



Transnational education in China and the effect on UK institutions

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CONFERENCE 2014





Directions of travel from China: trends and pathways to higher education in England

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10 December 2014

Outline

1. Study objectives
2. Methodology
3. Does transnational education in China contribute to first degree programmes in England?
 - i. Contribution to first degree programmes
 - ii. Are transnational entrants equally distributed across HEIs?
4. Do transnational entrants contribute to postgraduate study?
5. Conclusions and further research



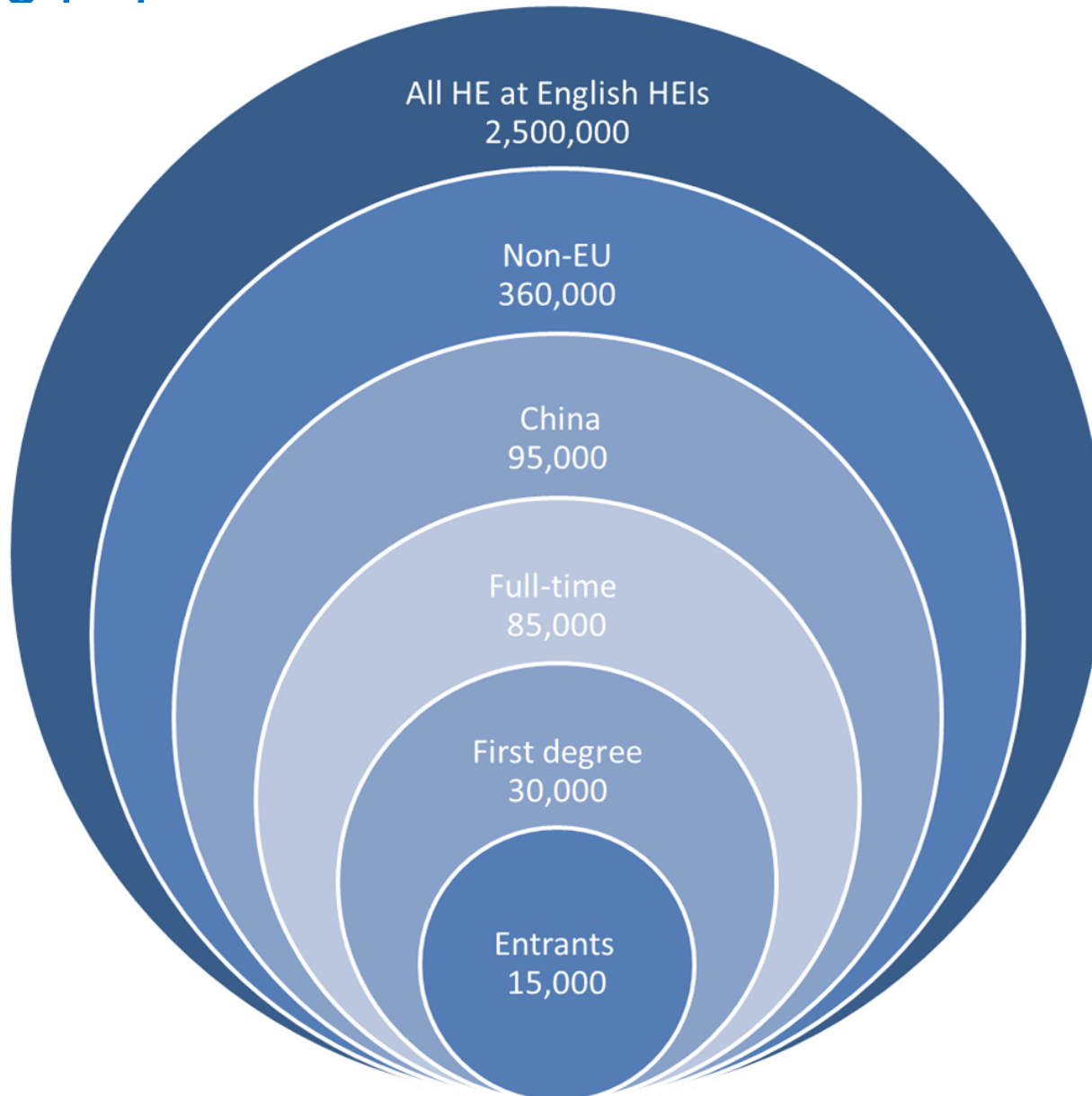
Background and objectives

- These findings are based on HEFCE report: *Directions of travel: Transnational pathways into English higher education*
<http://www.hefce.ac.uk/pubs/year/2014/201429/#d.en.98683>
- Anecdotal evidence and the wider literature on TNE suggest that some types of TNE are increasingly used as a recruitment vehicle
- However, the scale of TNE contribution to onshore enrolments at sector level was unknown
- This research aims to fill the gap above by:
 - Identifying and measuring the contribution of TNE programmes to onshore enrolments
 - Where possible, consider graduate outcomes and progression to PG study
 - Consider student characteristics (as per their HESA record)

Methodology: HESA data

- All students at public HE Institutions
- Individual-level data, with 250 pieces of information, including:
- Student-related
 - Age
 - Domicile
 - Gender
- Course-related
 - Course title
 - Mode
 - Level of study
- Every year 1994-95 to 2012-13
- We link different years of data together, so we can track students through their study (and into employment). We can also link to colleges and schools records.

Starting population



But...

