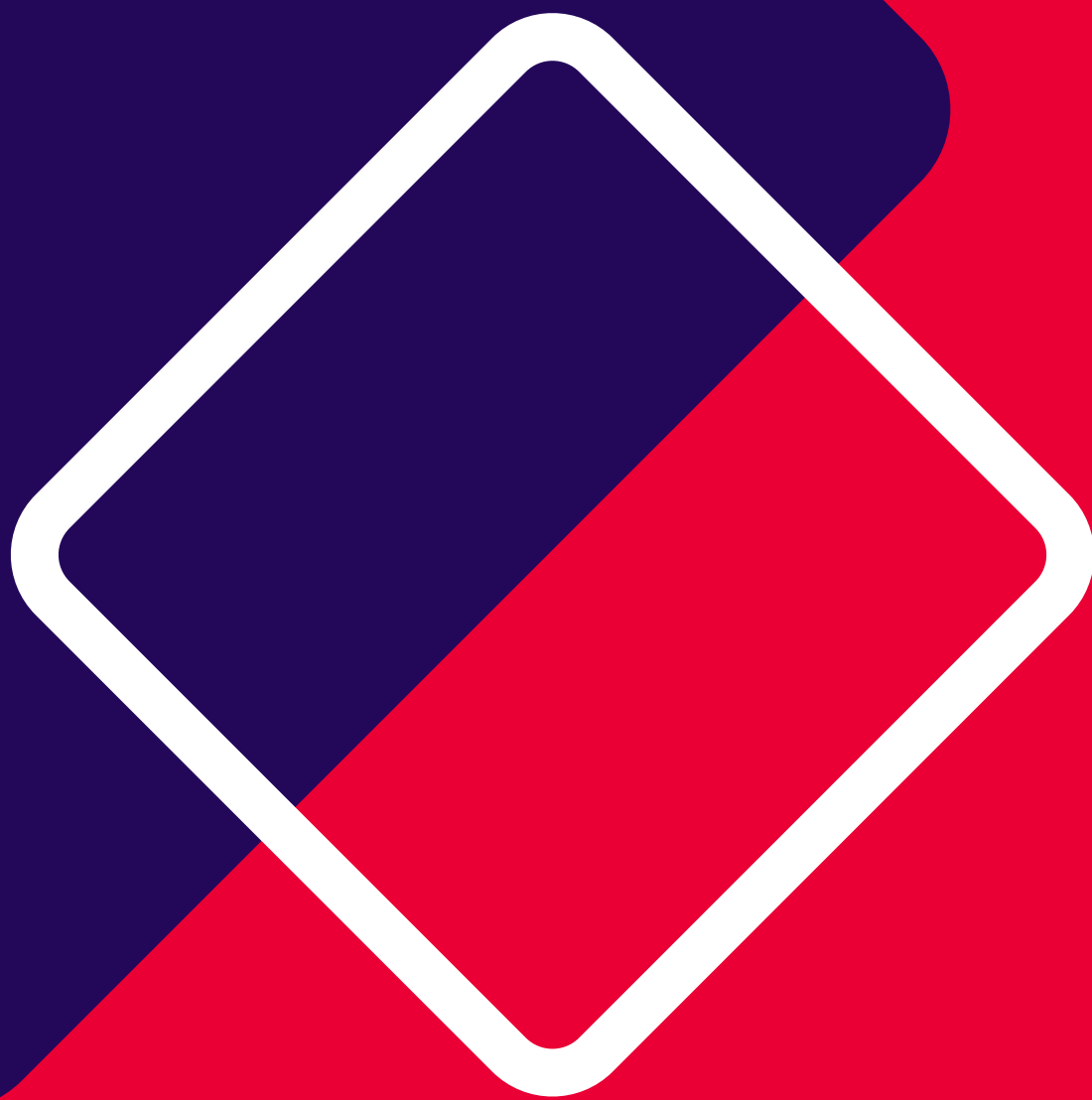


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# Understanding the Impact of Transnational Education: Insights from UK TNE Alumni

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DOI: <https://doi.org/10.57884/5P5V-CF57>

Citation: Krstic, S., Towne, A., & Worthen, L. (2025).  
Understanding the Impact of Transnational Education: Insights  
from UK TNE Alumni. British Council.  
<https://doi.org/10.57884/5P5V-CF57>

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# 1. Executive Summary

As transnational education (TNE) continues to expand—across borders, institutions, and delivery models—so too does the imperative to understand its impact. This extends not only to students and graduates, but also to the local communities in which TNE is embedded.

No longer a niche provision, TNE now reaches hundreds of thousands of students worldwide. Yet beyond enrolment figures and the proliferation of institutional partnerships, a critical question persists: What difference does TNE make on the ground?

Do TNE graduates feel equipped with the skills, knowledge, and confidence to succeed in the job market? To what extent do they feel connected to the awarding institution or country? And what impact does this model of education have on the locations where it's delivered?

The research presented in this report seeks to explore these questions through a mixed-methods study involving survey data from 550 UK TNE alumni (taken from the Alumni Voices survey) and in-depth interviews with 27 UK TNE graduates. The study draws on the British Council's Alumni UK network and provides insights into the lived experiences and long-term impacts of UK TNE. While the research focuses specifically on UK TNE, many of the findings are relevant to TNE more broadly.

## Research Questions

The study was guided by three core questions:

- What is the experience of UK TNE graduates in terms of their education experience and its effect on their career?
- How does UK TNE align with local skills and employment needs?
- Does UK TNE foster strong UK links and/or promote universal values aligned with UK ideals?

## Key Findings

The study reveals the substantial impact of UK TNE on graduates and on the local environments where they live and work. At the community level, alumni reported applying their skills to address pressing challenges in sectors such as healthcare, sustainability, and education. In several cases, UK

TNE served as a catalyst for social innovation, with graduates founding NGOs, influencing policy, and improving local services.

On a personal level, alumni consistently cited the relevance of their UK qualifications and highlighted enhanced skills in areas such as critical thinking, research, and communication. Many described a transformation in their career trajectories—reporting increased confidence, stronger leadership capabilities, and a more proactive mindset in both professional and civic life.

The research also highlights a strong desire among alumni to maintain ongoing connections with the UK, particularly through further study and professional development. Many have become advocates for UK higher education—not only because of its academic quality, but also due to the inclusive values and global networks they accessed, even without physical mobility.

Survey results reinforce this finding:

- 97.3% of UK TNE alumni expressed a willingness to recommend a UK education.
- 96.7% reported recommending the UK as a place to visit within the past year.

While physical mobility may deliver deeper personal engagement with the UK, this study demonstrates that TNE also fosters meaningful cultural understanding and positive sentiment towards the UK.

## Conclusion

This study represents a preliminary step in exploring the outcomes and impacts of TNE. While it provides valuable insights, significant knowledge gaps remain. A more robust focus on TNE metrics and longitudinal data is needed to better understand how TNE contributes to specific sectors, communities, and regional development. Enhanced evidence will not only support more effective policy and practice, but also help realise the full potential of TNE in creating equitable and globally connected educational opportunities.

## 2. Introduction

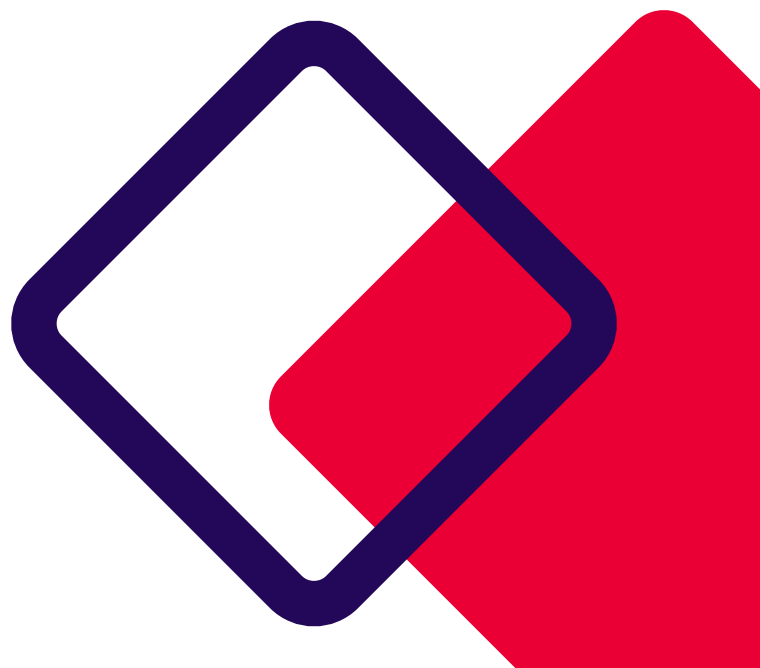
Transnational Education (TNE) refers to the delivery of educational programs by institutions in one country to students located in another, often through partnerships, branch campuses, or online platforms (British Council, 2023). The UK has a leading role in the global growth of transnational education (TNE) with 653,570 TNE students across 173 HE providers in 2023/2024 academic year (UUKi, 2025).

TNE may expand access to quality education but also serves as a strategic tool for international engagement and economic growth (DfE, 2021; QAA 2022). However, as with any growing strategies, there may be challenges emerging that need consideration. This research is focused on trying to understand some of these challenges as well as to highlight successes and learnings.

One of the strengths of UK TNE is its access-expanding function. Students who cannot relocate—due to cost, employment, family, or visa barriers— can gain local access to internationally recognised degrees (Carter, 2024). Some research on student experience indicates that TNE cohorts are often older, more part-time, and more likely to combine work and study, suggesting TNE reaches learner groups underserved by traditional mobility (Pulverness & Carter, 2024). Reports note generally high satisfaction with academic delivery indicating that TNE can include, rather than exclude, non-traditional learners when well designed (CRAC, 2015).

UK institutions employ a diverse range of TNE models, including international branch campuses, franchising, validation, joint and dual degrees, and online learning (QAA, 2022). This flexibility allows institutions to tailor their offerings to local contexts and student needs. In our study, students encountered a variety of models - from basic access to materials to highly interactive platforms featuring live sessions, recorded lectures, and peer networking tools. This flexibility was reported as a major benefit, especially for those balancing work and family. While local partner institutions offered in-person teaching, direct engagement with UK institutions was often championed for its broader academic exposure and perceived quality.

Full findings are presented in the following chapters.



## 3. Methodology

The purpose of the study was to explore the outcomes of UK TNE graduates and assess the individual and systemic impact of UK TNE, focusing on:

- Utilisation of UK qualifications
- Alignment with local skills and employment needs
- Contribution to graduates' career and education pathways
- Influence on perceptions and connections with the UK
- Promotion of global citizenship and universal values

The key research questions were:

- What is the experience of UK TNE graduates in terms of their education experience and its effect on their career?
- How does TNE align with local skills and employment needs?
- Does UK TNE foster strong UK links and/or promote universal values aligned with UK ideals?

Several data sources were used for this research, including data from Alumni UK Network Registration Data and data from longitudinal Alumni Voices 2024-2025 survey (with 550 responses from TNE graduates).

