmes abroad at cost recovery as part of the University's internationalisation agenda³¹
- > encourage international students to come to the home campus³²
- > learn more about foreign HE systems, players and markets which may become increasingly important to the UK in the future, both in terms of mutual partnerships and international student recruitment into the UK. The BRIDGE evaluation report notes the quality of Russian students coming to the UK and suggests that this "underlines the potential importance of Russia in terms of future recruitment"³³.
- > develop strong relationships with overseas institutions – for student exchange, research and teaching cooperation³⁴
- > publish research papers in collaboration with overseas researchers and thus potentially reach new and wider audiences: At least 53 research papers have been published under the BRIDGE programme so far, and many more are in the pipeline³⁵
- > establish new links between HEIs and industry in the partner country. Some courses under the BRIDGE programme were targeted at people who were already in employment, and the evaluation report states that "[...] this has been a catalyst for the development of closer relationships with business"³⁶.
- > the BRIDGE programme also helped Russian institutions to "align themselves more closely with the Bologna Process"³⁷. This may serve to boost and streamline staff and student mobility in the future.

"Partnership activities offer mutual benefits and help develop capacity"

- > likewise, reported spin-off activities and successes which have been of benefit to the overseas partner institutions in the first instance, e.g. European funding bids³⁸, may pave the way for new and/or further research collaborations and mutual economic benefits (including more successful collaborative bids) in the future.

Other reported benefits to the partner countries and communities include: the development of local networks³⁹; the ability to offer an affordable international qualification for students in the partner country which may generate new employment opportunities⁴⁰; enhanced staff development at the partner HEIs through exchange of professional experiences, learning of other approaches and best practices⁴¹.

The British Council also published an evaluation of existing UK-US partnerships in 2010. These are highly successful partnerships, many of which have resulted in "new and cutting edge research with top international impact." Moreover, large numbers of students and staff are mobile in both directions⁴². According to the evaluation report "the total turnover associated with UK-US higher education co-operation is in excess of \$1 billion [more than £600 million] per annum."⁴³

The research-intensive UK universities have been at the forefront of growing UK-US partnerships and these partnerships differ from the ones described above in many aspects. Nonetheless, the Tribal (2010) evaluation report on the UK-US partnerships strongly asserts (as do the other reports referenced) the importance of developing a wider mix of partnerships, involving a wider variety of institutions and encouraging a wider geographic spread of partnerships in order to ensure sustainable and growing student recruitment to the UK in the future.

²⁶ UKIERI Annual Report 2010.

²⁷ BIS (2010) *Evaluation of the UK-Russia BRIDGE Programme: Final Report*.

²⁸ Tribal (2010) *Evaluation of the three Education Programmes delivered in Sub-Saharan Africa*. London, BIS.

²⁹ Kemp, N. & Humphrey, C. (2010) *UK-US Higher Education Partnerships: Raising the Potential*. PMI2 Partnerships Connect. Manchester, British Council.

³⁰ SUKIERI (2010) op cit.

³¹ Ibid.

³² Ibid.

³³ BIS (2010) op cit, p. 66.

³⁴ UKIERI (2010) op cit.

³⁵ BIS (2010) op cit.

³⁶ Ibid, p. 24.

³⁷ Ibid, p. 59.

³⁸ BIS (2010) op cit.

³⁹ Tribal (2010) op cit.

⁴⁰ UKIERI (2010) op cit.

⁴¹ Ibid; BIS (2010) op cit.

⁴² Kemp & Humphrey (2010) op cit, p. 74.

⁴³ Loc cit.

Next Steps for International Higher Education

As this report demonstrates, the international activities of the UK's modern universities represent an important success story.

International higher education partnerships

- > play a key role in helping to deliver economic growth and the UK's global competitiveness agendas
- > provide key social impacts that are closely linked with other specialist government policy agendas related to foreign policy, national security and international development
- > have clear relationships with departmental responsibilities such as health, climate change and regional development.

Most university international activities are self-initiated but UK universities have benefited from government support through funding streams which have been crucial in helping them to develop new overseas partnerships, such as the Prime Minister's Initiative for International Education (PMI), the UK- India Education and Research Initiative (UKIERI), and DfID funding for development-focussed collaboration. However, many of these funding streams are now coming to an end with no sign that they will be replaced.

