

Life after Brexit: The UK perspective on enhancing student mobility

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UNIVERSITIES UK INTERNATIONAL

REPRESENTING 140 UNIVERSITIES IN ENGLAND, WALES, SCOTLAND AND NORTHERN IRELAND

MISSION: “TO ENABLE UK UNIVERSITIES TO FLOURISH INTERNATIONALLY THROUGH OUR UNIQUE ABILITY TO REPRESENT THEM AND ACT IN THEIR COLLECTIVE INTERESTS.”











AIMS

- **Enable universities to develop and deliver strong international strategies**
- **Influence the UK & international policy and regulatory environment through our ability to represent UK universities**
- **Create diverse opportunities through strategic partnerships**

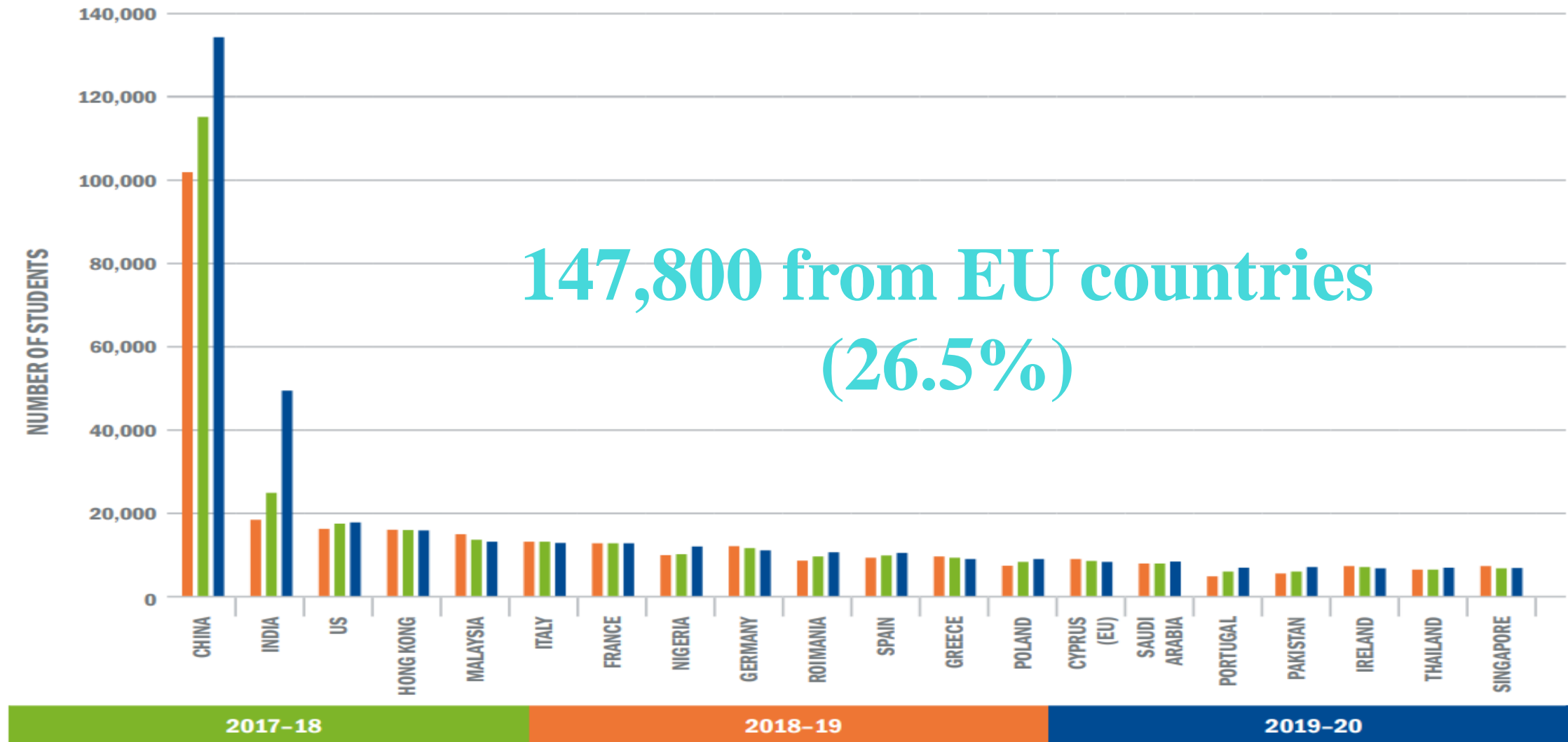
OBJECTIVES

- **Grow international student numbers**
- **Grow UK transnational education**
- **Grow UK Outward Student Mobility**
- **Grow international research collaboration**

TOP 10 GLOBAL STUDY DESTINATIONS, STUDENT NUMBERS AND MARKET SHARES (2018)

RANK	COUNTRY	INTERNATIONAL STUDENTS 2018	% CHANGE 2017-2018	INTERNATIONAL EDUCATION MARKET SHARE 2018
1	 United States	987,313	0.2%	17.7%
2	 United Kingdom	452,079	3.8%	8.1%
3	 Australia	444,514	16.6%	8.0%
4	 Germany	311,738	20.4%	5.6%
5	 Russia	262,416	4.7%	4.7%
6	 France	229,623	-11.1%	4.1%
7	 Canada	224,548	6.9%	4.0%
8	 Japan	182,748	11.2%	3.3%
9	 China	178,271	13.5%	3.2%
10	 Turkey	125,138	15.8%	2.2%

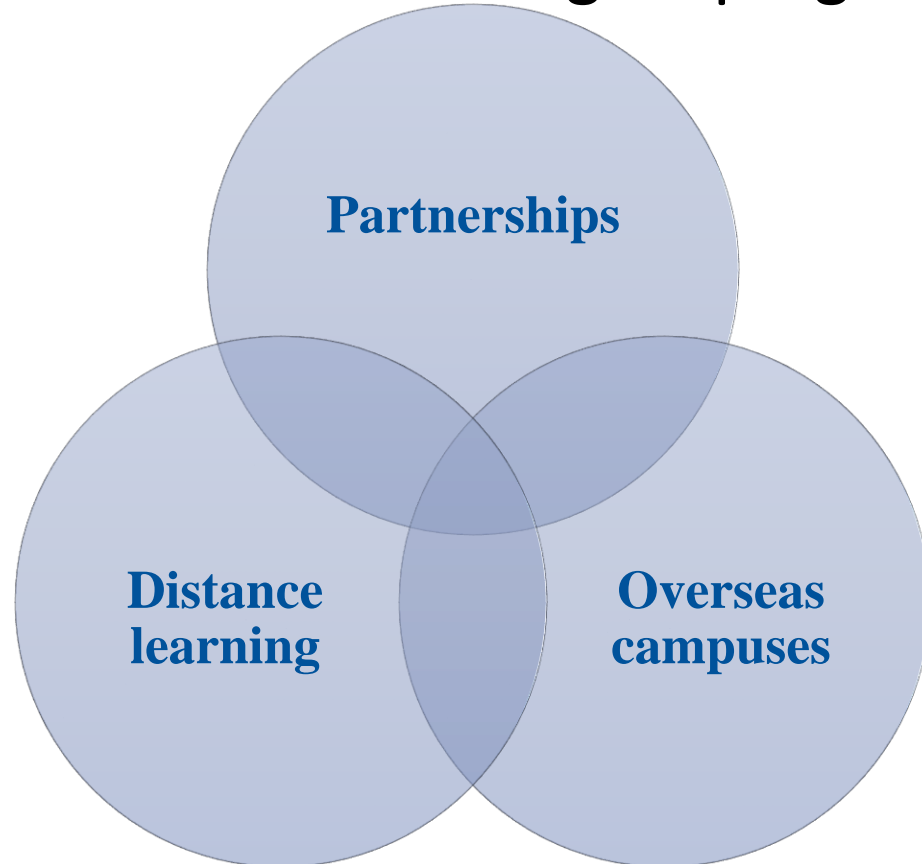
4 Top 20 domiciles of international students in the UK