This research conducted included both quantitative and qualitative data collection and analyses. Quantitative approach used tailored analysis of the Alumni Voices 2024-2025 survey data. Qualitative approach focused on in-depth interviews with TNE graduates to explore their experiences and views of TNE.

### Quantitative data

The *Alumni Voices (round 2)* survey was administered and analysed by ACER UK. The survey went live on 14 November, and ran for just over two months, closing on 16 January.

The survey tool used for administration was Qualtrics. Prior to analysis, ACER performed a series of data-cleaning activities including validation checks and the recoding of missing data. ACER then assigned codes for all items and response options, systematically coded missing responses and non-responses, and reverse coded any negative items.

All quantitative data was fed into SPSS and analysed using a range of descriptive analyses including cross tabs of survey items against a range of respondent characteristics including region, graduation year, engagement levels and disability. In many cases there was no significant relationship between the variables examined. All participants' responses were used as part of this analysis.

## Qualitative data

For this research, there were twenty-seven interviews held across July and September 2025. The average interview duration was around forty-five minutes. All interviews were fully transcribed, and transcripts were reviewed and coded section by section. All participants' responses were used as part of this analysis.

With focus on the main themes, the transcripts were carefully read and re-read to identify recurring ideas, concepts, and themes. The approach used inductive coding which meant codes were generated based on the content of the data, allowing for the development of a coding structure that reflected the nuances and richness of the participants' experiences and perspectives.

Coding qualitative data this way is particularly common in grounded theory methodology, where the goal is to build theory directly from the data. It emphasises a bottom-up approach, letting the data guide the analysis rather than fitting it into pre-existing frameworks or notions. This approach was well-suited for this research as it excels in exploratory research and where the goal is to uncover new insights and understandings.

## Key limitations of the study

As with any study, there are some limitations in this research, in particular when it comes to sample representation. Round 2 of the Alumni Voices survey had 550 respondents who reported as TNE alumni, with a gender imbalance (62 per cent male, 37 per cent female), which may not reflect the broader TNE alumni population. The sample was drawn from the Alumni UK database, which may already skew towards more engaged or accessible alumni, potentially excluding less connected graduates. In addition, a large proportion of respondents were from Sub-Saharan Africa and South Asia, which may limit generalisability to other regions. An effort was made to account for some of this underrepresentation, with additional sample of interviewees being drawn in order to ensure diversity of insights.

Furthermore, there were limited diversity of TNE models represented in the final sample. Most interviewees studied via distance learning, with limited in-person UK exposure. The study recruited those who 'studied for their UK qualification remotely' according to the survey data, but we could not distinguish between different models during sampling the stage. Therefore, this study does not capture the full spectrum of TNE models (e.g. blended learning). Experiences of those studying through local partner institutions were also less explored and may differ significantly.

While rich in detail, the small sample may not fully represent the diversity of TNE experiences across countries, disciplines, or institutions. Going forward, it would be beneficial to have more diverse respondents from a variety of regions studying through different models of TNE, and to include additional data that can track long-term outcomes in terms of UK engagement and their careers. Most of these limitations can be addressed in future research.

Summary of the findings and insights are shared in the sections below.

## 4. Findings

### 4.1 Demographics

The *Alumni Voices (round 2)* survey findings are based on 550 responses of TNE alumni respondents. A greater proportion of men reported studying via TNE than women (62 per cent vs 37 per cent). However, a similar pattern can be observed in non-TNE study, reflecting the fact that a greater proportion of men responded to the *Alumni Voices (round 2)* survey and reflecting that the Alumni UK database, from which the sample was drawn, includes a higher proportion of men.

In terms of region of birth, the following table shows region of birth for TNE students.

**Table 1: Region of birth for TNE graduates**

| Region                        | Count      | Percentage  |
|-------------------------------|------------|-------------|
| Americas                      | 41         | 7.45%       |
| East Asia                     | 65         | 11.82%      |
| EU Europe                     | 29         | 5.27%       |
| Middle East and Africa        | 40         | 7.27%       |
| South Asia                    | 134        | 24.36%      |
| Sub-Saharan Africa            | 214        | 38.91%      |
| Wider Europe and Central Asia | 22         | 4.00%       |
| No available data             | 5          | 0.91%       |
| <b>Total</b>                  | <b>550</b> | <b>100%</b> |

Table 1 shows data from the *Alumni Voices (round 2)* survey, from which most TNE students were from Sub-Saharan Africa (38.91 per cent), followed by South Asia (24.36 per cent) and least from Wider Europe and Central Asia (4 per cent) and EU Europe (5.27 per cent).

A full breakdown of countries for TNE *Alumni Voices 2024-2025* survey respondents is included in

**Appendix A.**

For the qualitative research, there were twenty-one interviews held during July 2025, and an additional six interviews held in September 2025. Of these 14 were female and 13 male participants.

Most interviewees had studied for a master's level qualification, 21 people in total, of whom 10 had studied for MBAs. Of the remaining six, five had taken bachelor's level degree and one had taken micro credential at undergraduate level course. One of the masters' students had gone on to study a TNE PhD. Most of the interviewees had graduated in the last 10 years. Three were yet to graduate, having just handed in dissertations, and the others ranged across this time period, meaning they were able to share experience pre-, during and post-Covid.

All the interviewees had studied in their main country of residence; five had spent some time in the UK as part of their course, for example for a short study visit, to undertake project work, or for dissertation supervision. Two had spent time in another country as part of a partnership institution arrangement. Overall, about half of the interviewee group had visited the UK at some point during their studies, or for graduation or as part of a subsequent collaboration.

The interviewees studied their courses in a variety of ways. Three interviewees (one from South Africa, two from Pakistan) had done bachelor's degrees in local approved partner institutions, then undertook their master's qualification remotely. One interviewee (from India) studied in-person, at a local institute with a UK university partnership. Another (from Serbia) undertook a blended programme, with some local classes.

Table 2 shows their current country of residence (and country of birth and country where they studied TNE if different).

**Table 2: Country of residence of interviewees**

| Country                              | Count     |
|--------------------------------------|-----------|
| Colombia                             | 1         |
| Egypt                                | 1         |
| Ghana                                | 3         |
| India                                | 1         |
| Kenya                                | 3         |
| Malaysia                             | 2         |
| Mexico                               | 1         |
| Myanmar                              | 1         |
| Pakistan                             | 4         |
| People's Republic of China           | 1         |
| Serbia (born in ex-Yugoslavia)       | 1         |
| South Africa                         | 1         |
| Sri Lanka                            | 2         |
| Türkiye                              | 2         |
| UAE                                  | 1         |
| UK (born and completed TNE in India) | 1         |
| Zimbabwe                             | 1         |
| <b>Total</b>                         | <b>27</b> |

As presented in table 2, the majority of interviewees were Asia (13), followed by Africa (9) and three from Wider Europe, and two from Americas.

In addition, the *Alumni Voices 2024-2025 survey* data show that of these:

- 22 were in paid work for an employer
- 3 were self-employed/freelancing
- 1 was engaged in a course of study, training or research
- 1 was unemployed and looking for work

In terms of their declared job levels, most declared they were in “Individual contributor/middle management” (16), followed by “Senior management” (3), and 1 “CEO” and 1 “Junior role/entry level”. There was no data available for the last six interviewees that were conducted as they did not take part in the survey.

## 4.2 TNE graduates' education experience

### A variety of TNE models

Even under the term that was shared with the interviewees<sup>1</sup> there were a variety of TNE models being mentioned, with varying amounts of interaction.

Experiences could be mixed depending on the TNE model encountered. Those who studied with private universities with a UK partner were very positive about their experience, to the extent that five of them are now working for that local university (interviewees from Egypt, Malaysia, Sri Lanka and UAE). In particular, partner universities tended to offer contact with UK faculty, for example through visiting lecturers, online meetings, and some even offer students the option of a semester at the UK institution in the UK.

However, those who had studied in a local institution with perhaps less direct involvement from the UK awarding university (interviewees from India and Pakistan) had a slightly different experience. They reported appreciating opportunities for face-to-face contact and interaction with tutors and fellow students, and the UK curriculum, but they did not necessarily always have the exposure to a variety of tutors or the quality of teaching that came with direct contact with the UK institution.

For distance learners, the flexibility of self-paced, distance study, especially where they were working full-time and balancing family commitments was greatly appreciated. They reported that distance learning provided more flexibility in terms of module choice and learning schedule. Distance learning directly with a UK institution may potentially broaden options, as opposed to just studying in a local partner institution. As one interviewee who experienced both modes explained:

*I actually liked it [remote learning with a UK institution] better for it to be an independent one than to be registered, because one, I had the liberty to choose whatever subjects that I wanted to, you know, based on my interest, and I was not bound by the fact that an XYZ Institute, if they're only offering certain modules, I can only take those. (Participant from Pakistan)*

In terms of what attracted interviewees to TNE, the **main factors for choosing TNE** were as follows:

- the quality of UK education, as evidenced by university rankings, and wanting the experience of studying in a well-renowned institution
- an affinity or familiarity with UK education systems, maybe due to a historical legacy, or to prior experience of UK study or curriculum
- the opportunity to gain a UK degree without leaving their home country
- the perception of UK education as convenient, well-structured and less stressful, with more practical assignments than written exams
- course options that were not available with local providers
- the desire to study abroad and experience a different mode of teaching and learning, for example a more practical rather than theory-based approach, with an emphasis on critical thinking
- the flexibility of TNE and distance learning, which meant that participants could continue with life at home, work and family commitments
- recommendations from friends or fellow students
- the opportunity to gain an internationally recognised qualification, such as a triple-accredited MBA, or Association of Chartered Certified Accountants (ACCA) accountancy qualification.

Quality and reputation for high standards stand out as the main attraction, as summarised by these interviewees:

***Definitely the international accreditation and reputation of UK institutions. By far, that's the main reason, and the standards, and just the quality of education.***

*(Interviewee from South Africa)*

***We all know it comes with the prestige when you study abroad to specific study systems like the UK. (Interviewee from Kenya)***

1. Question was: [What model of TNE?] Was this with a UK university at a branch campus? / was this entirely online? / Did you have classes in a partner university locally? / Did UK-based faculty travel over to teach you directly?

When it came to choosing an institution, interviewees spoke about practical factors such as the entry requirements and once again, university rankings. Tuition fees were also mentioned by a few as a factor in their decision making. Some universities offer scholarships, bursaries or fee reductions to international students which helped in funding (or potentially as incentives). Being able to pay in monthly instalments was perceived as a benefit, as was a pay-per-module model.

Access to a UK degree but at a local cost was also seen as widening access, for example:

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***Now with these types of TNE programs, our middle-class and lower-class Malaysians are getting access to the same high-quality education that you would get if you had money. And I think being able to level that playing field in terms of education is so important.***  
(Interviewee from Malaysia)

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Some interviewees were only able to study because they received **scholarships**, such as the Commonwealth Distance Learning Scholarship. Another was sponsored through their employer, and another won credits to use with Future Learn. One interviewee participated in a UK government-sponsored nuclear security programme.