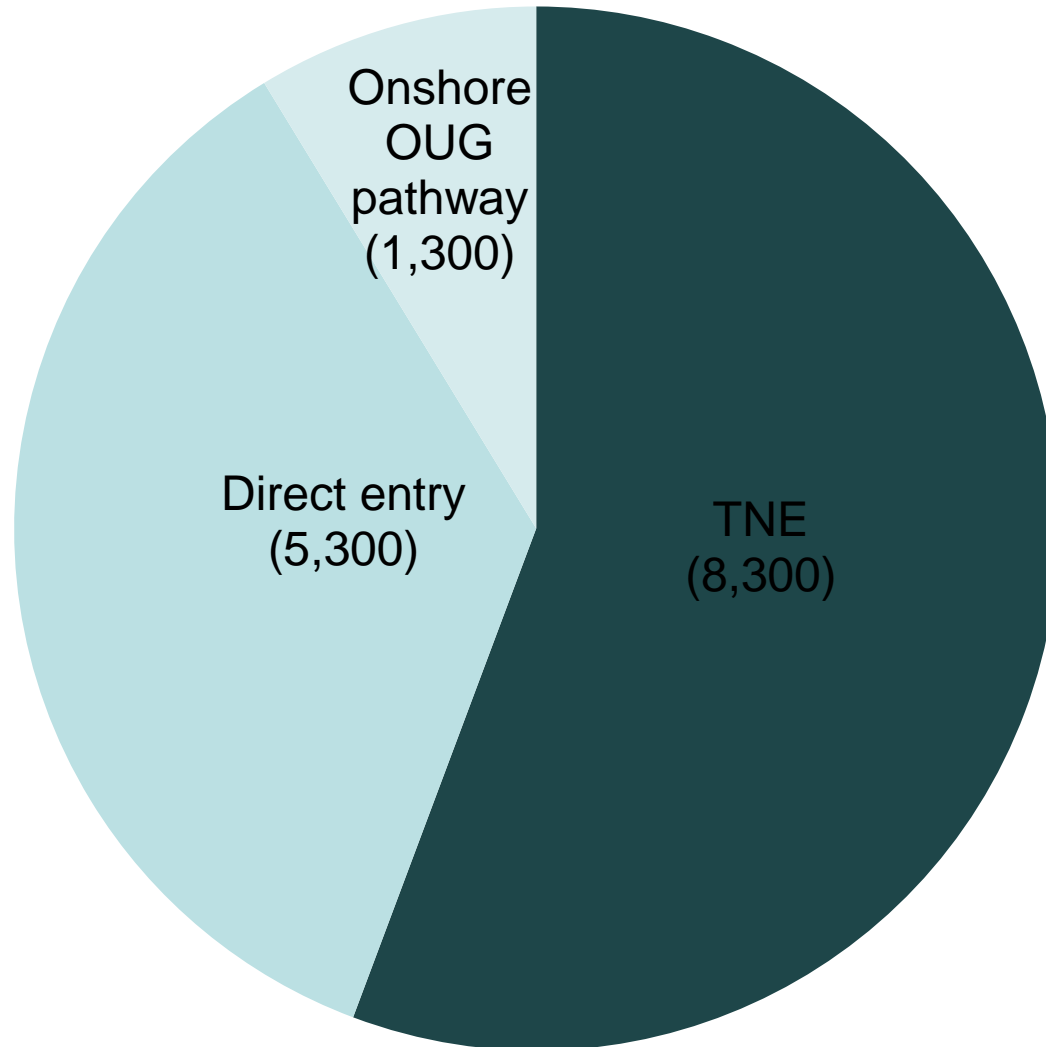
- There is no clear way to identify TNE students. For international students there is no information on where they studied before starting their course. So, we have to use proxies to estimate the number.
- The main proxy is to take international students that are in **year of study two or three** when they first appear in HESA. Their study abroad means they can skip year one.
 - We exclude those who we know were at a public UK HE Institution or FE College in the previous two years.
- Known weaknesses:
 - Wrongly included: Students progressing from onshore study, for example from a private UK college. (Common for Bangladeshi students)
 - Wrongly excluded: TNE students entering into the first year of a UK course.
- When there are a number of students from the same country following the same pattern this is often a strong indicator of a formal pathway.
- We have followed up with 18 of the largest institutions and confirmed that our numbers are reasonably accurate, and often very close.

Other identifiers for TNE students

- Course title: anything that links the student to an overseas institution.
- A marker that indicates the student is on a collaborative programme with an overseas institution.
- When the student apparently enters into year one of their course, but then achieves a first degree within a year.



Pathways for Chinese first degree entrants



The research findings

- Over a third of the international (non EU) entrants to first degree programmes (34 per cent, 16,500 entrants) in England transferred directly from transnational education (TNE) courses*
- Transnational entrants' growth was higher than the rest of the international entrants during 2009-12, through growth decelerated post-2010
 - 21 per cent growth in transnational entrants (2,950 entrants), compared with 17 per cent growth in other entrants (4,700 entrants)
 - This contributed to a slight increase in transnational entrants as a proportion of all international entrants, which grew from 33 per cent in 2009-10 to 34 per cent in 2012-13

*TNE is broadly defined as education provision delivered in a different country from that of the education institution.