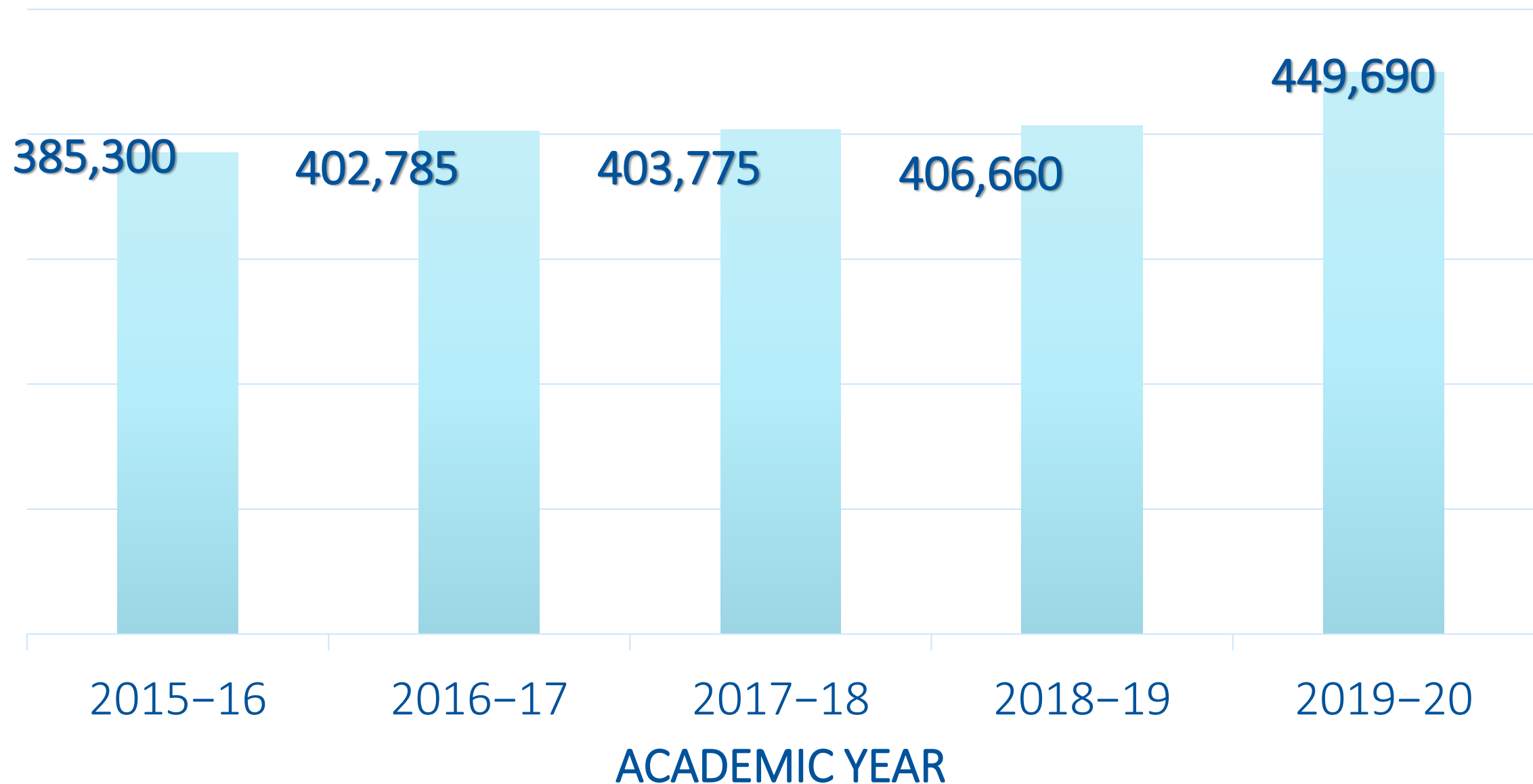
● WHAT IS TRANSNATIONAL EDUCATION?

Transnational education (TNE) refers to study programs or educational services in which the learners are located in a country different from the one where the awarding institution is based (UNESCO/Council of Europe 2001).

UK HE TNE refers to UK degree programmes delivered outside of the UK.