Some interviewees had considered local options but felt that there was an overall cost-effectiveness to the UK distance offer, which gave the opportunity to gain a UK qualification, at a relatively lower cost, because it was online rather than in-person.

Also, they found that local options tended to be in-person, and they wanted the flexibility to combine study with work and not be tied to weekend or evening classes. For instance:

---

***I think we normally had two months to finish a module so you can pace yourself easily based on your schedule, and then get things done. You get your work done at the same time as your learning was also on course, so it made it so flexible looking at my tight schedule at work, the distance and the module aspect of it was very good.***  
(Interviewee from Ghana)

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Furthermore, the UK offered **subject choices** which were not available elsewhere, for example a master's in humanitarianism, conflict and development, or in social justice and community action.

Interviewees also valued the **diverse cohort and global exposure** of an international degree:

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***If I were to study an in-person business masters, most of my classmates would likely be from China, but I am the only Chinese student of that online course. So my classmates came from India, Africa and the Middle East, Canada and New Zealand and Southeast Asia as well. Very diverse.*** (Interviewee from China)

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These positive views are supported by data from the *Alumni Voices (round 2)* survey. In the survey, respondents were asked to rate the social aspects of their UK education experience, using 0-10 Likert scale. The mean rating amongst TNE graduates was 7.64. Similarly, when considering the relevance of their UK education to the world of work, TNE graduates mean rating was 8.39, suggesting that the quality of UK education is retained when delivered via TNE. Lastly, their overall experience had a mean rating of 8.39, indicating very high degree of satisfaction with their studies.

Whilst for many interviews their experience was very positive, enabling them with an opportunity to study for international qualification, there were a couple of interviewees who studied before Covid, who reported some downsides. Their course implementation was mainly focused on being given access to materials; and pen drives or textbooks being posted out. For example:

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***There was no live teaching. We had... the subject guides uploaded on the portal, and then we had a coursework, or you know the layout that was given within those subject guides and along with the mandatory or the essential readings... So that all was there. And then apart from that, I think like I said, there were probably one or two instances where we had the opportunity to engage with the faculty member.***  
(Interviewee from Pakistan)

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This has changed over time (possibly even more rapidly due to the Covid experience), with more interactions available through a variety of online tools. For those who studied more recently, their experience reflected having access to fuller online learning platforms, with digital libraries, online discussion forums, or WhatsApp groups for peer networking. Videos, live Zoom or Teams sessions also featured, and the flexibility to revisit recorded lectures, as well as regular opportunities to meet with tutors. This interviewee had an experience which was as close to a 'real' classroom as possible:

***So the materials, the school's learning platform is called Brightspace. So each week then the learning materials are opened so you are able to access them at your convenient time. It's self-paced, but once every week we get to meet with the tutor. We go through the material for the previous week. If you have any question you can raise, if you are seeking clarification, if there are areas that were not clear, you could raise them there. Then, the way the modules were structured, each week there were focus group discussions where we could meet with other students to discuss... Then we had the Brightspace, had a discussion forum where there were some activities you are doing it as an individual rather than group. So it felt like you are in a class, you are having a conversation.***  
(Participant from Kenya)

---

## Further studies

Many interviewees express a strong desire to remain connected to the UK, particularly through further study such as PhD programmes or professional development. They report being attracted by the high quality of UK education, its global reputation, and the cultural and academic familiarity developed during their initial studies. However, practical barriers such as high tuition fees, visa restrictions, and the cost of living can often make relocating to the UK for further education or work unrealistic. In this context, opportunity to study through TNE emerge as a valuable solution, offering a flexible and cost-effective pathway to UK qualifications while allowing learners to remain in their home countries and maintain personal and professional commitments.

The attraction to the UK and its culture can be seen by the following examples:

***I thought that working in UK would be a good thing because there are a lot of automotive manufacturers. So I have tried, and if I get a suitable opportunity for applying there and attending interviews. I think if I work in UK, I get a better work culture and exposure as compared to India.*** (Interviewee from India)

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***I think it's a vibrant country, like it's vibrant, especially big cities like London probably. It's like an international hub for employees from all around the world.*** (Interviewee from Türkiye)

---

However, enthusiasm for both work and study are tempered by practical constraints, such as high tuition fees, the cost of living, visa and work permit difficulties, as well as family commitments at home. As noted:

***What we need to understand is that nowadays, especially after the Brexit and with the current visa policy of the UK, I am not sure if many countries in Eastern Europe are a target to come to the UK, especially if we speak about the financial services. Lots of activities are concentrated in London, which is quite an expensive city to live in... If I would be considering something, this would be London for a limited time, simply because of my profession. But you know, with the inflation and everything getting more and more expensive, I'm not sure how realistic it is.*** (Interviewee from Serbia)

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Older interviewees, or those more settled in their careers, were less inclined to relocate but were still open to short-term visits for conferences or collaborative research. For example:

***Probably if you ask this question five or six years ago, probably yes, because I was thinking to change my location, probably to move to a different country. At this moment, but today I think that not because I am... How can I say I have 45 years. It's an age when you don't want to initiate a new life... No, I prefer to maintain my life here. My life here is quite good really.***  
(Interviewee from Colombia)

For an interviewee with a medical background, the UK doesn't offer appropriate work opportunities as they want to work in the humanitarian field, in developing countries. Using their medical degree would be a challenge because of the requirement to pass a linguistic assessment. As noted:

***Professional Linguistic Assessment board for the GMC, general medical council registration. So I need to sit this kind of examination to work in the UK. With my master's degree I don't think I can work. I cannot work because you know, for me, I will need the visa sponsorship. That will be the most challenging thing.***  
(Interviewee from Myanmar)

The majority of interviewees are considering or actively pursuing PhD studies, with three respondents currently undertaking or having completed PhD programmes. There is a strong preference for continuing with UK institutions due to familiarity with the system, but as mentioned, cost and funding availability are significant barriers to further study. Some highlights:

***I would like to do more study, but cost is a big investment, and then I just found out that it would cost something like 66 to 67 million Pakistani rupees, and if we invest that much and then come back in the same job, there will be no return on investment.*** (Interviewee from Pakistan)

***I've applied to several PhD opportunities. But in the UK though I've not been able to secure funding.*** (Interviewee from Kenya)

A couple of interviewees cited difficulty finding a supervisor or appropriate PhD course; this seems to be a problem particularly for those wanting to undertake DBAs (Doctorate of Business Administration). One interviewee from UAE is now studying with a French university, having been unable to find a UK supervisor. Another, based in a Sri Lankan TNE university, is actively seeking a UK TNE doctorate opportunity, but has been unable to secure something affordable and appropriate.

Some interviewees have undertaken or are considering short courses, or industry-specific training. One respondent has secured international fellowships which support their PhD studies.



## 4.3 TNE graduates' career

The *Alumni Voices (round 2)* survey respondents' data provided some insight into a wide range of TNE graduate careers. TNE graduates primary occupation is summarised in the Table 3.

**Table 3: Primary occupation**

| Which one of these options best describes your primary occupation or activity? | Count      | Percentage  |
|--------------------------------------------------------------------------------|------------|-------------|
| Caring for someone (unpaid)                                                    | 6          | 1.09%       |
| Developing a creative, artistic or professional portfolio                      | 19         | 3.45%       |
| Doing something else                                                           | 8          | 1.45%       |
| Engaged in a course of study, training or research                             | 33         | 6.00%       |
| Paid work for an employer                                                      | 277        | 50.36%      |
| Retired                                                                        | 9          | 1.64%       |
| Running my own business                                                        | 70         | 12.73%      |
| Self-employment/freelancing                                                    | 89         | 16.18%      |
| Taking time out to travel (not short-term holidays)                            | 0          | 0.00%       |
| Unemployed and looking for work                                                | 26         | 4.73%       |
| Voluntary/unpaid work for an employer                                          | 13         | 2.36%       |
| <b>Total</b>                                                                   | <b>550</b> | <b>100%</b> |

Table 3 shows that over two-thirds of TNE graduates were working at the time of the *Alumni Voices (round 2)* survey, mostly in a paid job for an employer (50.36 per cent), or being self-employed (16.18 per cent) or running their own business (12.73 per cent). Less than 5 per cent were unemployed and looking for work.

Respondents were very positive about using the knowledge they had learnt during their UK education in their current work, with mean agreement rating of 8.0, indicating that TNE has a high degree of relevance to local and global labour markets. 76 per cent of respondents reported needing their UK qualification for their job.

In addition, TNE graduates were positive about their current work role fitting with their future plans, with mean rating of 7.52.

From the qualitative study, nearly all interviewees stayed in the same location during and after their UK study. A number of the interviewees were already set on a career path (such as law, medicine, dentistry, banking and accountancy), but their TNE study enabled career progression, for example transitioning from technical roles to managerial positions. One graduate from Ghana, sponsored by her company to do an MBA, has stayed with the same company but shifted focus from food product development to sustainability:

***I was doing product development up to now, but after completion my mind and my path is kind of changing into the waste, energy, food-security path. The passion is diverting to that side more than the food development. So, the career path is changing. It's more towards renewable energy. Sustainability than further development in food.***  
(Interviewee from Ghana)

For some interviewees, their TNE experience has developed into a career. Five interviewees are now working at the private university they studied with. Two were taken on as teaching assistants based on their undergraduate performance (Egypt and Sri Lanka), one of whom has now progressed to a role as head of department.

***I would say from my TNE experience, the fact that I was able to get this job, that was the best thing because I was always looking for something that would be very close to my heart and where I could give my 100 per cent focus for it and have a lot of passion, but I was able to get this through my education basically. So that was like one big change. (Interviewee from Sri Lanka)***

Some graduates are seeking changes in their career pathway, for example a move from project management and administration into community-based arts, or from market research into a role more focused on policy making, sustainability and organisational justice.

In terms of financial benefits, interviewees were hesitant to directly attribute these to their UK qualification. Some interviewees who received promotions following their study made the point that a qualification from their own or another country could lead to the same benefits:

***But I don't know if the UK compared with other universities change a lot of the salary.... If you make the MBA at UK or USA or Germany, probably it's the same. (Interviewee from Colombia)***

***I would say it is not differentiated, doing the UK degree does not mean that I'm doing better, but as a master's degree I think that I have benefited. Maybe if I would have done the master's from India also it would have been considered a degree and it would have helped me. (Interviewee from India)***

Some were more positive that they had financially benefitted, or that the qualification had opened up beneficial opportunities. For example:

***Yeah, of course financial. Of course it came with the promotion, but again also it came with the networking because as it is now, I'm also able to get engaged in proposal writings. Which I think before this qualification I was not able to do. And now with all those proposal preparations, sometimes I also get funds outside the employment. In terms of consultancy and all those kinds of arrangements. (Interviewee from Kenya)***

Others expressed their belief that the UK qualification boosted their credibility, or would create future possibilities, with its value recognised across borders:

***I think yes, it provided me better opportunities, because if I say I'm graduated from Türkiye, this university or that university, no one will know the name in Europe or in the US, but when I say Kings [College], they will know even if I am in China. So I think in this regard it will have some implications when I have this full-time job in my capacity in nuclear security profession. (Interviewee from Türkiye)***

***I'm optimistic that it will open more doors, as I said, locally and internationally. (Interviewee from Kenya)***

Where international degrees are not always recognised, the financial benefits can be harder to come by. As one interviewee stated:

***The job I'm working, I told you I got it from the local degree... The UK qualification does not open that much of a high-paying job. (Interviewee from Pakistan)***

Overall, reported financial benefits varied considerably by country, sector, and individual circumstances. Benefits came through career progression and new professional networks rather than immediate salary jumps. One interviewee from South Africa had taken on volunteering opportunities to support others with disabilities in the workplace and felt that their MBA had ***'just really broadened my horizons to the international business world'***.