Aggregate offshore numbers (TNE) and major countries of origin for transnational students in England 2012-13

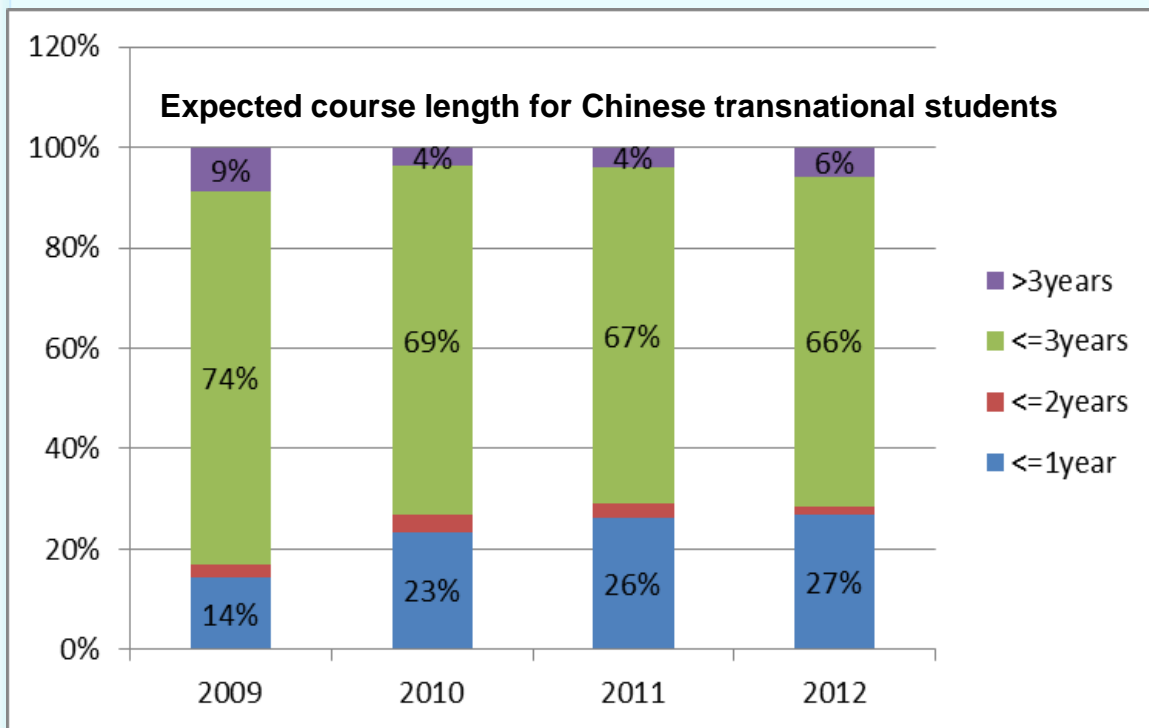
Country	Aggregate Offshore numbers	Transnational entrants to first degree programmes	Other international entrants to first degree programmes	Percentage transnational
China	40,000	8,290	6,660	55%
Malaysia	65,525	3,175	1,865	63%
Nigeria	25,650	560	1,545	27%
Hong Kong	25,580	500	3,530	12%
Bangladesh	6,505	480	370	56%
India	9,175	390	1,550	20%
Vietnam	6,055	330	545	38%
Pakistan	41,665	275	695	28%
Sri Lanka	8,950	245	255	49%
Singapore	45,915	185	1,385	12%

Note: Hong Kong is a Special Administrative Region of China.

Source: HESA aggregate offshore record 2012-13, HESA Individual student record 2012-13 and HEFCE analysis