In spite of the leading role that they have played in developing the international higher education agenda of the UK, relatively little is known at government level about the international contribution of modern universities across the full range of these universities' business in teaching, research and knowledge transfer. The limited recognition of the international role played by these universities significantly undervalues the UK's position in global markets and global policy arenas and represents a missed opportunity, for example, in building alliances and relationships with emerging economies and developing countries.

More generally, government engagement with the international higher education agenda in England is currently fragmented – and even contradictory – and there is no coherent international strategy or accessible and comprehensive source of intelligence about universities' international activities. This situation applies particularly to England since the devolved administrations in Scotland and Wales have already moved to create national strategies for internationalisation.

This fragmented approach could damage key policy objectives and undermine the reputation of UK higher education overseas. One current example of conflicting policy agendas relates to the proposed changes by UKBA to immigration policy and visa regulations to restrict non-EU Tier 4 student visas and employment visas for skilled migrants. The proposed immigration changes also risk damaging the long-term competitiveness of the United Kingdom. Many undergraduate and postgraduate students first come to the UK to study at sub-degree level on foundation and English language programmes in the UK, many of which are operated by private colleges in partnership with UK universities. The proposed changes will also impact on the recruitment of skilled staff to UK universities and make the universities less attractive to non-EU students if there are limited opportunities to work in the UK after studying. This has the potential to seriously undermine BIS policies focused on growing international student recruitment (and its associated export income) and on developing a skilled workforce that can support economic growth and competitiveness.

“International higher education partnerships play a key role in helping to deliver economic growth and competitiveness”

This lack of national coordination and intelligence means that UK plc is not effectively utilising its international higher education activities to support its economic and wider policy agendas. Other countries view such integration as critical as they develop globally orientated knowledge economies. Effective policy alignment and robust intelligence can support national level international activities such as trade missions and overseas visits, and ensure that the UK can respond quickly and effectively to changes in the rapidly evolving global context.

However, the Prime Minister and senior Ministers in the Coalition Government have recognised the importance of the international higher education agenda. The Minister for Universities and Science has actively engaged in international visits and trade missions to countries such as India, China, Russia, Brazil, the USA, Kazakhstan, Jordan and Bahrain which have led to cooperation agreements which pave the way for scientific, commercial and educational collaborations. The Minister has also signalled encouragement for international distance learning initiatives and joint degrees at undergraduate and postgraduate levels to encourage outward student mobility for English students.

The Government should now develop a comprehensive strategy for England that promotes the value of international higher education to the UK based on a full appreciation of the range and scope of the partnerships and collaborations which have been developed by universities across the sector.

Since 2008 modern universities have continued to develop their internationalisation agendas and to broaden, strengthen and deepen their international institutional partnerships. The evidence collected shows that these universities' international partnerships are contributing to social, educational and economic agendas overseas. They are also addressing UK and European policy goals. The universities' research and knowledge transfer activities are in niche areas that include global strategic priorities such as biofuels, water supply, environmental management and public health. Development agendas are also being addressed in Africa and other strategically important parts of the world such as Pakistan, the Middle East, Russia, China and India. The data collected in 2010 show a bias among the universities' international teaching partnerships towards commercially significant subjects such as business, management and computing technologies, but also towards STEM subjects and those linked to new fields with economic potential such as the creative industries. Outward mobility and employability agendas as well as the potential for personal and individual development are also well-served through international partnerships.

The universities represented in this study, and the previous one, are becoming increasingly sophisticated in their approach to internationalisation. This is evident both from the strengthening of their internal systems and leadership and management arrangements, and from their multi-dimensional approach to partnerships. They are seeking links to businesses overseas and supporting the business development needs of UK partners in the region. The universities are also working with a range of types of UK partners (other higher education institutions, local government, research institutes and businesses) to share and leverage resources to build or develop international partnerships.

Such linkages and the opportunity to leverage diverse resources are of particular interest to UKTI agendas. The universities' successes have been built on utilising their own resources and expertise and on successful bidding for pump-priming funding from a number of British Council and other initiatives. The universities have also been successful in accessing overseas funding, particularly from government sources (including the EU), but also from business and charitable sectors.

