TNE Data Collection and Management

Phase One- Review of existing TNE data collection systems

Phase Two- Pilot-testing Common TNE Framework and develop TNE Data Template with IAWG

Phase Three- Consultation with policy makers on Framework and Template. Develop Guidelines for TNE Data Collection and Management. Engage OECD and UNESCO.

TNE overview

- Massive growth in TNE programmes
- Increased role in contributing to host countries' national priorities
- Trend towards more 'partnership-led' models
- More research-led universities engaging in TNE
- Developments in host countries are having an impact
- TNE increasingly being seen as a significant priority institutionally, and part of internationalisation strategies

Why is TNE data collection important for sending countries like the UK or Germany?

- The assist and maintain the quality assurance of TNE
- To inform national policy developments
- To understanding the economic impacts (UK)
- To better understand TNE as a pathway (UK)
- To improve the student experience

Without reliable data the full benefits and potential impact of TNE cannot be judged; and the UK and Germany, as two of the world's current leading providers of TNE, needs to remain at the vanguard of evidence based internationalisation

Background to the project

A short summary of British Council /DAAD research

A Stakeholder perspective

Drawing on five major studies conducted by the British Council in partnership with DAAD and others which have provided us with a fascinating insight into the value and uniqueness of TNE programmes when compared to other study options

- Portrait of a TNE Student (2012),

- Shape of things to come 2: the evolution of TNE (2013)

- Impacts of TNE on host countries, in partnership with DAAD (2014)

- TNE data collection systems: Awareness, Analysis, Action (with DAAD 2015)

- TNE Graduate Employment study: An analysis of Graduate Employment Trends in Malaysia (Cheung et.al. 2015)

Taking a 'host country' perspective

- The development of TNE programmes has accelerated in recent years and in some countries (e.g. Malaysia, UAE) TNE is a significant part of the local education system.

- In many other countries TNE is now a small but significant alternative to traditional international mobility or domestic higher education for local students.

- TNE can account for a large share of HE provision –

  15% in Hong Kong & Malaysia,

  20% in Botswana,

  40% in Mauritius

Key findings across all studies

- career development is the main motivation for TNE students

- Students see studying a TNE programme as a way to improve their professional skills and thereby improve their career prospects.

- Students also believe that employers value highly the skills developed as a result of studying a TNE programme.

- Lack of comparable data across countries

Shape of Things to Come 2

- Regulatory framework essential

- Data poor, TNE is evolving, complex (and often unique to host country environment)

- Case studies show that impacts of TNE tend to match national policy rationales

Findings from TNE Impact study (summary)

Skills enhanced by TNE

TNE students' view:

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

Other survey groups' view

International outlook

English language

Cross cultural understanding

Academic impacts predominate at the 'National Level' via

- Increased access to HE for local students
- Improving overall quality of HE in host country

Socio-cultural impacts:

- importance of English language and intercultural competence.

Outlook for TNE – benefits outweigh the risks

- In host countries, all stakeholders were generally optimistic
- The number of programmes and capacity of existing programmes is expected by all stakeholder groups to expand in the medium term
- TNE looks well placed to assist in development of local knowledge economies and could lead to more collaborative research output
- Overall the positive attributes and impacts of TNE were perceived to be significant, with negative attributes or consequences not significant
- On current trends two-thirds of UK HE international students will be on TNE programmes within the next 5 years

TNE is evolving

- Two decades ago there were concerns about quality

- Today TNE is much more likely to be a positive choice made on the basis of a perception that the quality of TNE has improved significantly in the last decade. TNE is now seen in many countries as high quality, on a par with local provision. Recognition by employers and the skills which TNE programmes confer have contributed to this trend.

- Given this acceptance that TNE is a worthwhile and positive choice, students are most concerned with the quality and recognition of the degree itself, and to experience different teaching methods and new ways of learning.

TNE data collection and management –
a multi-phase, multi-year project

Phase One- Review of existing TNE data collection systems in 10 host and 3 sending countries

Phase Two- Pilot-testing Common TNE Framework and develop TNE Data Template with IAWG

Phase Three- Consultation with policy makers on Framework and Template. Develop Guidelines for TNE Data Collection and Management. Engage OECD and UNESCO.

Phase 1: TNE data collection systems – awareness, analysis, action

examined the TNE data collection systems in host and sending countries

- very few host countries had robust data on TNE provision even though it represented an important part of the higher education system.

- the myriad of different terms being used to describe the same TNE activity and conversely, the same term used to describe diverse TNE modes

TNE data collection systems – awareness, analysis, action

- it is encouraging to see the extent to which the more active systems have incorporated TNE data into their higher education planning, policy development and strategies

- In these countries, TNE data collection is informing policy around access, quality assurance and recognition, this reinforces the role of TNE in building capacity in local systems.

- This permits deep analysis of whether TNE increases access to higher education

Phase 2

British Council and German Academic Exchange Service (DAAD)

TNE Data Collection and Management Pilot Testing Phase

Common TNE Classification Framework and TNE Data Collection Template

- A Work in Progress -

Phase 2 activities

Developing a comprehensive set of TNE Data Collection and Management Guidelines - the *Common TNE Classification Framework* and the *TNE Data Collection Template*.

They will support TNE active countries to gather relevant data for the development of appropriate policies and regulations and help with overall higher education enrolment planning.

An International Advisory Group of both host and sending countries have piloted-tested, consulted with local stakeholders, and provided invaluable advice on the development of the TNE Framework and Template.