UK HE TNE STUDENT NUMBERS, 2015-16 TO 2019-20

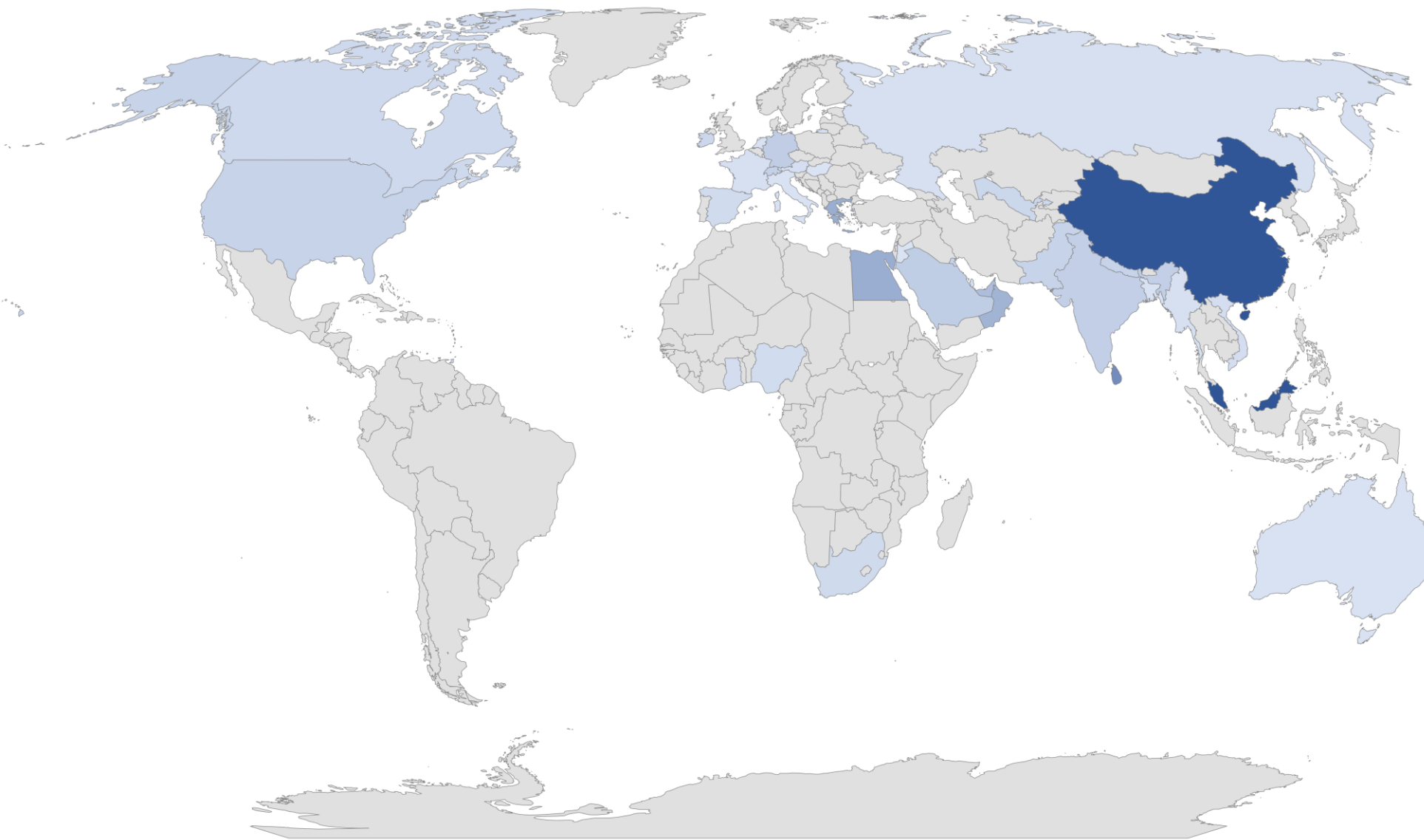


*Excludes Oxford Brookes

TOP HOST COUNTRIES OF UK TNE STUDENTS, 2019-20



Headcount of TNE students 2019–20
2,000 49,160



TOP 20 COUNTRIES AND TERRITORIES FOR UK HE TNE STUDENTS, 2019-20

RANK	COUNTRY OR TERRITORY	STUDENT NUMBERS	% CHANGE FROM 2018-19
1	Malaysia	49,160	2.1
2	China	48,700	16.3
3	Sri Lanka	30,755	21.8
4	Singapore	27,700	-2.7
5	Hong Kong	22,400	5.7
6	Greece	19,590	13.2
7	Egypt	19,590	-2.6
8	Oman	17,680	1.9
9	UAE	14,530	8.0
10	Cyprus	11,340	-1.4
11	Germany	9,190	34.6
12	Saudi Arabia	9,045	16.7
13	India	8,485	1.5
14	Switzerland	7,990	26.9
15	Kuwait	7,360	15.0
16	Pakistan	7,310	21.5
17	United States	7,305	15.1
18	Nepal	7,230	42.4
19	Uzbekistan	6,105	9.5
20	Ireland	5,920	13.1

TNE IN THE EUROPEAN UNION

UK HE TNE was
delivered in

32

EU countries and
territories in 2019–20

The EU hosted

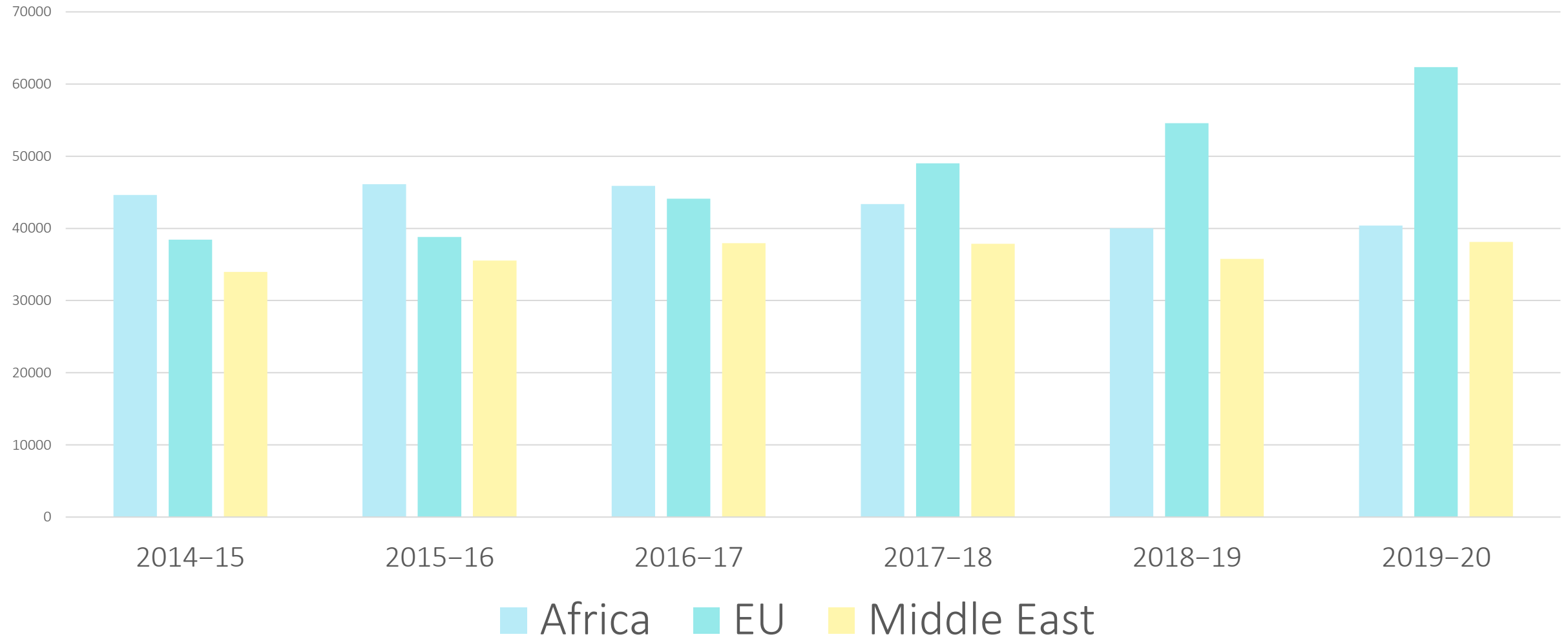
74,455

UK HE TNE students in
2019–20



THE RISE OF TNE IN THE EU

TNE Student Numbers (excluding three largest online providers)





BREXIT AND TNE IN THE EU

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Is transnational education (TNE) in the EU the answer to Brexit?

1 October 2018

International



How can we ensure our partnerships and connections with Universities in the EU are not affected by Brexit? Is it possible that our current efforts could temporarily sooth Brexit turbulence and help sustain us post-Brexit?

Our team

News

Shorter mobility programmes break down barriers to participation and deliver impact, finds new report
24 June 2021
A new report by UUKG: 'Short-term mobility: long-term impact' has found that mobility programmes of just a few weeks can provide tangible outcomes for students.