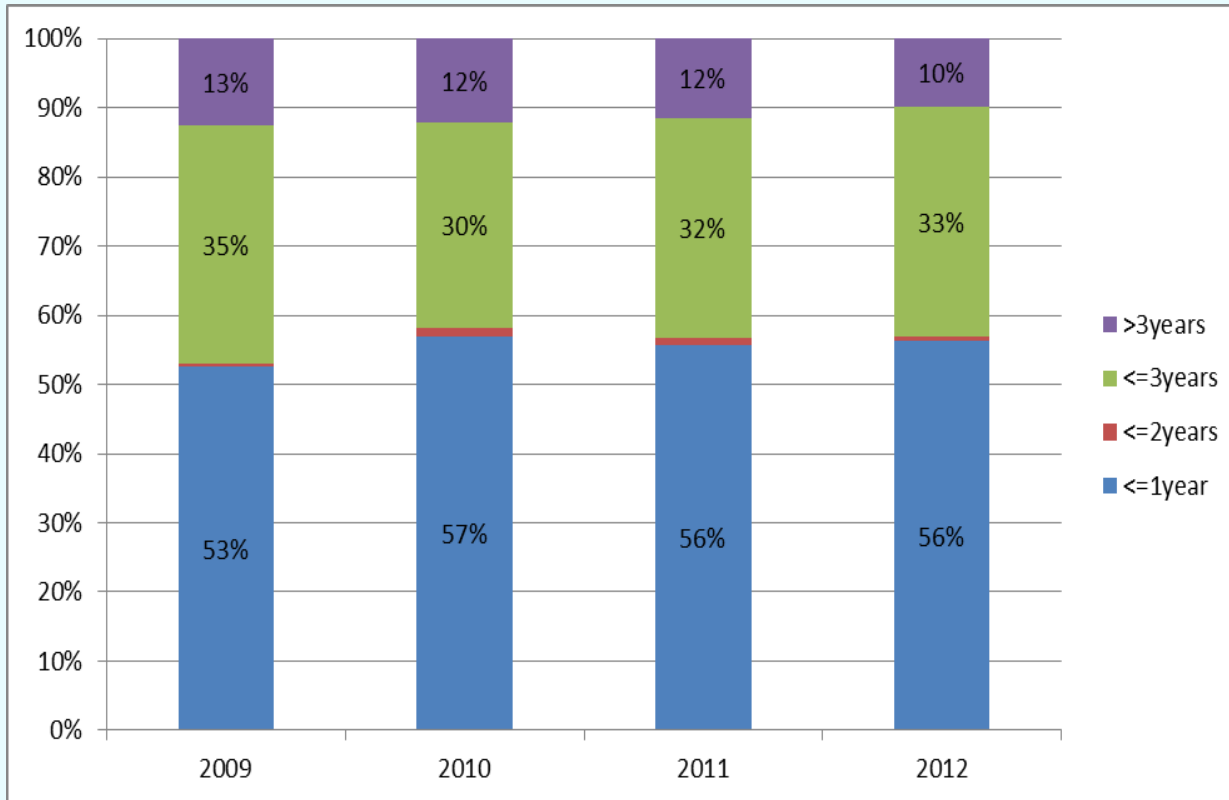
Reliance on China and Malaysia

- More than half of the first degree entrants from China and Malaysia use the transnational route (55% in China and 63% in Malaysia)
- China and Malaysia accounted for 70% of all transnational entrants to first degree programmes in 2012-13
- However, these two countries are very different:



- ✓ Majority of the Chinese students (66 per cent) are on programmes with expected length between 2 and 3 years
- ✓ This indicates a decline since 2009-10, when these programmes were 74 per cent

Expected course length for Malaysian transnational entrants

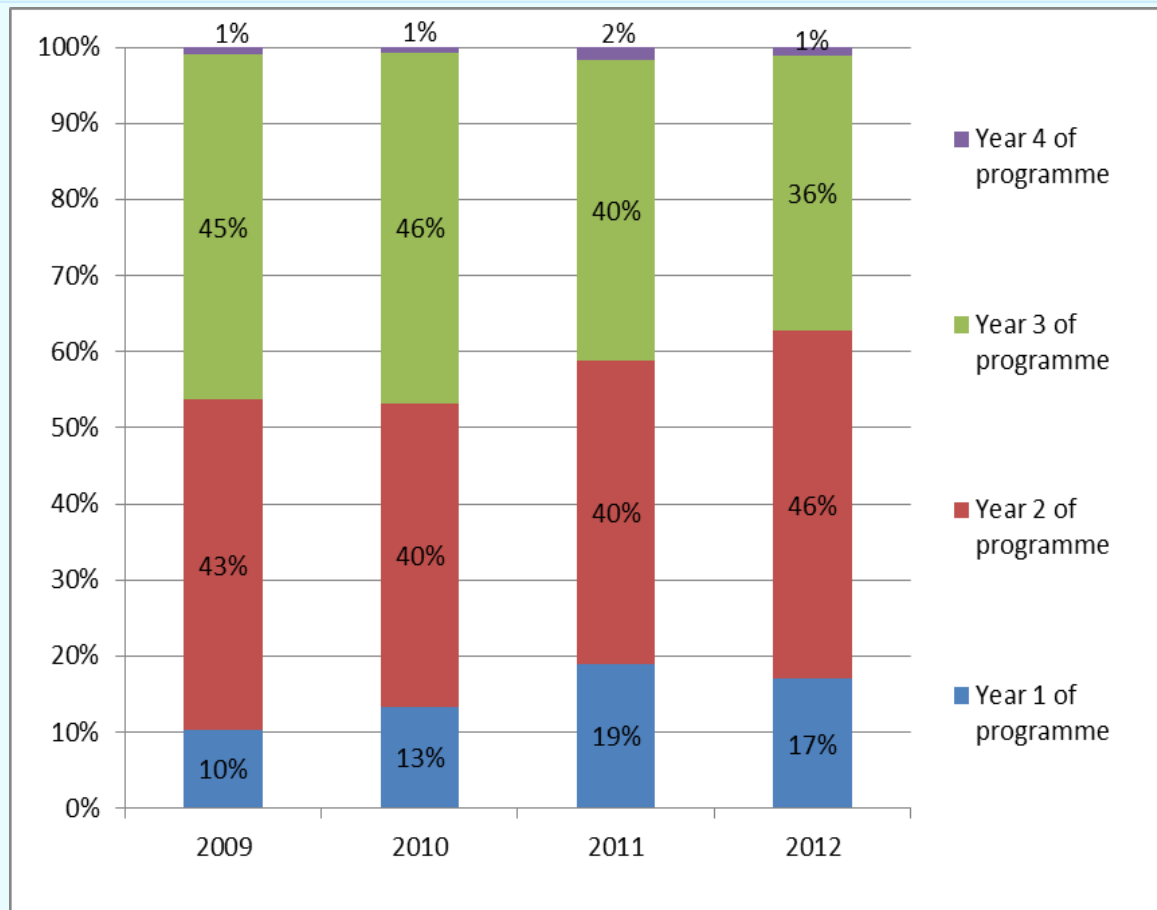


- ✓ 56% of the Malaysian transnational entrants are on programmes up to 1 year
- ✓ There has been some increase in programmes between 2 and 3 years at the expense of programmes longer than 3 years

TNE and HND in China

- Data from the Ministry of Education in China shows the UK has the highest proportion of approved TNE programmes in China at undergraduate level: 25 per cent of a total of 1000+ programmes
- HND programmes delivered in China have seen increasing popularity as a pathway to first degree programmes in England. Almost 2,000 entrants came through the HND route in 2012-13.
- HND entrants made up 30 per cent of the total transnational entrants to HEIs with medium average tariff and 35 per cent at the HEIs with low average tariff. However, their concentration vary according to the Year of Programme they join the respective first degree programme