Several interviewees reported receiving promotions after their UK qualification, as well as improved professional capabilities such as enhanced research skills, critical thinking, presentation abilities, and problem-solving approaches. Interviewees also spoke about utilising management skills around leadership, people management and strategic thinking.

Some interviewees have been able to apply specialist skills developed through their study, for example in dementia care (India), or in waste management practices (Ghana). Another spoke about using their film analysis skills to challenge misrepresentations of indigenous groups (Malaysia). One interviewee started their own NGO as a result of their studies, with others seeking social impact through community-focused projects.

***My master's has helped me to take or consider things in a more systematic way with critical thinking... it motivated or encouraged me to be more creative, more analytical in that way.***  
(Interviewee from India)

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***It opened my mind, to see things differently. And also to interact with different people from different backgrounds. China, when I was in Africa, Europe. So it made me gain exposure [outside of my home country]. And even now I've got a network with people from outside. So it's helped me to gain more experience and to have colleagues out there who can even assist me in certain things.*** (Interviewee from Zimbabwe)

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Some respondents have only recently graduated or are yet to graduate, so the impact of the qualification has not been fully realised.



## 4.4 Local impact

UK degrees are consistently viewed as having higher status than local qualifications across multiple countries. They provide competitive advantage in some contexts, giving an edge in job applications and recruitment processes. As noted here:

***But generally we placed much premium on the UK education, and it goes even to some of our leaders who have governed the country... because we know that the kind of quality tuition that came from the UK. So generally that is it, but I cannot specifically say that because of my UK qualification I had a promotion.***  
(Interviewee from Ghana)

***Here in my country specifically, they appreciate the British education rather than any other education, more than say for example, the American, the Canadian. We appreciate the British education more than any other.***  
(Interviewee from Egypt)

However, some countries require formal recognition or nostrification of international qualifications, which can be a barrier to local use and recognition.

An interviewee from Serbia explained that getting their degree recognised would entail a process with the Ministry of Education, which they described as ‘a pain’ and something they never wanted to do. Also, if they wanted to do a PhD in Serbia, it’s unlikely that their MBA would be recognised, so this would be a barrier to further study. Similarly, an interviewee from Pakistan spoke of the need for an equivalency certificate from the Higher Education Commission if applying for government jobs with a foreign degree, or even to join the army. This situation has lessened the prestige of international qualifications.

In addition, interviewees consistently identified ways their enhanced skills address local challenges. For example, a dentist who teaches has recognised the research gap in oral health policy in their country:

***There’s a dearth of research and work which is being done in oral health in Pakistan... before I started pursuing a degree in dental public health, even though I’ve been working here in the field of dentistry for the past I think almost 12 to 15 years, I still was not aware of how much research needs to be done in this field... So there’s a lot of potential.*** (Interviewee from Pakistan)

Another health professional, based in Kenya, has identified the benefit of prevention and is now more focused on preventative, holistic healthcare, as well as the need for better services in rural areas:

***So you see people in the rural areas are marginalized. They don’t have the same equipment or a facility or a human resource as people in the urban area. So I want to bridge that gap, so that all health system is strengthened and people have access to quality and accessible health care. That’s the career path I’m taking.***  
(Interviewee from Kenya)

Other examples of local relevance include a banker developing financial products for informal sector workers previously excluded from banking services, an automotive engineer whose contribution to cleaner vehicle technology addresses environmental concerns, and a law graduate who is using their research skills to get to grips with emerging issues around crop science and food security.

One interviewee spoke about using their university role to retain talent in the face of a Sri Lankan brain drain:

***I’ve been able to convince quite a lot of youth to understand that the grass, the grass is not always green on the other side... I am so happy that I’ve been able to bridge students with the right companies that could support them so they’re not missing out on time with family... So, retaining talent. So that was a major, major issue that the country was facing.***  
(Interviewee from Sri Lanka)

One MSc graduate and doctor set up their own NGO after their studies, to promote awareness around dementia in India and provide therapy. A student of biology and psychology from Malaysia has gone onto do PhD and post-doctoral research into ageing and brain health; drawing on learnings from colleagues in the UK institution, they now integrate theatre-based community practices into their work.

Another was able to reduce rates on infection in the community through waste management and recycling projects.

***During my thesis, it made me do a rethink. Because when we did the projects of digesting waste and turning it into useful resources, we had fertilizer that was very good for the soil, it improved yield and all that. And then the benefits in one community where we did the project, diarrhoea, cholera incidence was, I would confidently say, was stopped. It was reduced drastically because of the intervention that we brought in. (Interviewee from Ghana)***

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For some, the impact comes from being able to apply different approaches to challenges arising in their community or organisation. For example:

***I was now able to come up with new approaches to solving administrative challenges... I was able to do certain things strategically. Of course, using minimal resources and ensure that we utilize resources that are available to us and also coming up with innovative ideas. (Interviewee from Kenya)***

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## 4.5 Skills development and use

Beyond financial impact, TNE education has changed how graduates approach their professional lives. Several interviewees described gaining new perspectives that impacted their career or personal development, giving confidence, enhanced problem-solving approaches, or access to new networks. To illustrate:

***I think it's also given me this confidence that I can really pursue higher learning... So I think it's really boosted me up in a way that I'm able to go search for degree programmes instead of maybe something else like normal, the smaller courses. I think it's really guiding me higher.***  
(Interviewee from Ghana)

***I must say that every single experience that I had [in my UK education] has shaped me one way or the other in my career path. I will attribute my growth, I will attribute it to the fact that I was exposed in the UK, that I always seek to learn more. I seek to acquire knowledge, to know something different so that I can also impact... It has opened me up to how to analyse issues, so I can say my analytical skills are in my career path.*** (Interviewee from Ghana)

***It just hiked my career graph. Without any question. So there is no level of question that what it can help me: financially, occupationally, personally, my character, everything is changed.***  
(Interviewee from India)

***I have been significantly involved in volunteer work actually and volunteer events at both Heriot-Watt Alumni Association and at the British Council as well for empowering students with disabilities and disability inclusion in industry and in education.*** (Interviewee from South Africa)

In addition to new perspectives, interviewees highlight a number of skills gained through their study, such as problem-solving, analytical thinking and research skills. **Critical thinking** features strongly; several interviewees highlight how UK education emphasises questioning assumptions, evaluating multiple perspectives, and thinking 'outside the box'. This wasn't merely academic – interviewees describe applying these skills to workplace risk management, problem-solving and community challenges.

Some examples:

***Critical thinking is the slogan... And always the MBA emphasises that you have to think about all the options that you have before you take a decision, look around, validate all the alternatives and decide.*** (Interviewee from Colombia)

***OK, definitely critical thinking skills and analytical skills. Problem solving, definitely by far. I mean, there's a lot of those skills involved in project management due to the deadlines and work breakdown, structure and all of that. Those skills are very, very important.***  
(Interviewees from South Africa)

Many interviewees also highlighted gaining strong **research abilities** and how these translated into community contributions. For example, one interviewee joined their college's research cell, and another has now co-authored research on visual impairment healthcare. These skills appear particularly valuable in contexts where there is not much research available or being carried out, allowing graduates to fill important knowledge gaps in their local environments. For instance:

***Research skills a lot, because this is what we are deficient in, and being in a teaching role... I can inculcate knowing now how a good research needs to be conducted. I can inculcate in my students as well and among my colleagues by doing certain workshops, which I'm already doing as well now.*** (Interviewee from Pakistan)

***I grew in the depth of research, understanding research and the depth of it; ethical practices in research and things like that... enhancing those skills has been key for me. For instance, in relation to my dissertation, there were key findings that ignited a deeper quest to make changes in certain areas, and I understand the way to make changes is now finding how to contribute further, maybe through research, maybe through recommendation of better practices, policies and all that.***  
(Interviewee from Kenya)

One participant, who worked in healthcare before studying for their MBA, has developed a research formula to analyse health metrics, as follows:

***We developed this formula related to calculating the loss of life due to occupational fatalities... It won't be possible without my understanding of the economy and my MBA degree.***  
(Interviewee from UAE)

Several respondents mentioned improved **time management and self-organisation skills** due to balancing coursework, deadlines and employment alongside studies. Digital literacy is also referenced, alongside the leverage of AI tools; such skills are useful for navigating changing work environments and the implementation of new technologies. As noted:

***First of all, the time management, and the second I learned a lot of AI technology during my online courses. I learned it by myself and put it into my assessment and work and now it becomes part of my dissertation, I think it's quite useful.***  
(Interviewee from China)

***When I started with Future Learn, it was just something new having to study online and learning to be manageable with your time, and also being able to share your opinions... it's also helped me to learn how to use a lot of tools online, because of the learning platform and how you can navigate around those platforms. It also gave me this interest in learning how to do surveys and testing websites.***  
(Interviewee from Ghana)

For interviewees whose courses did not offer much in the way of in-person contact or interaction with lecturers, resilience was also required. As one interviewee stated:

***One key skill that might not be so obvious is resilience. Yeah, resilience. I feel like my studies required a lot of resilience and perseverance. And flexibility. Being able to handle different multitask. Like I have work, I have family, I have studies. So I was able to plan more, planning and organising because now everything had to fit into my schedule.*** (Interviewee from Kenya)

Leadership, collaboration, and interpersonal communication are commonly cited, especially among MBA and business students. These are seen as crucial for thriving in group projects and organisational roles. Many interviewees experienced significant personal transformation, particularly in leadership confidence. One interviewee who previously avoided speaking up now volunteers for leadership roles, while another deployed risk management skills to navigate a potentially tricky supervisor change. Others speak of how experience of UK educational culture has enabled them to overcome hierarchical barriers and advocate for other people.