Exploring the Other - My short-term mobility experience
22 June 2021
Rachel Saunders, PhD
Candidate at the University of Nottingham describes how going abroad for a short period helped her broaden her horizons and begin her career.

2018 -2020 BREXIT UNCERTAINTY: UK UNIVERSITIES STEP UP TNE OPERATIONS IN THE EU

- LANCASTER CAMPUS LEIPZIG
- COVENTRY CAMPUS WROCLAW
- YORK, GLASGOW, OXFORD, CAMBRIDGE, IMPERIAL AND WARWICK ANNOUNCE STRATEGIC PARTNERSHIPS IN EUROPE



BREXIT AND TNE IN THE EU

2020 TRANSITION PERIOD ENDS

Freedom of movement of people
Freedom of movement of services
Freedom of establishment

- **LISBON CONVENTION UNAFFECTED**
- **MUTUAL RECOGNITION OF PROFESSIONAL QUALIFICATIONS ENDS**
- **DOMESTIC REGULATIONS KICK IN**

Universities UK International UK Science & Innovation Network

TRANSNATIONAL EDUCATION

Freedom of establishment and freedom of movement have ended →
Impact on of the deal on existing and future UK TNE provision

Blanket reservations	Specific reservations
Austria	Czech Republic
Bulgaria	Slovakia
Cyprus	Slovenia
Finland	Sweden
Malta	
Romania	

www.international.ac.uk info@international.ac.uk @UUKIntl

25:44 / 1:00:24

● RECOGNITION ISSUES

Greece

Recognition of professional qualifications (in so-called “harmonised professions” such as GPs, nurses, midwives, dentists, pharmacists, veterinaries and architects)

Germany

Recognition of academic qualifications issued in partnership between UK and Austrian Institutions (DBA considered Berufsdoktorat not compliant with research thesis requirement)

● UUK and EC guidance + info

Sources of information:

1. UK-EU Trade and Cooperation Agreement: implications for universities
2. Changes for EU and EEA students
3. EU-UK RELATIONS: A new relationship, with big changes
4. EU-UK Trade and Cooperation Agreement

Webinars

EU-UK future relationship
webinar

Immigration rules in the
UK from 1 January
onwards: What
universities and students
need to know

Erasmus+ and preparing
for the end of the
transition period



QAA
Global



External and International Quality Assurance and Enhancement

Dr Alison Felce

Accreditation, Partnerships and Policy Manager – QAA Global

Enhancing student mobility across educational boundaries through recognition
26th November 2021



QAA
Global



Overview

- QAA for UK Higher Education
- Quality Assurance in UK higher education
 - Requirements and reference points
 - Advice and guidance
- Transnational education

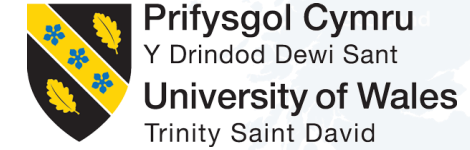
What is QAA?

- The UK's independent, not for profit, quality body - trusted and recognised by governments in all four nations of the UK
- The body recognised to assess standards and quality of UK Universities with statutory status as 'Designated Quality Body' in England
- Commissioned by the representative bodies of the UK higher education sector to enhance UK TNE quality for next 5 years
- Fully compliant with all European Standards and Guidelines (ESG)

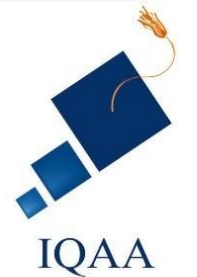
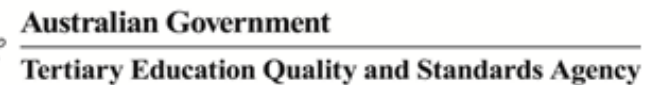
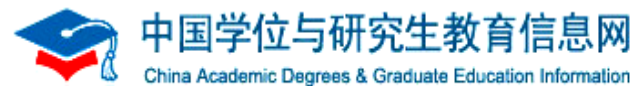


What is QAA?