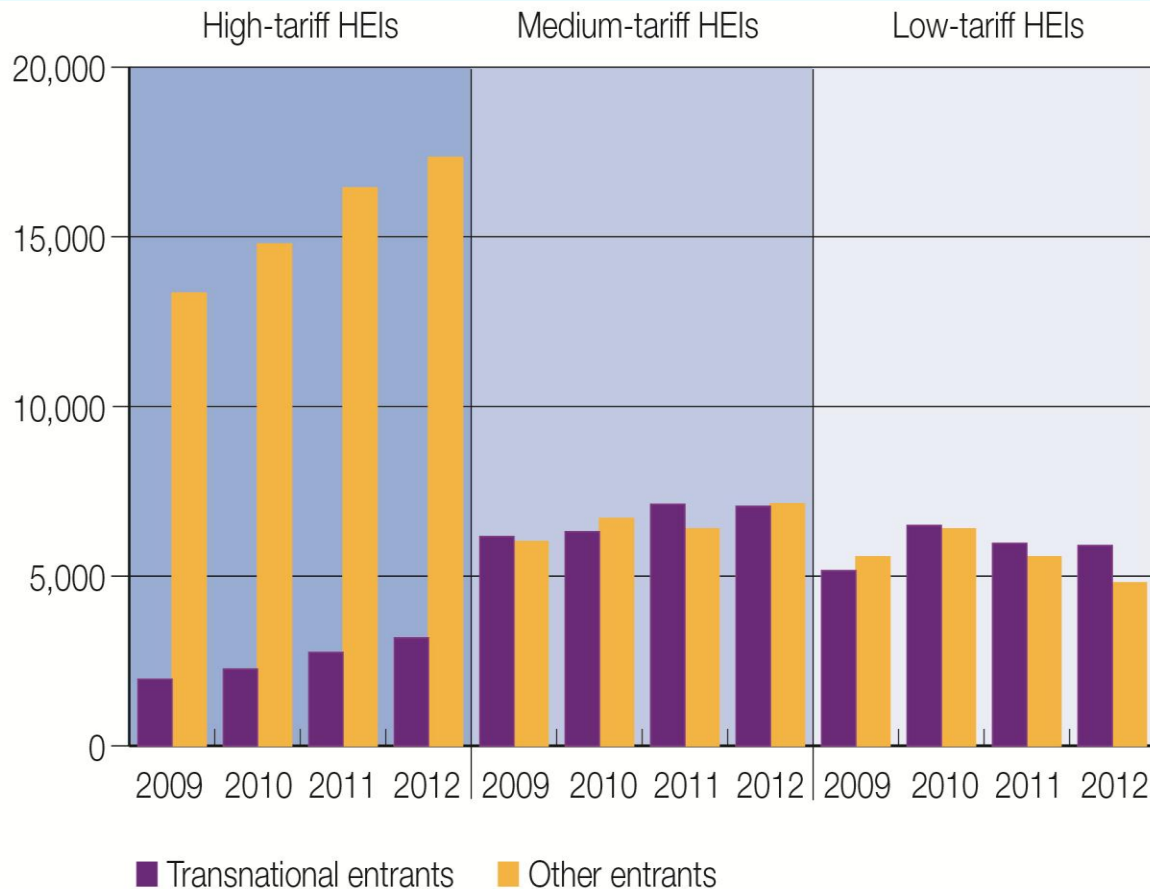
Transnational students from China according to the year of programme they join



- ✓ Almost all of the transnational entrants to Year 1 (1,410) are on courses up to 1 year
- ✓ Half of the entrants to Year 1 hold HND on entry (705 entrants), which grew from 25% in 2009 (140 entrants)
- ✓ High concentration of HND (90%) in a handful of HEIs
- ✓ Almost 90% of entrants to Year 2 are on courses between 2 and 3 years, compared to 70% of Year 3 entrants
- ✓ A third of entrants to Year 3 hold HND on entry (995)

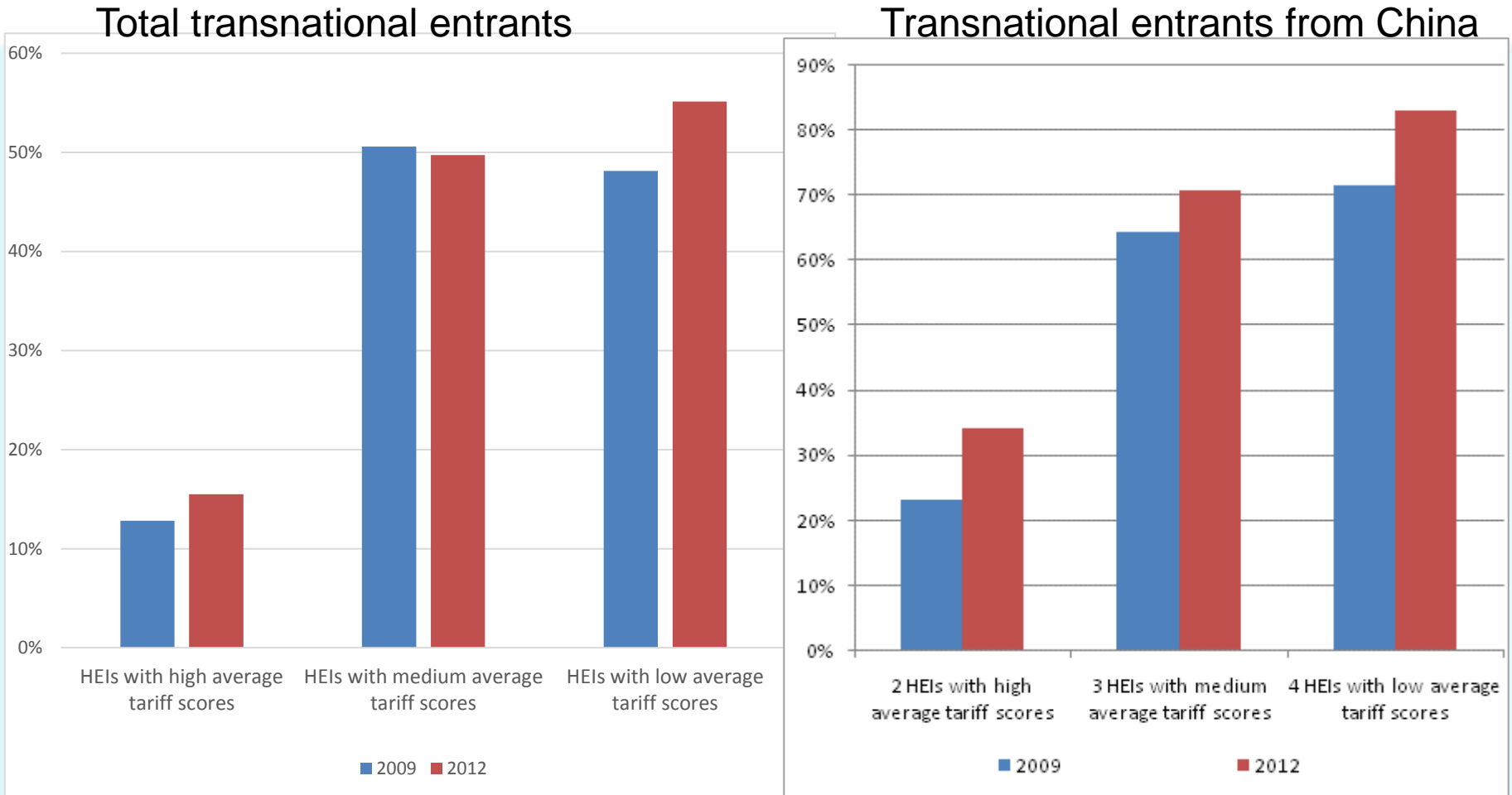
Varied propensity towards transnational entrants across HEIs groups