***But yes, my confidence level has improved so much. You come from a background where possibly in a classroom, you may not feel that comfortable, kind of challenging your lecturer... Because of this confidence level that has developed through my exposure in the UK education, I'm able to speak up. So, in my day-to-day, especially when it comes to meetings, I'm able to speak or advocate for my team in negotiations, I'm able to speak for my team as well.*** (Interviewee from Ghana)

For some, study has brought new organisational understanding which has enabled them to develop in their career. One interviewee spoke of how they have a new awareness of their institution as a whole, and how the different parts interact:

***It's like a tunnel vision. I only see my teachings, or my patients. But I don't understand the full picture of the different departments and how they operate across each other, or how to get funds and how their funds are done and the economy behind this industry. It's mind-blowing. But you only get it when you get to study the part of it, MBA.*** (Interviewee from UAE)

## Global citizenship

Nearly all interviewees spoke positively about how their TNE experience had shifted and enhanced their **global thinking**. Several interviewees talked about their realisation that despite surface-level cultural differences, people share fundamental similarities. To illustrate:

*... now I see that even from different countries, we're not very different from each other. The challenges, the aspirations for ourselves, the dreams, everything, and the daily chores we are doing or how we are navigating ourselves, it's almost the same for everybody from different cultures. (Interviewee from Pakistan)*

*You see that everybody has the same problems, but different ways to solve, the approach probably are different, and you start to learn about different things that you can do to solve that... I think that it opened my eyes a lot really. (Interviewee from Colombia)*

*I believe I'm a global citizen. (Interviewee from Kenya)*

*We were taught how to see ourselves not just locally, but on a global platform. How can we contribute towards the national economy, but also the international, like the global economy? Because at the end of the day, we are all connected. It's like one big thread that is connecting everyone. So, our actions can actually contribute to the wider community. (Interviewee from Sri Lanka)*

Another interviewee speaks of feeling like they are part of one **'global village'** (interviewee from Kenya), another of how their study **'opened my mind in terms of global issues'** (interviewee from Zimbabwe), and another of how **'we are all humans'** (interviewee from Türkiye).

The interviewee undertaking research into ageing talked about insights gained from collaborating with researchers from the UK and around the world:

*You really understand that even though we're halfway across the world and the larger systems might be different, at its core, the issues are the same and the sentiments are the same.... also understanding that there is no 'this is only for me' type of thing, because anything that we're doing, as long as we're collaborating and sharing, it will benefit all of us who are involved. (Interviewee from Malaysia)*

Others speak of having their minds opened to more critical ways of thinking, and the opportunity for sharing knowledge. For example, an interviewee from China speaks of how they can see the difference with friends who have never studied abroad and 'only think about the good things about China'. Another shares how their increased awareness of international issues makes them more alive to injustice and unfairness:

*So unfortunately, there are key issues now that my study helped me realise... the developing countries, they need to choose certain hard measures for them to at least progress, and that also affects relations with other countries, like even including the UK. For instance, things like visa application processes which I have been affected by, like I was to come last year, I was denied a visa, things like that. My studies have helped me query more... the advocacy side would want to question why these things happen (Interviewee from Kenya)*

Similarly, an interviewee from Myanmar found that the course generated an interest in other countries which they didn't have before. They learned about geopolitical issues and conflicts, including recent civil war and genocide in other South-East Asian countries, which they previously knew nothing about.

There were only two interviewees who felt things hadn't changed for them at all; both were studying UK curricula via local institutions, so did not experience international interactions. As an interviewee from India put it:

*there was not much exposure on the global things. Maybe it would have been better if I was in UK.*

The most frequently mentioned value shift was toward **greater tolerance and inclusivity**. Interacting with people from different countries meant learning **‘how to balance different dynamics of people’s ways of doing things, people’s values, and allowing inclusivity’** (interviewee from Kenya). Another interviewee noted the importance of paying attention and listening carefully, patience and acceptance.

One interviewee was impressed with how accommodating fellow-students were during their projects and had ‘an amazing time with them’. They wondered if it was because everyone wanted to be on their best behaviour when representing their country:

**everybody was way too nice!**  
(Interviewee from Pakistan)

A Kenyan interviewee described how exposure to LGBTQ+ issues and diversity training opened their mind: **‘tolerance was in me, but now it’s at**

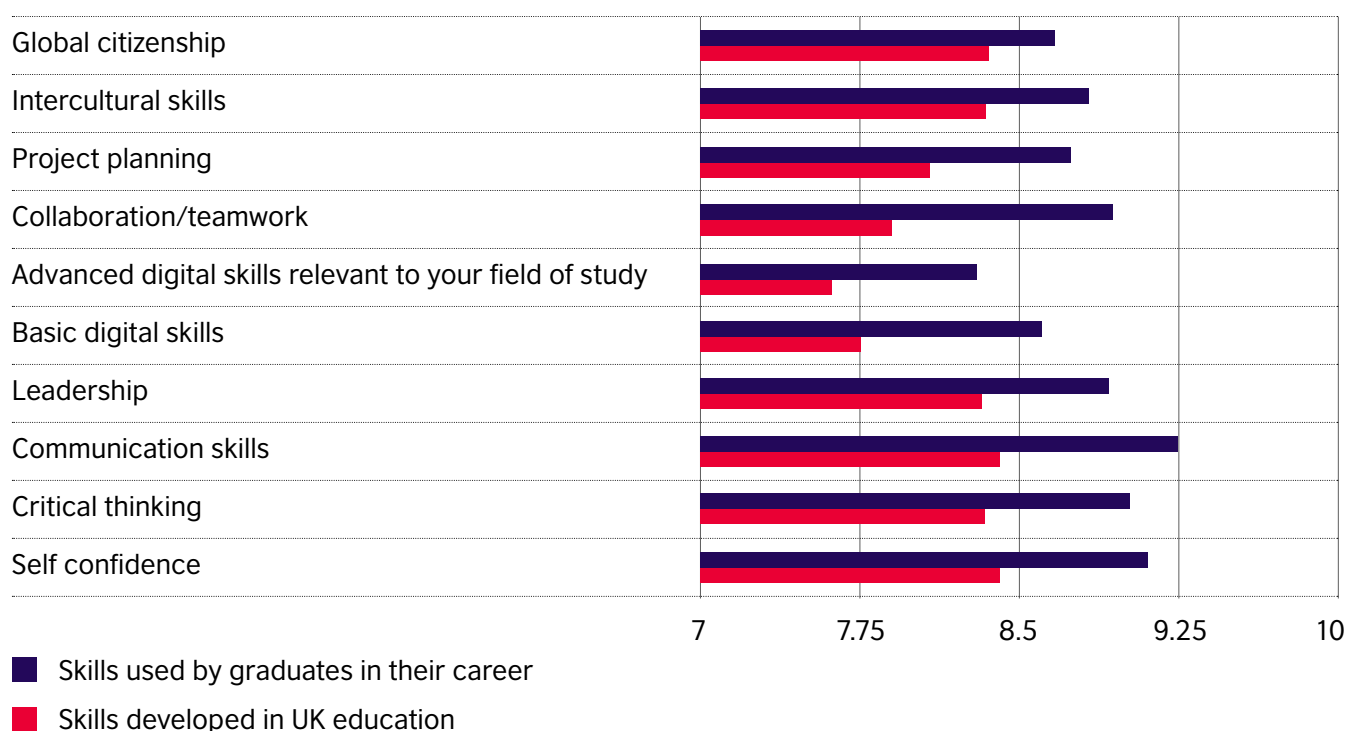
**a greater extent’**. Several interviewees mention becoming more accepting of different sexualities, cultures, and ways of being. For example, changing attitudes to women in the workplace:

**partly because of the UK qualification and partly because the overall culture itself is changing**  
(Interviewee from Pakistan)

An interviewee from Malaysia spoke of how the open way in which gender and sexuality were discussed and taught in their UK degree has given them the confidence to consciously create a safe space for their own students.

These insights from the interviews are supported by similarly positive findings from the *Alumni Voices (round 2)* survey. The survey asked which skills and attributes have been developed by a UK education, and which skills and attributes are important for career development. The following figure shows results for TNE graduates.

**Figure 1: Skills development vs Importance**



As Figure 1 shows, broadly all skills and attributes scored highly (a mean score of 8 out of 10). Self-Confidence, Communication and Global Citizenship (all 8.4) were rated particularly highly as attributes developed by a UK education.

In terms of perceived importance of skills, all skills were perceived as important for their career (average 8.8), with a close match in the ratings between how they were perceived to be developed and their importance.

## Alignment with local needs

The majority of interviewees feel their newly acquired skills match well with the demands of their local job markets, particularly research, digital literacy, and problem-solving. However, a few respondents noted gaps between their academic experience and local requirements, or even tensions between their internationally acquired skills and the home context.

For example, an engineering master's graduate from India felt that on reflection, their course had been too broad in scope, whereas more specialisation would have enabled them to change focus towards electric vehicles – a local need.

Another graduate feels the mismatch between 'English skills' and the local culture:

***We have a different, totally different culture here. So, if you are learning the soft skills from a UK qualification, that's it's like, OK, these are English skills, but locally you have to like, make some adjustments here and there... there is not that much application of these skills in the job.***  
(Interviewee from Pakistan)

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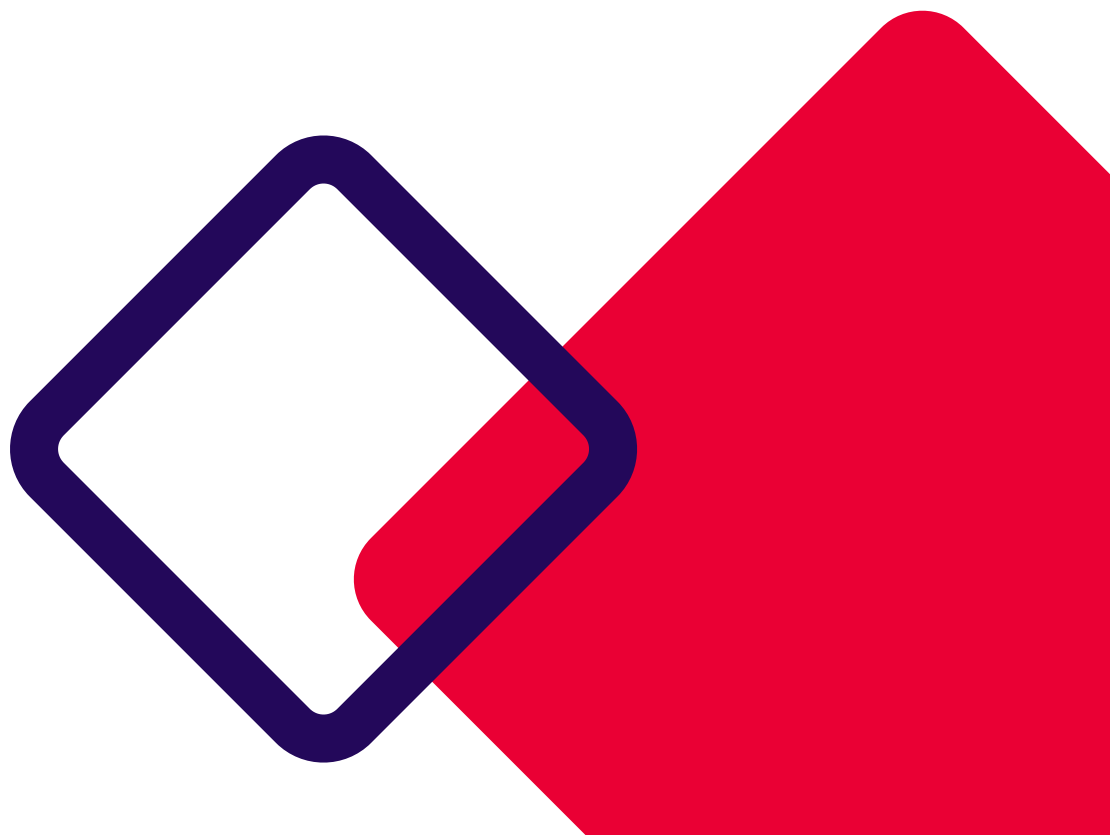
Another interviewee spoke about a negative impact on a personal level, because the people around them weren't thinking critically and questioning things in the way they did. They said:

***So that would trigger you and maybe upset you time to time. So it's challenging at a personal level.*** (Interviewee from Türkiye)

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The interviewee whose university didn't want them using their skills has had to be resourceful in finding other networks and unofficial ways to continue carrying out research.