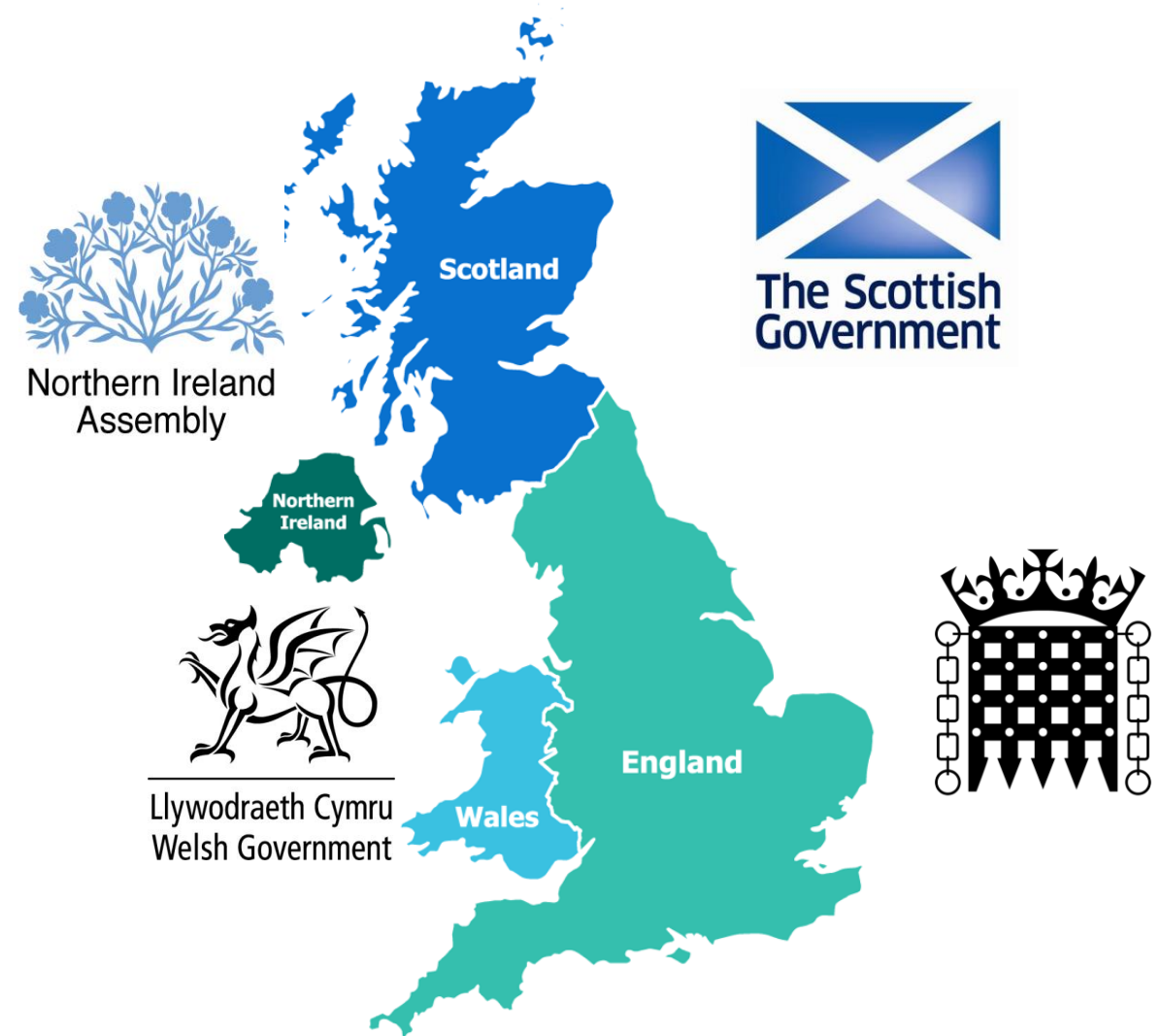
280+ UK Members



20+ International Partners and Memberships



Quality Assurance & Quality Enhancement



Interconnected systems of quality

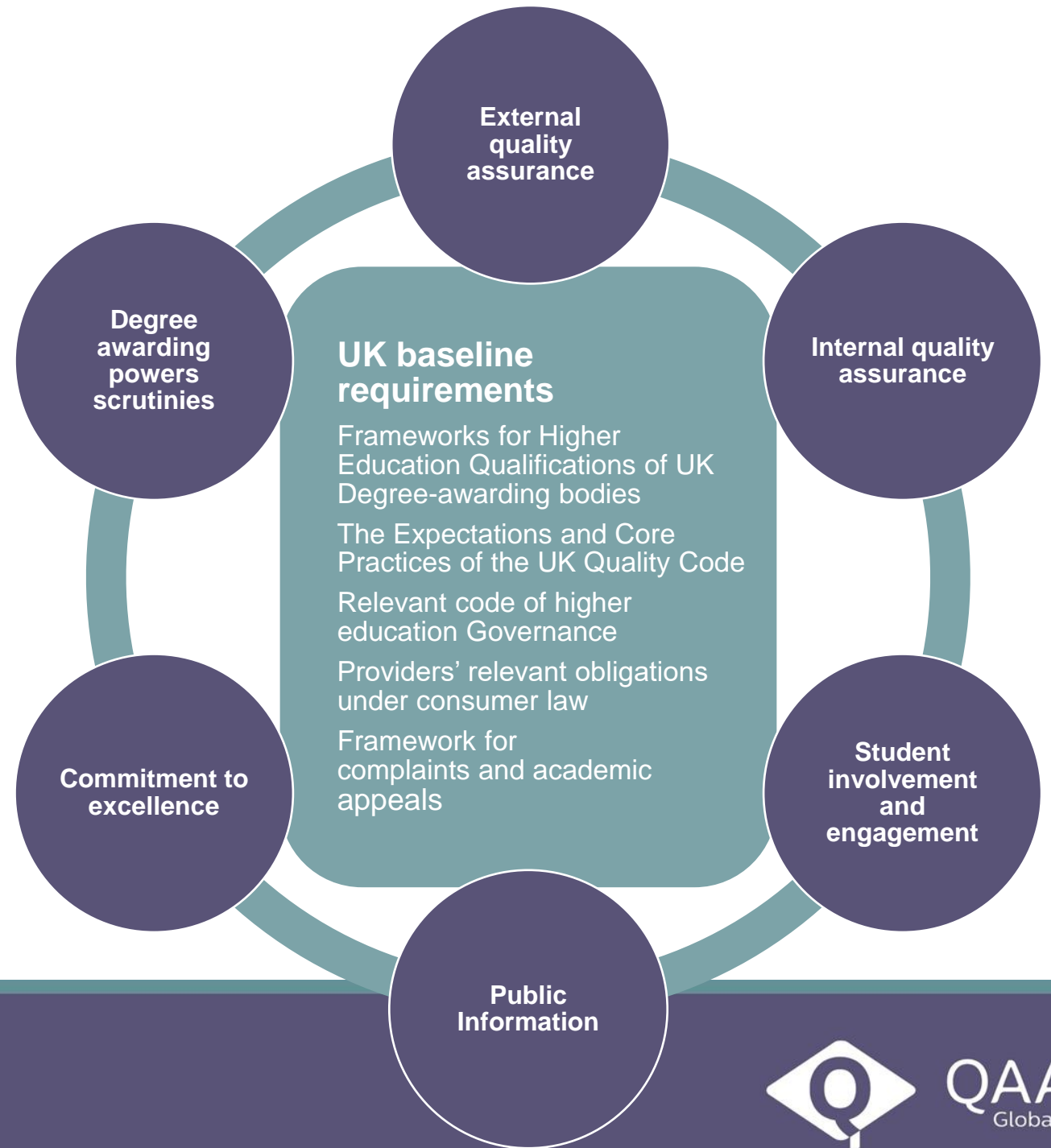
Key values:

- a commitment to excellence
- internal quality assurance procedures
- external quality assurance arrangements when required
- student involvement and engagement
- public information (on provision, quality, learning and teaching arrangements)
- scrutiny of powers to award degrees.