Transnational and other international entrants to first degree programmes by institutional groups 2009-2012



- ✓ Transnational entrants appear to have mitigated the impact of higher levels of decline among “other” international entrants at medium and low tariff HEIs
- ✓ This may be because of their existing commitment to the respective TNE course

Transnational and Chinese entrants as a proportion of total international entrants to first degree programmes 2009 - 2012

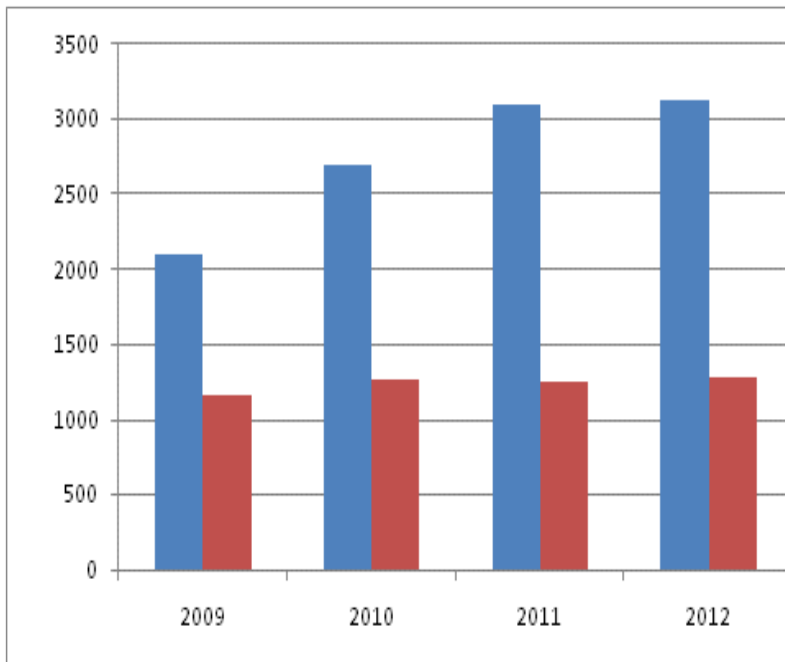


Three quarters of the transnational students from China are concentrated in a handful of HEIs with high average tariff. More than half of the Chinese students are progressing from branch campuses

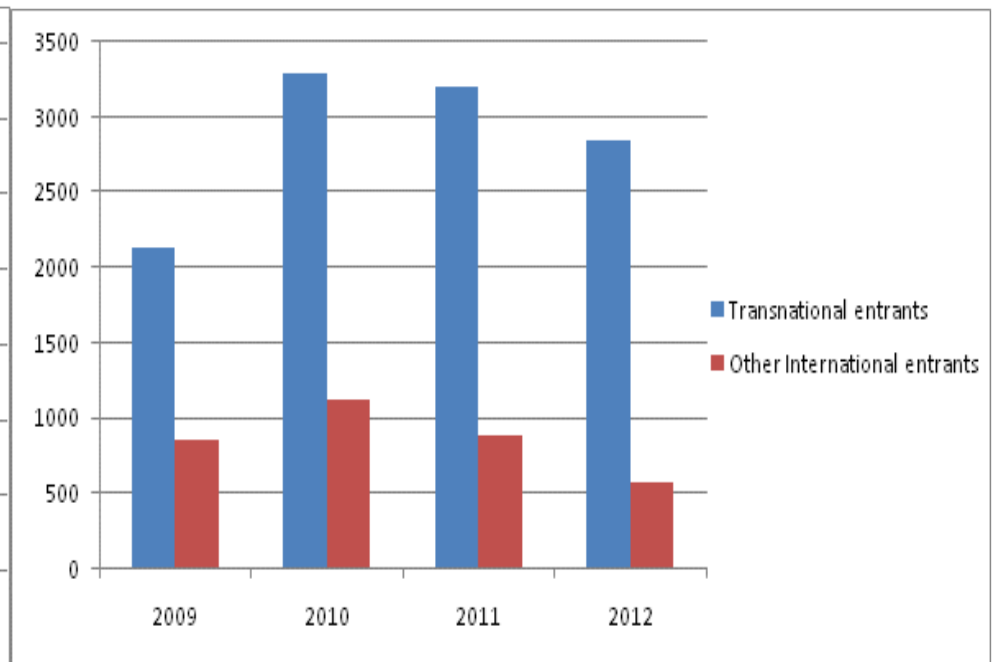
Note: Specialist institutions are not included on this chart because of the very small number of transnational entrants.