These more negative experiences suggest that skill transfer may depend on post-graduation employment contexts, local capacity and the presence of professional communities that can recognise the value of international qualifications.



## 4.6 UK perception and advocacy

### UK connections

A number of interviewees reported gaining valuable links with supervisors, lecturers, and peers, or support services such as the careers team. These connections have led to:

- Invitations to contribute to research (e.g., book chapters, joint papers)
- Ongoing collaborations, including conference participation and project work
- Use of tutors as referees or professional endorsements.

For example:

***I have a couple of friends in the UK, and I have, should I say, a good relationship with some of my lecturers up to now. That I could call or send an e-mail to them with any issue or problem... So that open relationship is still there.***  
(Interviewee from Ghana)

However, for some the remote nature of the learning experience and the global cohort has meant fewer opportunities for UK connections. As one stated:

***To be honest, I don't have a lot of classmates from UK, they are all from other countries. I don't think we'll stay in touch with tutors, because we only meet the tutor every two weeks, and each module we have a new tutor. So we are not quite familiar with our tutors.*** (Interviewee from China)

But the development of global connections beyond the UK is a theme that comes through strongly. Because many programmes were online or had international cohorts, interviewees often report building supportive networks across multiple countries. For example:

***I've established a lot of links with the people, not just in the UK, but in the world as general, because with the program, we were so many students from different part of the world. So, I was able to establish literally, right now I can say I have friends, some of whom majority we've never met in person, from every continent of the world, because we go from the US, from Brazil, India, Australia, and the majority are in the UK, Ireland and the other neighbouring countries in the Europe.*** (Interviewee from Kenya)

Three interviewees (from Ghana, Serbia and South Africa) talked about staying in touch with their institutions through mentoring programmes and finding value in supporting other students. As one stated:

***I found it is extremely rewarding to stay connected, and to simply pay it forward to the young generation.*** (Interviewee from Serbia)

Alumni associations, professional associations (such as [IATEFL](#)) and LinkedIn also emerge as tools for maintaining relationships and accessing career-related opportunities. Seven interviewees mention British Council activities, attending events in person or online, or being active network members or recipients of alumni grants. To illustrate:

***British Council helped us a lot just after graduation. I was surprised how they managed to contact us, you know, just after graduation, and they put us in the community of Turkish alumni from the UK university.*** (Interviewee from Türkiye)

***I have actually participated in the British Council alumni networking events, and their professional development courses as well. In the last two years, and that is something I feel was actually much more enlightening, plus also the fact that the audience or the participants in those networking events are very diverse... So that was something that I enjoyed and was able to build some meaningful connections or networking from that.*** (Interviewee from Pakistan)

Interestingly, while those who had studied at partner universities tended to have strong links with their UK institution, some had not developed connections with the British Council, or were not informed about British Council activities.

***There hasn't really been a pathway or any type of route for me to become involved. So even though as you can see, I'm very passionate about it and you know, I have so much to say about it, I've actually never engaged with the British Council, and this is actually the first time that I am doing this.*** (Interviewee from Malaysia)

Those who studied with Commonwealth Scholarships find that brings networking opportunities too; one interviewee from India mentioned being an ambassador for the Commonwealth Scholarship Commission.

Maintaining links over time becomes harder. An interviewee from South America who studied for an MBA 10 years ago has found that connections fade over time as fellow students become more involved in their own work and lives:

***unfortunately we lost focus, and we lost contact with the people'*** (Interviewee from Colombia)

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One interviewee would like to see more channels for maintaining connections:

***I think University of Sheffield is trying to keep this connection, but we also need to understand it is not enough, because there is not something as a local alumni group. Also, I heard that the British Embassy organized an event, maybe 7-8 years ago, but nothing has been happening so far. So I am not sure if the embassy as such is interested in making a community.*** (Interviewee from Serbia)

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However, many other interviewees reported staying connected in alumni activities. Furthermore, 62.5 per cent of the *Alumni Voices (round 2)* survey respondents reported to have contacted or met someone they first encountered during their TNE experience in the last 12 months.

Responses were more mixed regarding business connections. For some, for example those in medical careers, it simply didn't feel relevant. Others are open to links or actively pursuing them, for example connecting with UK companies, seeking jobs via LinkedIn, finding consultancy opportunities or seeing the potential with their own company to relocate to the UK. In general interviewees were open to the opportunity to work with or for UK companies, but it's not something they are currently doing.

A sense of connection to the UK through their institution of study came through strongly with interviewees. There is a sense of affinity, even an emotional connection, because of their education experience. As one interviewee noted:

***I'm always proud that I did my master's from a UK university.*** (Interviewee from India)

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This is reinforced for those who are interacting through alumni networks and British Council activities. Several interviewees spoke of groups they are part of, which could be professional or research bodies, or something as informal as a WhatsApp

group, as well as events they have attended, and the value of ongoing relationships and opportunities, for example to access LinkedIn learning through the British Council.

For those who are not actively interacting with UK contacts or groups, the sense of connection seems likely to diminish over time and distance.

For instance:

***Unfortunately with UK I don't have a strong connection now. I would like to do it. Probably I'm planning to visit the university the next year. Really. I want to go...My local connection, of course in my field, not related with people in the Manchester University, but with people alumni from UK. Yes, I have two or three, four people that say frequently we talk. We have a WhatsApp group. When we communicate so the events and other things really. But of course you know that now we are everyone is focusing on their lives and sometimes it's not easy to have enough time to do these events, right?*** (Interviewee from Colombia)

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Global connections, as evidenced elsewhere, are strong. Interviewees speak of connections with the classmates, their growing global awareness, and again some are strengthening these connections through alumni and professional groups, or their volunteering brings them into contact with students from around the world.

In terms of the local community, what the TNE experience has given some interviewees is a desire and determination to effect change in their locality, to provide service and to have an impact. As one interviewee explains, their education has equipped them with the knowledge and power they need to improve systems:

***So I'm connected with my people, my environment, my community, my country. Because we want to improve the way things are done, and the only better way of doing that is go get information, knowledge and all the power you can from people who have succeeded in doing things right. And that's where the education comes in.*** (Interviewee from Kenya)

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This service does not just have to be local. One interviewee spoke passionately of how their mission to provide better support for those with dementia gives a global purpose and common sense of humanity:

***Human nature is one. Because in Africa they have dementia, India, Pakistan, they have dementia... People are people. Humans are human. As a doctor, I can't differentiate patients by religion. By their prosperity, who is poor, who is rich? No, I can't. Whoever in front of myself, I will be happy to serve them. (Interviewee from India)***

## Perceptions of the UK

For some interviewees, their perceptions around the UK haven't changed much; this is because they had a positive outlook to start with, or the remote nature of their study means they haven't experienced much of UK life beyond the university. For example this participant, who particularly struggled with speaking about perceptions of the UK, studied at a local institution, and therefore didn't have exposure to a global cohort or UK tutors:

***I haven't got any perception about the UK qualification... I knew like it was an international qualification. So, I knew like it is worth it... so there's like no perception. So basically, I heard like in UK there has been a lot of inflation. That's what I've experienced. (Participant from Pakistan)***

In addition to other benefits TNE offers, generating greater mutual understanding of different cultures was highlighted as an important one. A number do report positive shifts in their views of British people and culture, and a countering of negative perceptions or stereotypes – especially where interviewees have visited the UK in person. As one interviewee, who visited the UK in a personal capacity after their programme, honestly shares:

***I thought British people were arrogant. And like looking down on people; in the past, this was my impression. But it wasn't the case... spending time with them, you know, from 10 months, it's something different and I visited them in London... So I was lucky that I really met gorgeous people, and it changed my perspective towards humanity, not only for British people. So we have more common things than we have all our differences. (Interviewee from Türkiye)***

An interviewee from Kenya told of their surprise at encountering honest, helpful taxi drivers in both Liverpool and London, which gave them a different perspective on the UK when visiting for their graduation. And an interviewee from Ghana, who spent eight weeks in the UK for project work as part of their masters' degree, was happy to experience the comparative peace of English streets, where drivers don't constantly 'blare horns'.

These findings are supported by the *Alumni Voices (round 2)* survey where 97.3 per cent respondents indicated willingness to recommend the UK education experience and further 96.7 per cent have reported recommending the UK as a place to visit. Therefore even though physical student mobility may be more likely to have a deeper personal impact in terms of national perceptions, TNE still creates positive cultural understandings.

Colonialism cropped up in several conversations as an influencing factor in relationships and perceptions – potentially both positive and negative. One interviewee spoke of the 'long history' between Kenya and Britain, and how 'Kenyans and British are more or less brothers and sisters' (interviewee from Kenya). Similarly another interviewee referred to the 'long history, the colonial history, whatever' between the UK and Pakistan:

***So, there is a perception there. It won't go anywhere. But now it's like, it's good we are interacting as well, so it is a positive. My perceptions have improved like we are interacting now... before it was OK, OK. The UK is a white country. They ruled us. We are using their language, before it was like that. Now we are interacting. So it's become more like personal and deeper. (Interviewee from Pakistan)***

Another interviewee was positively influenced by a sense of joining a community of students and alumni (and their liking for UK rock bands):

***Maybe it's since I'm a political science sociology graduate, I always tend to be, I criticise the biggest players like the UK, United States, Russian Federation, whatever – they were the big players in the world. I was critical about, let's say, the exploitation process, like historical processes, you know, what has been done in India, Pakistan, et cetera. There's a negative. I had a negative impression about the country, unfortunately, but afterwards, with the university's perception, it***

***really changed, especially with British Council's efforts to put us in the alumni groups and etcetera, I felt that OK, I belong to this community. I don't know how and why, but I felt like I belong to this community, even though I criticise things, they still accept me.***

*(Interviewee from Türkiye)*

Other benefits mentioned by interviewees include enhanced access to international networks, for example through alumni groups, conference participation and connections with classmates from around the world. Improved confidence and credibility are also mentioned, as well as higher expectations. These are all themes that recur in response to other questions, as noted:

***It gives you more room to be able to approach and do things, and then it gives you the room also to be put in decision-making roles. So it's been very advantageous. It's much recognized at my work and anyone that I come into contact with... it puts like a credibility on you.***

*(Interviewee from Ghana)*

***And also one thing that UK education taught me is that you do not settle for less... You need to strive for the best, and that has also helped me in my delivery of my task as a manager.***

*(Interviewee from Ghana)*

The *Alumni Voices (round 2)* survey data also show that, generally, those who studied through a TNE model reported very positive perceptions of the UK and its place in the world. In the *Alumni Voices (round 2)* survey, respondents were asked to rate their agreement with the following statements on a scale of 0 to 10, with 0 being strongly disagree and 10 being strongly agree:

1. The UK has world leading universities and academic research.
2. People from the UK are open and welcoming.
3. The UK has world leading arts and cultural institutions and attractions (e.g. classical/ popular music, digital arts, theatre, literature, visual arts, film, museums and galleries).
4. UK government contributes its fair share to aiding development in poorer countries.
5. The UK's government works constructively with other governments around the world.