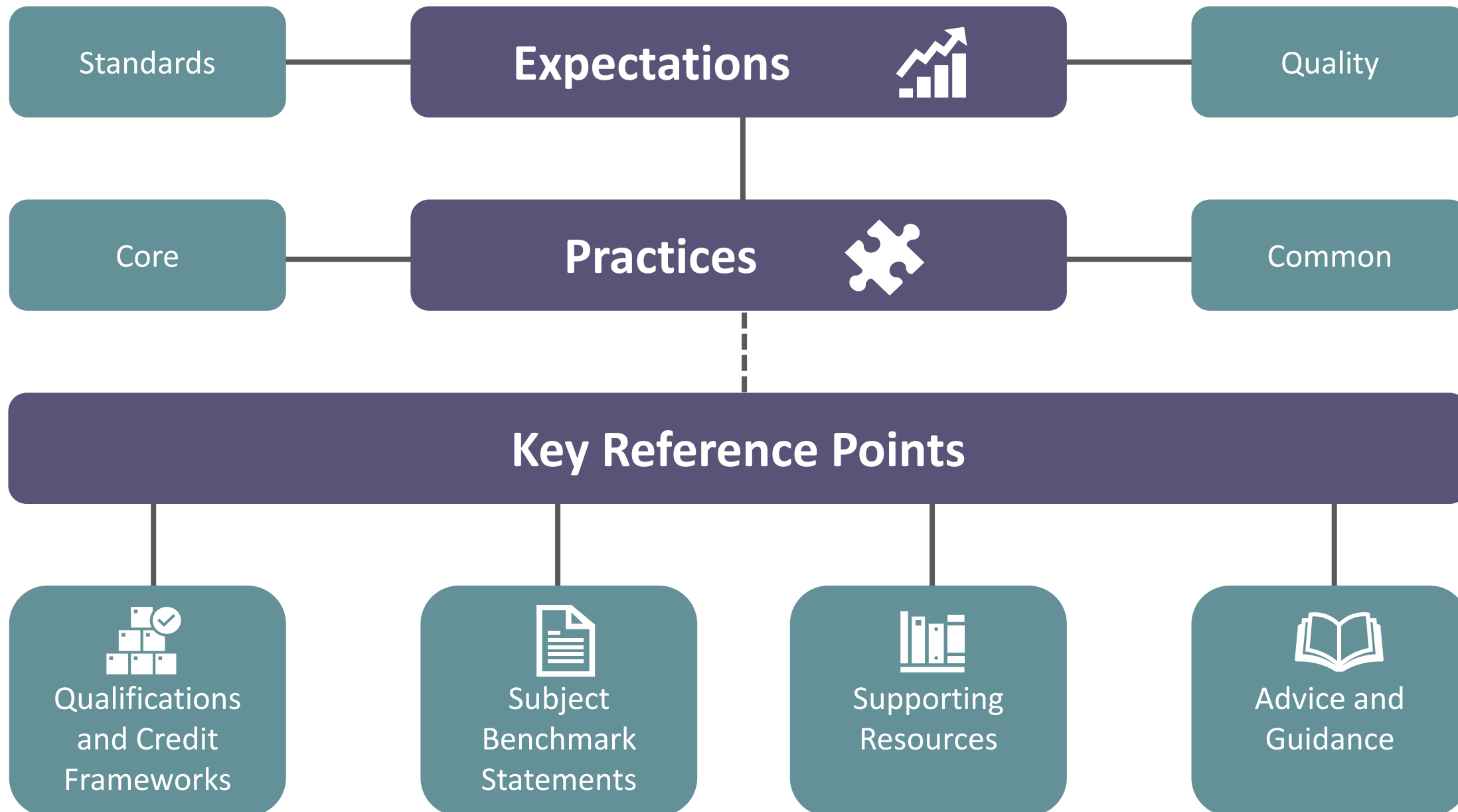


Interconnected systems of quality

- Integrated
- Interconnected
- Coherent
- Student-centred
- Internationally respected
- Effective
- Responsive



The Quality Code for UK Higher Education





EXPECTATIONS FOR STANDARDS

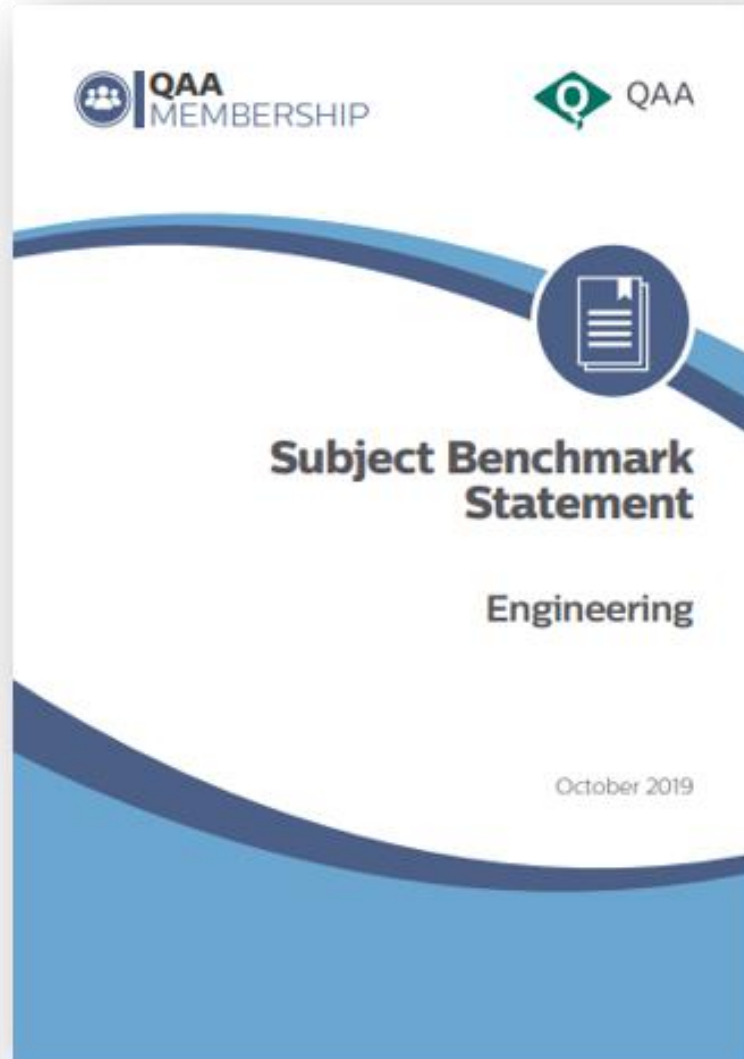
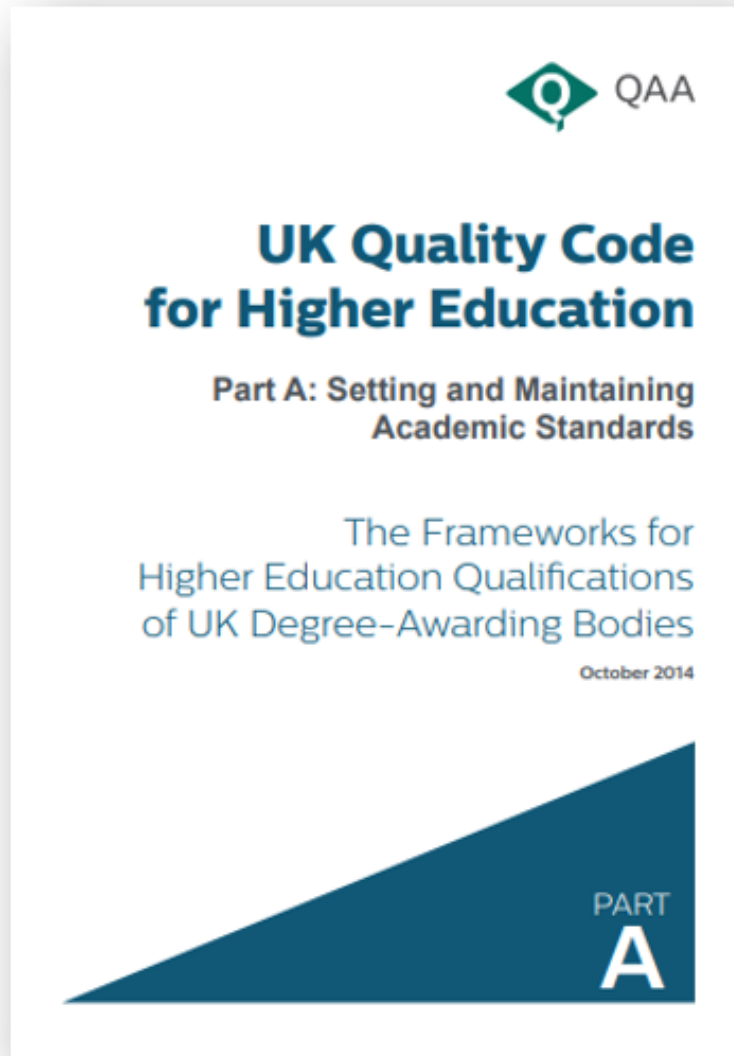
- The academic standards of courses meet the requirements of the relevant national qualifications framework
- The value of qualifications awarded to students at the point of qualifications and over time is in line with sector-recognised standards