Transnational and other international entrants from China to first degree programmes 2009-2012

HEIs with medium average tariff



HEIs with low average tariff



- There is a fairly equal distribution of transnational students across medium and low average tariff HEIs from a diverse range of TNE pathways
- More than a third of the HEIs with medium and low average tariff recruit more than 100 transnational students from China

Do transnational entrants continue their study at PG level?

- Our time series only goes back to 2009 at present
- About a third of all transnational students who started first degree programmes through transnational programmes in 2009 and 2010 continued their studies at postgraduate level in the UK
- The majority of these students (82 per cent, 4,130 students in 2012-13) were from China

First degree entrants in 2010-11 continuing into postgraduate studies after two years

Country	Transnational entrants in postgraduate study	Total transnational entrants 2010-11	Transition rate
China	4,130	7,440	56%
Malaysia	240	3,070	8%
Nigeria	95	493	20%
India	90	736	12%
Vietnam	70	188	37%

The importance of China for UK PG studies

- In an earlier report we argued that growth in postgraduate students from China partly offset declines elsewhere*
- We can now attribute 45 per cent of the growth in Chinese taught masters in 2012-13 compared with the previous year to an increase in the number of transnational students continuing their studies at postgraduate level (1,100 students)
- This finding highlights the importance of postgraduate degrees as a component of student decision-making for transnational entrants from China to undergraduate programmes.
- Analysis of the transition rates of transnational entrants with HND qualification on entry shows similar rates to the transnational population with other entry qualifications
- Highest PG transition for HND holders are for entrants to 3rd year of programme with expected length of course between 2 and 3 years

*HEFCE (2014), Global demand for English higher education: An analysis of international student entry to English higher education courses (HEFCE 2014/08a), available online at www.hefce.ac.uk/pubs/year/2014/201408a/

Conclusions and further research

- Over a third of the international entrants to first degree programmes (34 per cent or 16,450 entrants) in 2012-13 came through programmes delivered overseas by UK education providers
- However, there is a high concentration in Chinese entrants to first degree programmes, where more than half of the students come through this route
- Transnational entrants appear to have mitigated declines in other international entrants to first degree programmes
- Transnational entrants from China drove the growth in demand for postgraduate taught courses in 2012-13 compared with the previous year
- Further considerations stem from the quality of the student experience. If cohorts of students from the same TNE route commence part-way through their programme in England, what would their experience be like? And would this affect their graduate outcomes?
- Lack of common terminology defining TNE