In summary, this 2010 update suggests that international institutional partnerships of modern universities can and do contribute to UK and European policy agendas in the following ways:

- > These universities' international partnerships bring an economic return to the UK and to UK higher education through consultancy and CPD as well as international student recruitment and their partnerships have specific potential to contribute to economic growth and development at regional levels through collaboration with local communities and businesses;
- > International partnerships provide a more secure means of encouraging outward student mobility for UK students as well as contributing to students' employability; the growth of wider consortia and institutional networks across countries is a development that can further enhance these goals;
- > These UK universities are important partners in building multi-activity strategic cooperation in priority countries and regions, including key trading partners, developing countries and sensitive regions with implications for national security;
- > Research collaborations in applied and niche areas signal the UK's wide-ranging research capacity and provide multiple benefits including access to international research resources and expertise;
- > The growth of multi-dimensional international partnerships has the potential to leverage resources from public and private funding sources in the UK and overseas as well as adding value across teaching, research and knowledge transfer;

"A more coordinated framework would ensure that international institutional partnerships continue to add value, leverage resources and deliver benefits"

- > Many of the universities show a continuing commitment to international development agendas and social goals including widening participation and the tackling of poverty and disadvantage;
- > There is evidence of a stronger emphasis on internationalising the university curriculum to achieve key priorities including educating global citizens, building inter-cultural understanding and enhancing the educational experience of domestic and international students;
- > International partnerships provide an opportunity for capacity building, staff development and the sharing of good practice between the UK and partner institutions as well as opportunities for innovation and development in e-learning and blended learning that are of wider benefit to teaching and learning;
- > The universities have the expertise and infrastructure to offer programmes at multiple award levels from Foundation level to Postgraduate; they have also developed significant expertise in the delivery of trans-national education in diverse modes. These capabilities provide important benefits to countries and regions where demand for higher education outstrips supply;
- > Universities' international partnerships raise the profile of UK higher education internationally and can help to develop stronger and deeper international relationships. The universities in this study offer particular kinds of expertise and capability that can contribute to the UK's international reputation and add value to the economic, social and development priorities of other countries and regions.

Despite this positive picture, concerns also arise from this policy analysis. In the current climate of fiscal austerity in the UK, there is concern both that pump-priming funding will cease to be available from university-specific sources (such as the British Council) and that funding will also dry up from other sources such as Local Government and the soon-to-be-abolished Regional Development Agencies.

Loss of this funding constitutes a risk, firstly because of the value added by every £1 of tax-payers' investment⁴⁴, secondly because of the leverage-potential of funding to release resources for collaboration from other sectors, and thirdly because of the comparative advantage that will be lost to the UK as other countries (such as Germany, the USA and BRIC countries) invest in and realise the value of their higher education institutions' international partnership activities and their potential to deliver economic, social and political benefits.

Just as important as a lack of UK funding is the absence of a coordinated internationalisation policy for UK higher education (and notably England). Instead, there is supportive rhetoric from Ministers without, as yet, a comprehensive and co-ordinated policy framework and strategy. There is also potentially counter-productive policy development from the Home Office and UKBA.

At present, different policy agendas such as doubling the income to the UK from international student recruitment conflict with reducing net migration to the UK where student places are viewed as a potential route to such migration. The potential of modern universities to act in support of national policy agendas is also lost or diminished by a lack of understanding and strategic engagement with what these institutions are achieving through their partnerships and could achieve in terms of building capacity and capability overseas and promoting inter-cultural understanding at home and overseas. What is needed in the UK is a national alliance between higher education institutions and agencies, government departments, the business community and social and cultural agencies to develop a coordinated approach and supportive framework to ensure that international institutional partnerships can continue to add value, leverage resources and deliver benefits to the UK and partner countries.

⁴⁴ Source: informal communication with British Council representative.