EXPECTATIONS FOR QUALITY

- Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed
- From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education

Reference Points and Advice and Guidance



Branch Campus

Collaborative Arrangements

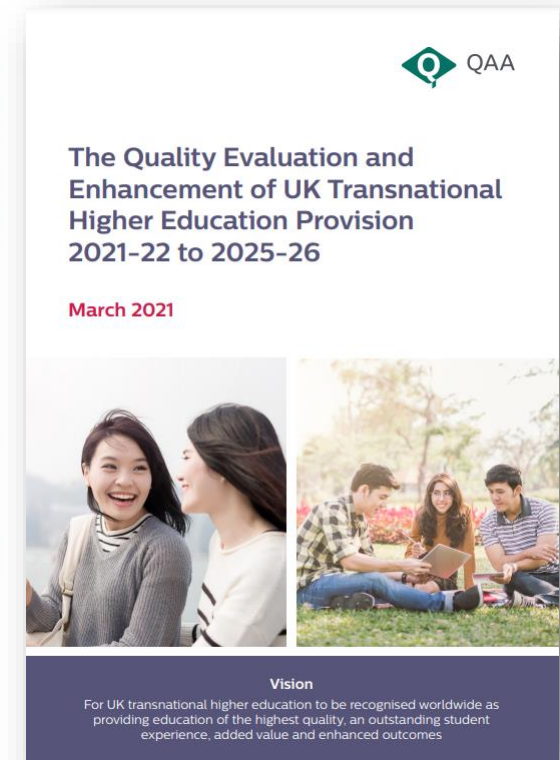
- Franchising
- Validation

Flexible and distributed learning

QAA's: Transnational Higher Education Review

Assumes that UK IQA and EQA work effectively to assure quality and standards

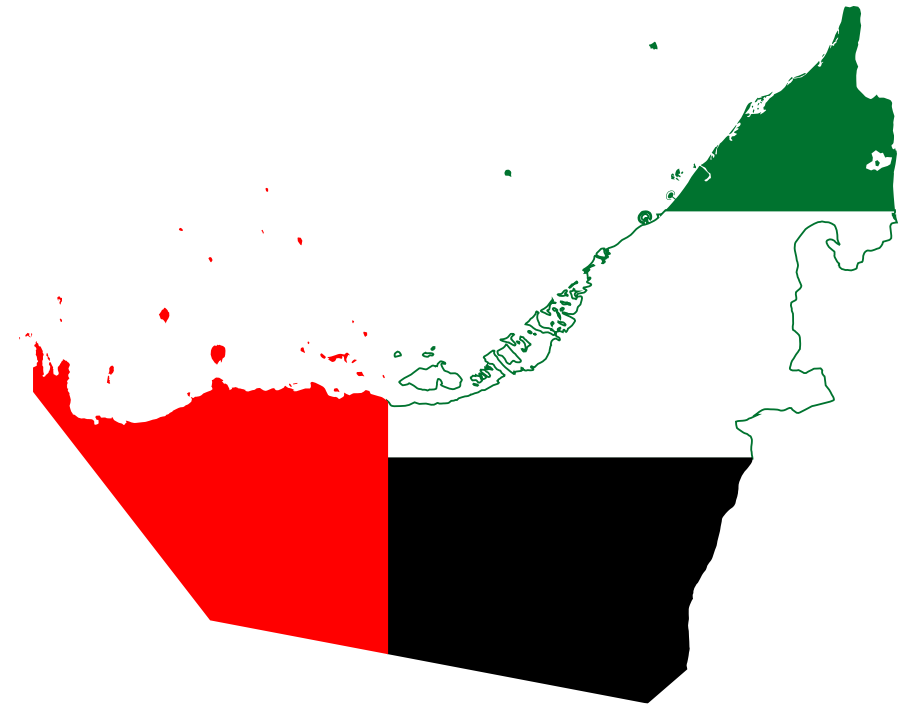
“The starting point ... is that providers' internal, and national external, quality assurance processes test the effectiveness with which a provider is meeting the Expectations of the UK Quality Code for Higher Education - that these processes are robust and retesting is not necessary.”





QAA
Global

UK TNE Reviews in 2021-22





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Thank you



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International Quality Review

- International accreditation by QAA
- An independent peer review
- Benchmarked against the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)
- Drives improvement and excellence

www.qaa.ac.uk/iqr



Staffordshire University Case Study

International Conference on Recognition
November 2021



THE
CONNECTED
UNIVERSITY

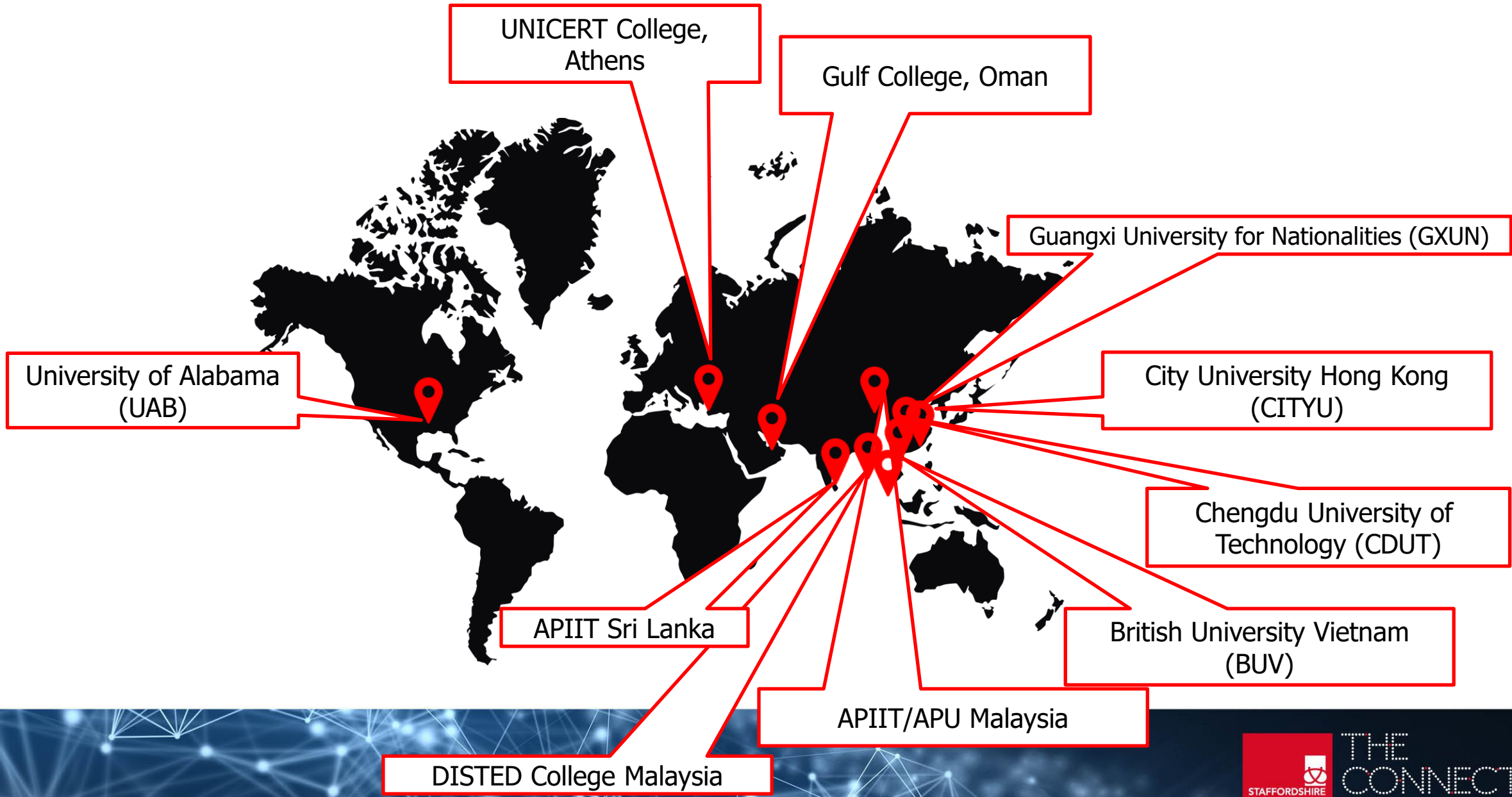
Applications from international applicants