TNE graduates showed high average ratings for all statements, as presented in the chart below.

**Figure 2: Overall perceptions of the UK in the world by TNE graduates**

**Thinking about the UK, to what extent do you agree or disagree with the following statements:**



Figure 2 shows that TNE graduates report high level of positive views of the UK. Perhaps unsurprisingly, since these were UK graduates, perception of the UK having world leading Universities and academic research had the highest rating (8.96).

## Advocacy

Interviewees expressed strong confidence in identifying themselves as advocates for UK education, citing a range of factors that contributed to this stance. These included their own positive experiences and a longstanding belief in the quality and value of UK education. Many highlighted how it had benefited them both professionally and personally and spoke of an affinity with UK culture. They also pointed to the better value offered compared to countries such as the USA and Australia, as well as the ease of access and usability. The practical approach and emphasis on application-based learning were seen as key strengths, along with a perception of higher quality compared to educational offerings in their home countries. For example:

***...it's not complicated. You don't have to spend extra hours trying to get involved or get into the flow. It's the onboarding. It's so smooth and easy and friendly... (Interviewee from Ghana)***

***So the difference of quality of education, the way we were taught, the way we were assessed, the way the teachers interacted with us, it was quite different to what I have experienced here in Pakistan. So yeah, a big advocate for our studying from there [UK]. (Interviewee from Pakistan)***

When highlighting benefits to others, interviewees spoke about the high standard and quality of education and research, as well as the opportunity for greater exposure to international or global thinking, which broadened their experiences and allowed them to interact with people from diverse cultures. They appreciated the ease of access, particularly through the use of the English language and, for some, the compatibility with their home education frameworks.

This was particularly the case for interviewees who had studied iGCSEs and A levels: they wanted to continue with a British education, for example:

***I grew up reading Enid Blyton. So, so I think from my childhood itself, I was just fascinated by the British culture. (Interviewee from Sri Lanka)***

Another interviewee spoke about the encouraging, positive attitude endemic in British education, which contrasted with the rankings and exam-focused local environment:

***I am a person who used to be a very average student at school, and at school what they told that you know, you need to focus on grades... But when I sat for my Edexcel O level and A level exams, I realized that I was not that bad. And then when I came to my university, I realized that I was never bad. So, like, you know, it was just a cultural factor that was keeping on calling me bad. (Interviewee from Sri Lanka)***

A calm and well-structured learning environment, supported by effective systems, was also noted as a key advantage. A leaning towards practical assignments rather than written exams, and the use of real-world scenarios or case studies, was appreciated. Interviewees valued the wider range of study options available and emphasised the focus on critical and analytical thinking, rather than rote memorisation.

For example:

***Well, we live in a globalized world... this intercultural awareness, it is essential given the times we are living in, for every field, in every profession. And yes, for me the structure has been important. I mean I feel like at ease because things are like well-structured and I know what to do, where to when to do it. And sometimes in my country, that's not that easy. Things change rapidly and communication is not that good. (Interviewee from Mexico)***

A number of interviewees mentioned their active involvement in promoting UK education, through alumni networks (the British Council and Commonwealth Scholarship network) and also professionally, in their roles as academics or university recruiters.

Despite positive experiences, a few interviewees identified obstacles to access, such as cost:

***Everybody around me, everybody wants to study from the best university, it's just the finances and the cost, which is a barrier to them being not able to come and or to study there [the UK]. So the cost is only barrier. (Interviewee from Pakistan)***

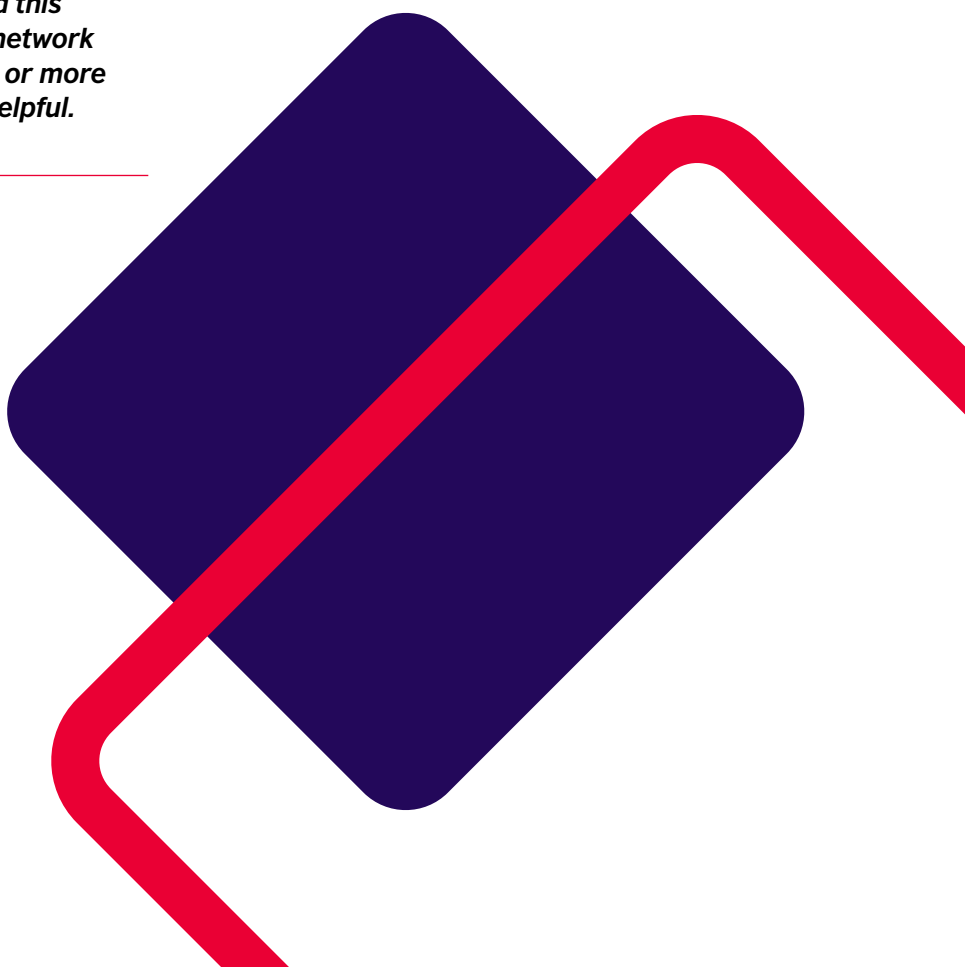
Another interviewee, also from Pakistan, felt that the online nature of courses was off-putting for some people, with a 'little bit of low perception of UK qualification being completed abroad'. Furthermore, they noted that the local institution they had attended had now closed, suggesting a waning interest in UK accredited degrees. They felt that the cost of UK courses possibly outweighed the benefits, when they wouldn't necessarily be recognised locally: 'why should we pay higher for just a good environment when it is no impact later on?'

Another interviewee felt that there wasn't a strong enough network post-graduation to provide employment support:

***Although the UK education system I prefer it very much, you are simply not having a network that would help you find jobs... this is one of the things that I find a bit different, especially now after Brexit. You know, it may be a disadvantage, I don't know. But times have changed and also having a regional network or a local network that would support you in your job search would be something which is definitely very valuable, and one of the reasons why I opted for the MBA is exactly that... because you have a network of peers that you also have developing and this comes very handily. Unfortunately this network was mainly local but having more peers or more contacts in the UK would definitely be helpful.***  
(Interviewee from Serbia)

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The *Alumni Voices (round 2)* survey data supports these views and indicates that 97.3 per cent respondents indicated willingness to recommend the UK education experience. Furthermore, 96.7 per cent have reported recommending (or being willing to recommend given the opportunity) the UK as a place to visit in the last 12 months. Additionally, the survey data shows that overall favourability towards the UK from TNE graduates is 8.33, indicating very high level of favourability overall.



## 4.7 Further insights

Interviewees had put these **values** into practice in their professional lives in ways that gave rise to greater inclusivity and cultural sensitivity. A couple of interviewees spoke of how they were now much more careful about using inclusive language, and they were demonstrating this in their interactions with the public, or in their essay writing.

Several interviewees explained how they are now more ready to listen and take time in their interactions with others, speaking of values such as greater patience, willingness to put themselves ‘in other’s shoes’, being more considerate of other’s needs and recognising cultural differences.

For instance:

***You understand the diversities of why they might not want things done in certain ways, then you’re able to bring ideas to the table, discuss them, and then find a balance that everyone feels included in.*** (Interviewee from Kenya)

For some, there were **practical implications** for business development, such as considering different countries as options for activity, or simply making use of an enhanced understanding of global economic factors and how they might impact their industry. Punctuality was also mentioned as a value gained from UK education experiences, time management skills and a stronger commitment to meeting deadlines.

For one interviewee there was a **pedagogical impact**. They noticed how their UK tutors were **‘interacting with me as friends, and that is something which I have not learned in my culture’** (interviewee from Pakistan). They were more used to a hierarchical relationship with their students, but have started to break this down, for example by being more proactive in sharing materials. They appreciated how the more informal relationship made them feel more motivated and wanted to do the same for their own students. Another spoke of how they encourage their students to have fun and not be solely focused on exams and grades. As they phrased it, **‘I got my traditional mindset off’** (interviewee from Sri Lanka).

Greater confidence and a readiness to take on challenges was a theme that emerged in many responses when talking about **change**. Interviewees described a journey of personal growth marked by increased maturity, broader thinking, and a

transformed perspective on the world. They reported gaining greater confidence, particularly in decision-making and acting independently, accompanied by enhanced self-belief and optimism. Many expressed a newfound readiness to voice their opinions and assume leadership roles, driven by a desire to make an impact, take initiative, and advocate for others. Additionally, there was a growing appreciation for the importance of networks and teamwork, with interviewees noting improved networking skills and a stronger sense of confidence in engaging with others.