Appendix 1

International students at HEIs affiliated to million+

Institution	HE Students			Non-UK HE Students			% Ratio of Non-EU Course Fees to Total Income	
	Total	UK	Non-UK	Non-UK (%)	EU (%)	Africa (%)		Asia (%)
The University of Abertay Dundee	4,050	3,135	915	23%	63%	6%	26%	6.43
Anglia Ruskin University	19,835	17,250	2,585	13%	52%	9%	27%	3.54
Bath Spa University	8,160	7,945	215	3%	40%	7%	30%	1.99
The University of Bedfordshire	17,280	12,115	5,165	30%	31%	9%	55%	19.93
Birmingham City University	24,355	22,195	2,160	9%	22%	15%	58%	7.39
The University of Bolton	8,170	7,475	695	9%	29%	35%	26%	9.12
Buckinghamshire New University	9,460	8,165	1,295	14%	48%	17%	27%	2.94
The University of Central Lancashire (UCLan)	28,130	24,760	3,370	12%	21%	3%	54%	7.2
Coventry University	20,120	15,995	4,125	21%	31%	21%	38%	13.53
The University of Derby	17,035	15,385	1,650	10%	47%	16%	20%	5.23
The University of East London (UEL)	26,315	21,590	4,725	18%	21%	17%	48%	19.69
The University of Greenwich	13,650	10,425	3,225	24%	54%	5%	35%	10.83
Kingston University	26,120	20,565	5,555	21%	17%	21%	53%	15.83
Leeds Metropolitan University	25,790	21,495	4,295	17%	34%	8%	37%	10.89
London Metropolitan University	27,795	25,790	2,005	7%	34%	11%	33%	5.13
London South Bank University (LSBU)	26,380	20,570	5,810	22%	39%	12%	31%	14.73
Middlesex University	24,005	21,050	2,955	12%	37%	15%	36%	8.05
Edinburgh Napier University	21,345	16,540	4,805	23%	30%	10%	48%	16.02
The University of Northampton	12,680	11,515	1,165	9%	17%	14%	63%	5.69
Roehampton University	8,910	8,045	865	10%	34%	14%	24%	4.46
Southampton Solent University	11,750	9,930	1,820	15%	44%	15%	20%	7.07
Staffordshire University	16,995	15,040	1,955	12%	20%	7%	65%	5.71
The University of Sunderland	20,035	16,200	3,835	19%	19%	13%	59%	19.61
The University of Teesside	26,975	24,675	2,300	9%	26%	20%	35%	6.11
Thames Valley University (TVU)	17,110	14,260	2,850	17%	44%	12%	36%	6.6
The University of the West of Scotland (UWS)	17,895	16,970	925	5%	40%	7%	48%	2.47
The University of Wolverhampton	21,770	18,645	3,125	14%	40%	19%	35%	4.48
All	502,115	427,725	74,390	15%	32%	13%	42%	

Source: Higher Education Statistics Agency (2008/09 data)

Appendix 2

Number of students enrolled on million+ affiliated HEIs International Teaching Partnerships

Institution	Location		Level		Type				Total
	EU	Non-EU	PG	UG/FE	O/S Campus	Collaborative Provision	Distance or Flexible Learning	O/S partner	
The University of Abertay Dundee	-	705	10	695	-	705	-	-	705
Anglia Ruskin University	35	2,190	140	2,090	-	-	-	2,225	2,225
Bath Spa University	-	-	-	-	-	-	-	-	-
The University of Bedfordshire	-	2,270	405	1,865	-	1,865	405	-	2,270
Birmingham City University	10	240	70	180	-	180	70	-	250
The University of Bolton	45	1,970	490	1,510	-	2,010	5	-	2,015
Buckinghamshire New University	50	10	60	-	-	50	10	-	60
The University of Central Lancashire (UCLan)	390	3,390	110	3,670	-	3,780	-	-	3,780
Coventry University	25	70	95	-	-	-	70	25	95*
The University of Derby	500	2,450	470	2,475	-	2,645	305	-	2,950
The University of East London (UEL)	210	3,415	440	3,185	-	3,400	220	-	3,620
Edinburgh Napier University	20	2,220	415	1,825	-	2,155	85	-	2,240
The University of Greenwich	450	5,770	1,255	4,965	-	4,870	1,355	-	6,225
Kingston University	1,305	385	1,070	615	-	1,690	-	-	1,690
Leeds Metropolitan University	20	1,135	250	905	-	1,155	-	-	1,155
London Metropolitan University	1,345	1,905	555	2,700	-	3,100	150	-	3,250
London South Bank University (LSBU)	70	40	25	90	-	110	-	-	110*
Middlesex University	4,145	4,085	640	7,595	855	7,380	-	-	8,235
The University of Northampton	35	90	90	35	-	-	125	-	125
Roehampton University	210	95	295	5	-	285	15	-	300
Southampton Solent University	-	-	-	-	-	-	-	-	-
Staffordshire University	290	4,735	1,145	3,885	-	4,635	390	-	5,025
The University of Sunderland	970	4,740	785	4,925	-	-	485	5,225	5,710
The University of Teesside	895	530	170	1,260	-	-	-	1,425	1,425
Thames Valley University (TVU)	-	325	-	325	-	250	80	-	330
The University of the West of Scotland (UWS)	215	65	210	65	-	210	70	-	280
The University of Wolverhampton	10	570	15	565	-	500	85	-	585
All	11,250	43,410	9,220	45,420	855	40,970	3,940	8,900	54,665
% by category	21%	79%	17%	83%	2%	75%	7%	16%	