International Advisory Working Group

Hosts	Sending
Botswana	UK
Egypt	Germany
Mauritius	Australia
Mexico	
Thailand	
Turkey	
Vietnam	

Plus OECD Paris

Current Status of TNE Data collection

National level – host countries

-Surveys (ad-hoc / annual)

-Collected as private HE data (integrated system)

-Dedicated system (importance of legislation)

-Licensing / regulatory body – focus on prog level info

National level – sending countries

-Most doing surprisingly little

-Australia and UK the most advanced

-Data are student focussed

International

-UNESCO – a different perspective on who collects the data

-OECD – Cross border guidelines don't mention TNE data, yet!

-British Council – DAAD collaboration

So far we have examined TNE:

2013- Review of TNE policies in 25 countries

2014- Review of impact of TNE in 10 countries

2015- Review of TNE Data Collection systems in 13
TNE active countries- host and sending

2016- Review of all TNE academic research 2000-2015

What is the common and key finding?

TNE Terminology Chaos

Over 40 different terms used to describe TNE modes
4 generic terms- crossborder education, off-shore, TNE, borderless

Different terms to describe **same** mode
Same term to describe many **different** modes

Result?
Jeopardizes cross-country comparison of TNE policies, programs and data
Limits reliability of international trend analysis on TNE

Evolution of Common TNE Classification Framework

- **What does it mean?**

- **Common** -to both host and sending countries
- **TNE** -program and HEI/provider mobility
- **Classification** -major categories of TNE modes
- **Framework** -analytical frame of logic

- Piloting phase and IAWG

Questions guiding classification categories

- **Who awards the qualification**
- **Who is responsible for curriculum design**
- **Who is responsible for external QA**
- **Who has academic oversight**
- **Who designs and delivers the curriculum**

- 2 major categories: Collaborative vs Independent
- 4 sub-categories:

TNE Framework- a work in progress

Collaborative TNE Provision

Independent TNE Provision

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1. Partnership Programs

Terms: twinning, joint/double degree, conjoint,

2. Joint Universities

Terms: binational, co-developed, co-founded

3. Franchise Programs

Terms: import/export, validation

4. Int'l Branch Campus

Terms: satellite, int'l private HEIs

Challenges in developing framework

1. Detailed enough to have clear distinctions between four modes/ catagories

2. Broad enough to apply to different academic, legal and cultural contexts of host and sending countries

3. How to handle distance education

4. Direct alignment with TNE basic data template

Users of the Framework

- Higher Education Institutions

- National HE Govt Depts and Agencies

- TNE licensing bodies

- Quality Assurance Organizations

- HE Data Collection agencies

- HE and professional groups

- OECD/UNESCO Crossborder Higher Education Guidelines

- UNESCO, OECD and EUROSTAT (UOE) database

Uses for the data

- Institutional TNE policies and guidelines

- TNE licensing arrangements in host country

- Higher Ed enrolment planning in host county

- National TNE policies and regulations

- QA policies and oversight for TNE

- International trend analysis

Template overview

- Focus on host countries, at an early stage of collecting data
- local public, local private, foreign owned institutions
- Flexible to be integrated with existing HE system or standalone

Structure of the template
- Excel based, but easy to adapt
-Part A for Data collection agency
-Part B for HEIs (one template for all HEI types)

Challenges in collecting data

1. Poor administration/coordination and lack of expertise in data collection agencies
2. Use of out-dated or poorly structured data collection templates with little facility to sense check or ensure comparability of data provided
3. Lack of resources and commitment in HEIs, resulting in late/non provision of data and poor quality of data provided
4. Coherent strategic approach at national policy level, including well developed regulatory environment, and clarification of rationales, purpose and uses of TNE data
5. Categorisation of TNE - the main challenge for sending and host **countries**

Phase 3 : action plan

1. To *consult with senior policy makers* from HE govt depts., institutions, and organizations (national, regional, international) in order to:

> -raise awareness of TNE data issues
> - get feedback on the Framework and TNE guidelines
> -explore implementation issues and strategies
> -secure commitment to action and

2. To *develop comprehensive Guidelines for TNE Data Collection and Management* which will include final versions of the Framework and Template.

Phase 3 completed consultations

- Accra, Ghana- keynote address and conduct half day workshop at African Network for Internationalization of Education Conference (ANIE)

- Universities Australia and Department of education Australia meetings (October)

- QBBG Group - Invited to present and discuss uses of template and framework

- Malaysia National Policy Dialogue (November)

- OBHE conference, Malaysia

Phase 3 Planned consultations

- Regional Policy dialogue SE Asia (Bangkok, December) deleagtes from Thailand, China, South Korea, Cambodia, Malaysia, New Zealand, Philippines, Hong Kong, Indonesia

- Regional Policy Dialogue Middle east and North Africa (Cairo, January). Countries TBC

- Meeting with OECD Paris, January

- China event TBC, late 2017

Consultation objectives

- To consult on the Common TNE Classification Framework and its potential use for in-country use and cross-country collaboration and comparisons.
- To review the major TNE modes of delivery in countries and assess whether application of the Common TNE Classification Framework is appropriate and feasible.
- To determine how and what TNE data should be collected and how it is most useful to different higher education stakeholders
- To identify key factors and barriers for efficient TNE collection and management.
- To discuss emerging trends issues and challenges

Outcomes so far

We had an excellent turnout, really solid and meaningful engagement and have received considerable feedback, suggestions, constructive criticism, as well as genuine interest and support for our work

- Plenty of discussions on distance and on-line learning
- Definitions of a branch campus
- How the framework and template will be used

Outputs

A report (Going Global May 2017) which will synthesise and present the outputs and findings of phase 3, drawing on the activities and achievements of all three phases of research.

- Report intended as a catalyst for change to encourage implementation / improvement of TNE data collection systems across a range of host, sending, mature and early stage countries.
- engagement with *OECD and UNESCO* about integrating data collection and framework into OECD/UNESCO CBHE guidelines and eventually the UOE higher education data base.