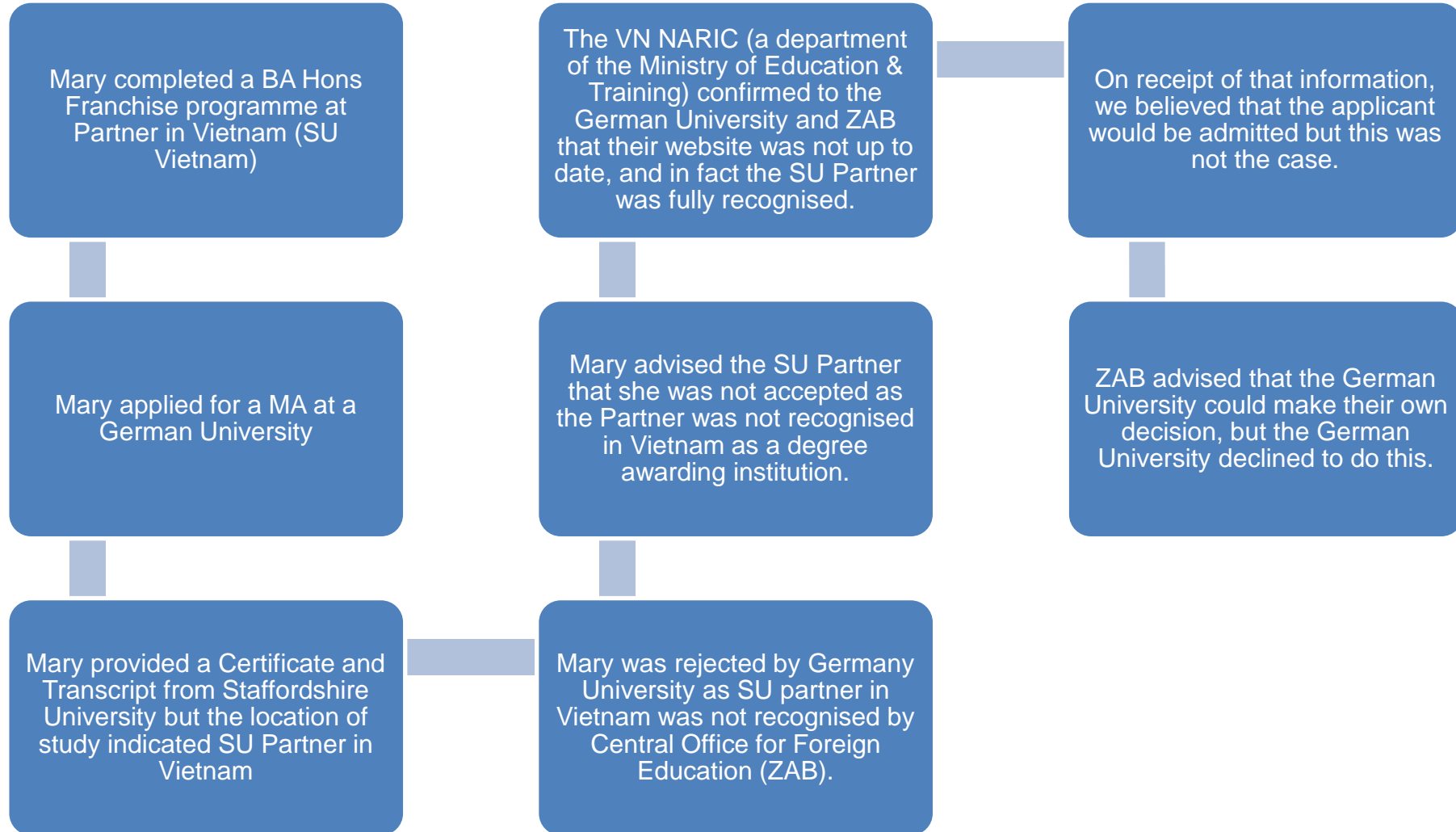
- Standard processes applied



Recognition of Staffordshire University qualifications when delivered in partnership

International Partners 2021/22





The detail...

- SU contacted the British Council for advice
 - their understanding of the Lisbon Treaty was that a degree awarded by a recognised UK University would be recognised
- SU and SU Partner contacted ZAB and German University Admissions Dept to offer support and explanation to understand the franchise relationship and verify the awarding by a UK University.
 - ZAB and German University referred to each other regarding the potential to change the decision
- SU Partner Vice Chancellor contacted SU Vice Chancellor (VC) with concerns over individual student and reputational damage.
- SU VC attempted to contact VC at German University – no response received.
- A significant amount of time and effort put in to support Mary's application.
- Mary decided to apply to a prestigious UK University where the qualification was recognised.

Implications & Concerns

- Specific series of events, dynamic situation, mistakes made and rectified but limited flexibility from receiving institution.
- Reputational damage for SU, SU Partner and UK education per se.
- Impact on recruitment to partnership arrangements.
- Loss of confidence of recognition of a UK award delivered through a partner.
- In this case the partner did have awarding powers but the franchise model doesn't assume this:-
 - next time a student from this SU Partner would be able to be considered by German University as they have awarding powers (and the omission from the website is rectified)
 - however graduates from many other SU partners would not because they do not have in-country awarding powers
 - Why is the UK award not sufficient?

To the future...

- Valuable opportunity for sharing
- Raised awareness of possible issues when working with partners
- Plea for flexibility
- What can we collectively do to support this recognition agenda i.e. recognition of UK Awards regardless of place of study?

Questions or comments...



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