Source: HESA 2008/09 HE students studying wholly outside the UK

* Likely to be an underestimate based on desk research

Appendix 3

million+ affiliated HEIs' Research, Grants and Contracts Income from non-UK sources (£)

Institution	EU				Non-EU			Total (EU & Non-EU)	% Ratio of EU research grants & contracts to total income
	Gov. Bodies	Charities	Industry, Commerce, Public Corps	Other	Charities	Industry, Commerce, Public Corps	Other		
The University of Abertay Dundee	27,000	-	-	-	-	-	3,000	30,000	0.07
Anglia Ruskin University	44,000	-	-	8,000	-	-	14,000	66,000	0.03
Bath Spa University	-	-	-	-	-	-	-	-	0
The University of Bedfordshire	858,000	-	-	1,000	-	-	-	859,000	0.82
Birmingham City University	240,000	29,000	-	96,000	-	-	-	365,000	0.23
The University of Bolton	372,000	-	-	-	-	-	-	372,000	0.79
Buckinghamshire New University	15,000	-	-	18,000	-	-	13,000	46,000	0.06
The University of Central Lancashire (UCLan)	1,267,000	-	7,000	2,000	-	60,000	8,000	1,344,000	0.68
Coventry University	837,000	-	-	640,000	-	-	14,000	1,491,000	0.95
The University of Derby	-	6,000	-	-	-	-	-	6,000	0.01
The University of East London (UEL)	38,000	-	-	36,000	-	-	20,000	94,000	0.05
Edinburgh Napier University	1,224,000	1,000	95,000	10,000	-	4,000	46,000	1,380,000	1.32
The University of Greenwich	792,000	-	-7,000	94,000	1,918,000	34,000	1,046,000	3,877,000	0.51
Kingston University	530,000	-	23,000	24,000	9,000	66,000	36,000	688,000	0.3
Leeds Metropolitan University	26,000	-	37,000	4,000	-	-	-	67,000	0.04
London Metropolitan University	1,339,000	-	-	148,000	-	-	93,000	1,580,000	0.94
London South Bank University (LSBU)	543,000	-	-	36,000	-	-	-7,000	572,000	0.42
Middlesex University	1,189,000	-	-	142,000	-	-	-	1,331,000	0.83
The University of Northampton	16,000	-	-	-	-	-	35,000	51,000	0.02
Roehampton University	15,000	-	-	170,000	1,000	-	7,000	193,000	0.28
Southampton Solent University	-	-	-	8,000	-	-	1,000	9,000	0.01
Staffordshire University	8,000	-	1,000	3,000	-	-	-	12,000	0.01
The University of Sunderland	394,000	-	-	210,000	-	-	1,000	605,000	0.54
The University of Teesside	2,571,000	-	-	-	-	-	15,000	2,586,000	1.91
Thames Valley University (TVU)	-	-	-	-	-	-	-	-	0
The University of the West of Scotland (UWS)	231,000	-	3,000	-	-	2,000	2,000	238,000	0.26
The University of Wolverhampton	557,000	-	-	110,000	-	81,000	-	748,000	0.44
All	13,133,000	36,000	159,000	1,760,000	1,928,000	247,000	1,347,000	18,610,000	

Source: HESA 2008/09 Finance Return



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