Thank you for listening

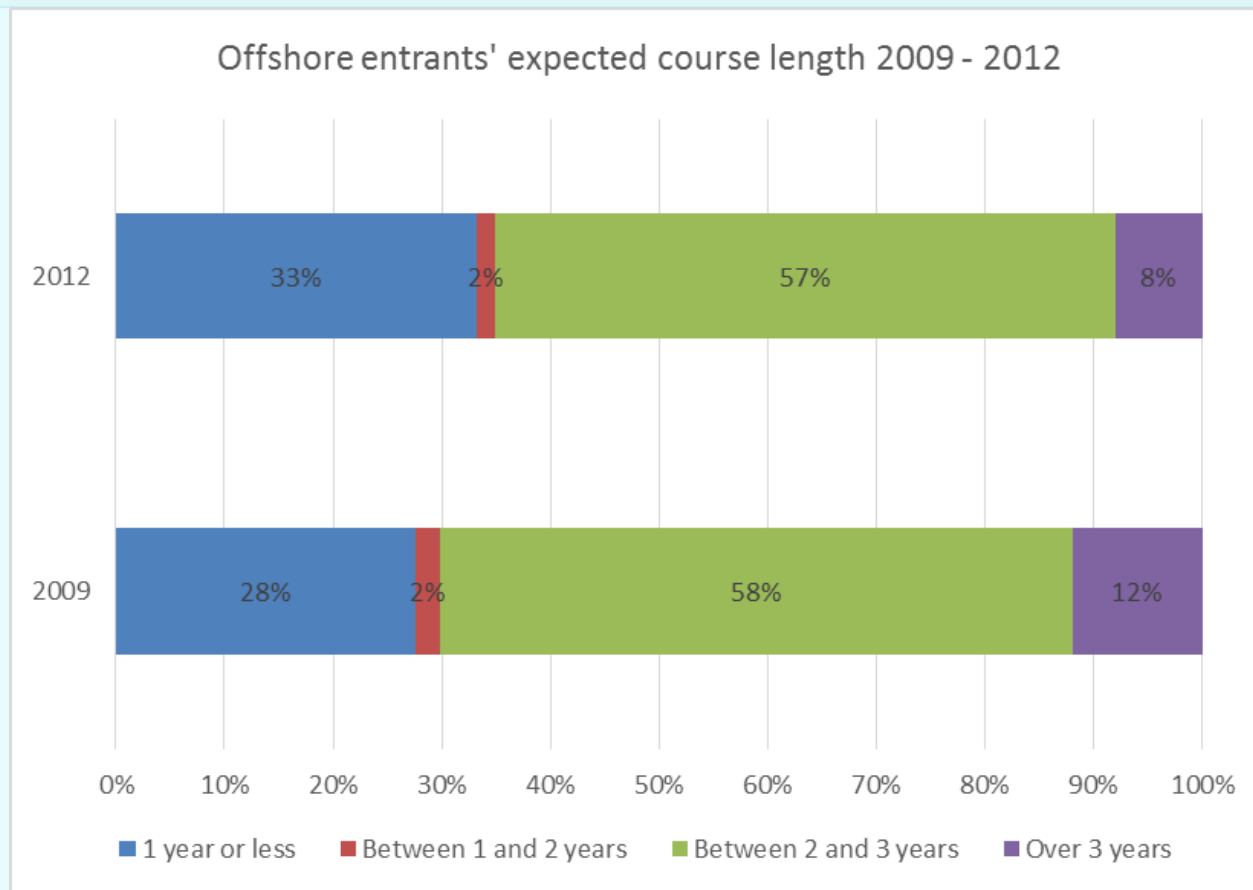
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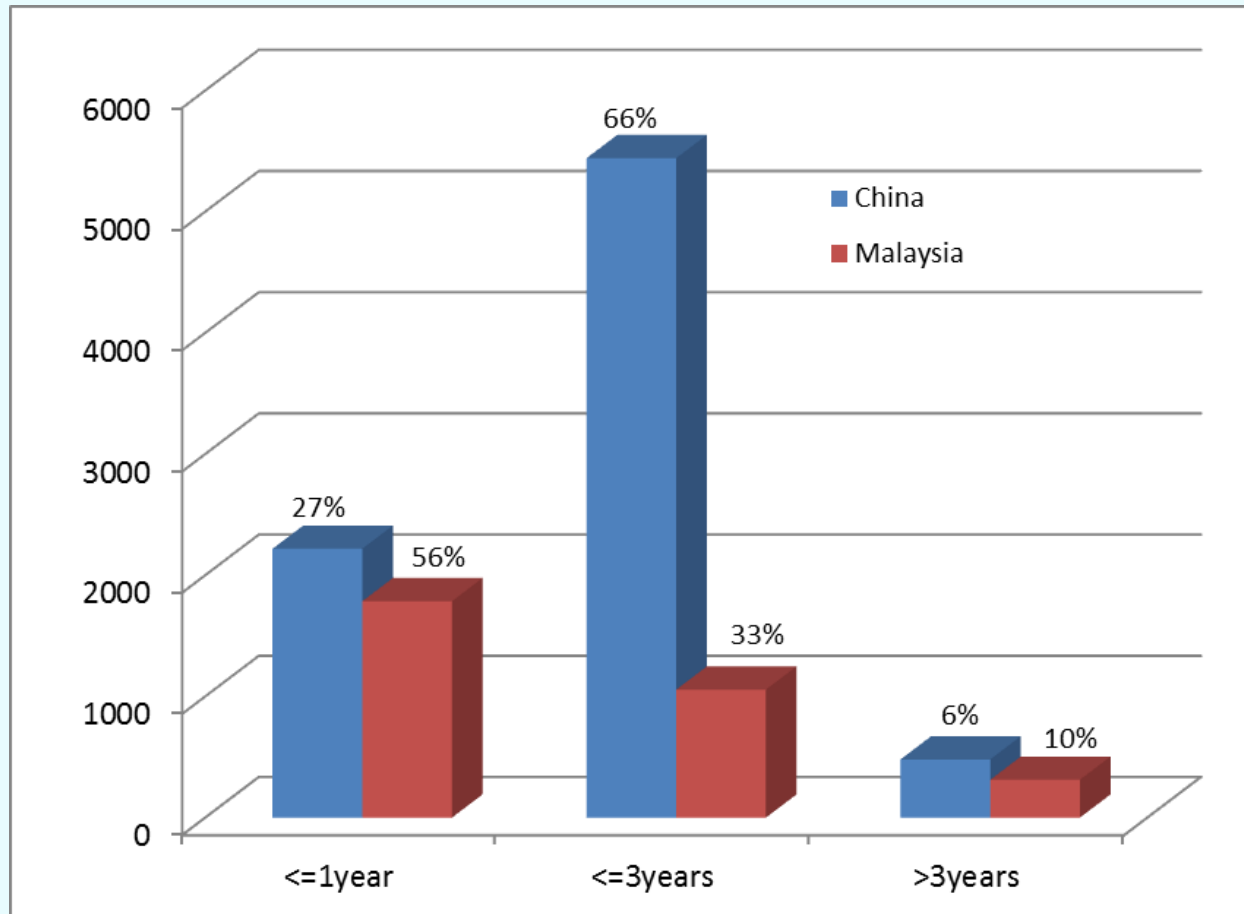
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Implications of shorter courses



- ✓ Courses up to 1 year increased their proportion from 28% (3,700 entrants) in 2009 to 33% (5,500 entrants) in 2012
- ✓ They affect the recruitment efforts of HEIs and overseas tuition fees income;
- ✓ High entrant numbers may mask a decline in the overall period of study
- ✓ Shorter study implies HEIs are relying on a high number of students continuously enrolling

China vs. Malaysia: spot the difference



Note: Students on programmes with expected length between 1 and 2 years are excluded from this chart because of small numbers