For example:

***I think what really came out of my UK experience was the soft skills, being able to communicate and work with and coordinate and lead.***  
(Interviewee from Malaysia)

***It’s made me more proactive because now I want to venture into problem-solving issues, [rather] than just stay in my corner and wait for things to come to me... I want to be involved and make much greater impact than just a small one.***  
(Interviewee from Ghana)

***So it totally changed my life. You know this pressure process totally changed my life. To believe in myself actually, because after that nobody is there to help me to open my NGO. No one is there. I am the founder of my NGO.***  
(Interviewee from India)

When speaking about the **most transformative aspects** of their study, interviewees echoed themes found in other areas of their experience.

They described a shift toward more critical thinking, which they could apply both professionally and in everyday life, such as being more questioning when reading the news. Many felt more prepared to research, problem-solve, analyse situations, and find solutions. They also reported enhanced transferable skills, including presentation, communication, and networking abilities. A clearer sense of future purpose and direction emerged, alongside increased flexibility, patience, adaptability, and tolerance, particularly in engaging with people from different cultures, and overall, interviewees expressed greater confidence both personally and professionally.

Two interviewees spoke about the transformative impact of technology. Engaging in online learning through content, eBooks and the interaction with students and faculty was a new experience for one of them and is now part of their professional life too as they work for a company which provides training. Another was highly appreciative of the support received from staff and the effective use of technology, with good management and engagement strategies.

The opportunity to collaborate with and learn from tutors and peers was seen as highly valuable. Three interviewees talked about a particular tutor or supervisor as the most transformative aspect of their experience, a testament to **the impact of personal connection**. These were people who took time to talk with the interviewees, gave encouragement, feedback and the impetus to strive further. In two of these cases the interviewee met with the tutor in person; one was remotely. Some highlights were:

*The feedback given by my dissertation supervisor was really transformative for me, because she was pushing me really hard to write something scientific and critical... she pushed me a lot, like she always was giving me feedback and telling me that, you know, you need to change it, you need to restructure. It was hard, a bit difficult, but it was really transformative.*

*(Interviewee from Türkiye)*

*During the course and then in the thesis phase which ended in the project, I met one fantastic professor... his level of coming down, sit with us in the bars, have a conversation with you, try to know what you want to do, the experiences you've gone through and how he would even advise you. And that has really transformed and shaped my life, if I'll put it this way. It gave me more confidence to go for things that in the past I would have sat down and thought about it and closed my mind and told myself that I can't do it. Now I feel there's nothing that I cannot do... So it's really changed my perspective, changed the way I do things, changed the way I see things, and I'm more inclined to venturing into projects, into issues than just stay back and then look on and hope that somebody will come and do it.*

*(Interviewee from Ghana)*

## 4.8 Feedback and areas for consideration

There were some challenges and perceived barriers that were mentioned by the interviewees.

**Local contexts and world events** can make following a career path difficult. A master's graduate in humanitarianism, conflict and development from Myanmar planned to apply their skills in the border area with Thailand, but lack of funding could thwart that aim. As noted:

*There are a lot of funding gaps for the NGOs and also the US Aid. So, right now I worry. I worry for the future. The limited support or limited humanitarian system for all the refugees or IDPs [internally displaced person] in my country, so that might be a factor for my career goal. So previously I thought this might be the stepping stone for my career goal. I will have the better role or career in the organisation at that time. I can make or I can apply many proposals for the needy people, especially the IDPs in the border area for the humanitarian response, like distribution of food, water. That's what I thought previously, but right now I'm not sure about this.* (Interviewee from Myanmar)

Another interviewee has been put off working in the UK by **economic and visa conditions**. This issue can be seen here:

*I also have opportunity to work in the UK, but the problem is the currency increased a lot. And the visa requirement also increases. So we don't think UK is a good destination at the moment. I talked to some of my friends, they all can see Hong Kong and Singapore will be more attractive. And the job opportunities at the moment, because economy in the whole Europe is not that good.* (Interviewee from China)

In addition, local conditions can mean that finding employment which utilises degree skills is a challenge. For one respondent, even with a UK MBA, it was **'really difficult to secure any employment whatsoever'** due to South Africa's **'severe economic crisis'**.

For another respondent, while they are keen to put their qualification in international development to impactful use, they have not yet secured a higher-level role. Changes in US government policy have potentially contributed to this:

*I think the only issue that came in was the US aid funding cuts, which was unfortunate, but I think this greatly and still continues to impact the job market within my country.* (Interviewee from Kenya)

Similarly, another respondent is finding it difficult to switch sectors:

*'this social justice degree does not really contribute to what I'm doing here in the company... it unfortunately didn't help yet, but I think it will in the future because I want to switch my sector definitely'* (Interviewee from Türkiye)

One interviewee, who studied for both a master's and PhD with government funding, then found that their university did not support their research activities, providing a significant block to putting their knowledge and capabilities into practice. This kind of institutional barrier has fortunately not been reported by other interviewees.

The remote nature of interviewees' study came up as a barrier to **developing connections**. One interviewee spoke of her regret that she couldn't visit the UK at all during her master's course, due to their inability to fund a visit themselves. As noted:

*But I wish and I did try in the last two years as well that I could get the opportunity somehow or the other so that I can visit for a small time period... I could meet everyone there in person... there were certain projects which were taking place which my course lead wanted me to come and to be a part of it, and I felt that if I would have been on campus... even for a short time, that would have given me a lot of boost.* (Interviewee from Pakistan)

In contrast to this, an MBA graduate from Serbia spoke of their study week in the UK as a real highlight, enabling them to visit Manchester, Liverpool and Sheffield, and even enjoy the scenery of the Peak District. It does seem that the opportunity to visit the UK, even for a short time, during the study period, gives rise to a stronger sense of connection. However, this same interviewee did speak of the visa process as a barrier to further visits:

***If I wanted to visit Sheffield again, I would need to reapply for a visa, and I can tell you I'm not so keen on going into this experience again.***  
(Interviewee from Serbia)

Visa barriers are mentioned several times in the context of work opportunities too. For instance:

***I think the visa or work permit can be a barrier. Yeah, I feel that there is a demand of skills in what I am working, but I think there are also some barriers of visa. So maybe out of 10 employers, there can be one or two only who could provide a sponsorship and not all of them.***  
(Interviewee from India)

It's possible that these barriers may be perceived rather than actual, but interviewees are influenced by **what they hear from others**. For example, one interviewee from Pakistan is keen to visit the UK, but has been discouraged by an ex-classmate, who's said that it will be hard to get a visa, and they don't want to 'waste money in an application'.

Another interviewee from Kenya would like to attend British Council events in the UK but finds that they don't hear about the events in enough time to process a visa. They suggest that a short-term, multiple entry-point visa would be beneficial for UK graduates to facilitate meeting attendance.

One interviewee reiterated the point that international **student fees** were a challenge, particularly for students from developing countries:

***Our economy is not doing good by virtue of being a third world country, and when we come to study or when we seek to study in the UK, the fees are actually high for us, and there it's usually even higher because as the international fee-paying students have different rates than domestic.*** (Interviewee from Kenya)

They also made the point that there are not many slots open for funding, such as through the Commonwealth Scholarships, so it's a very competitive experience and many people miss out.

Where interviewees felt that there was something that could have been improved about their experience, the most common response was around the **desire for personal contact** and time in the UK. While the flexibility of distance learning is appreciated, interviewees also wanted the opportunity to see their institution and meet tutors face-to-face. Suggestions include exchange visits, short visits, guest lectures, summer courses and the opportunity to experience campus life. A few interviewees had attended their graduation in person, but this wasn't an option for all, and some weren't able to attend due to cost, visa applications being denied, or Covid-19 restrictions.

As these interviewees explained, a personal touch matters:

***I never had that privilege of meeting my tutors in person at any point. So the way they would assume that you want it to be totally remote, I don't think, you know, at some point we all want that personal touch, even if it means just facilitating things like people to come to their school.*** (Participant from Kenya)

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***I understand that distance learning is taken by people who cannot give time or because of their personal or whatever the reasons and they cannot come to UK, but I think everybody can manage a small, one month or three weeks, one to two months' time period to leave their country and be there and it will improve the whole feel of this two years programme a lot... the one thing which I have missed the most is not being there on campus... I could see where the university, I could meet my teachers, I could meet the other group of students as well.***

(Interviewee from Pakistan)

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***I wish it wasn't only online and in person as well. It will give me a better understanding, but I am trying to compensate for it by visiting UK from time to time on my personal capacity.***

(Interviewee from Türkiye)

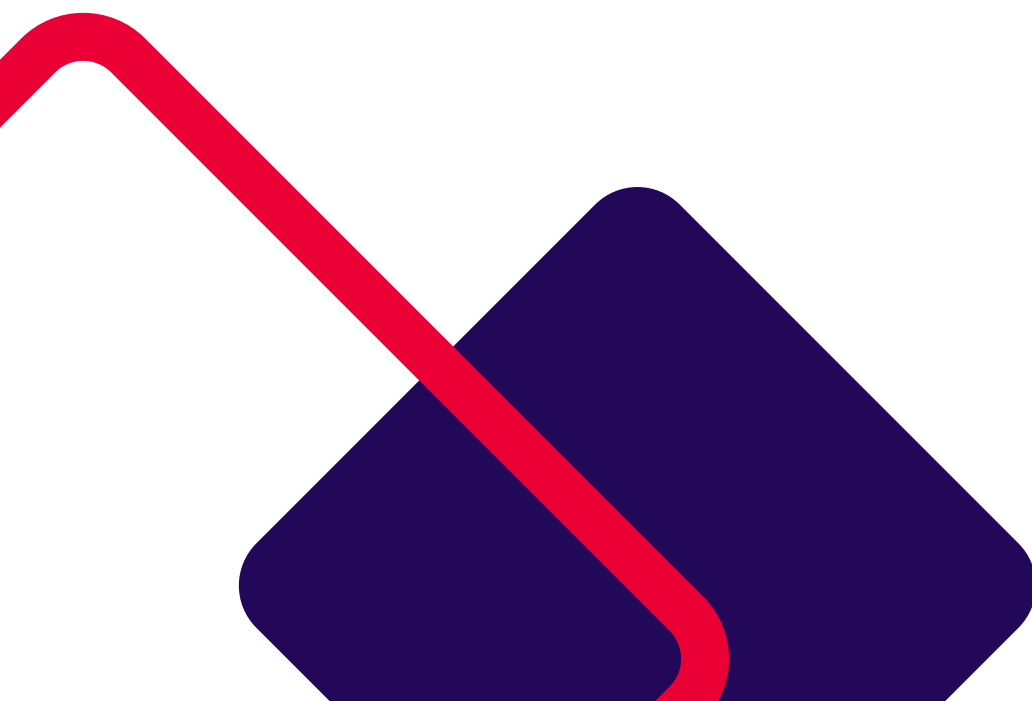
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A couple of interviewees gave specific recommendations for the British Council, to enhance access to **alumni activities**. One asked for more advertising of new programmes, with the offer of discounts, and highlighting programmes that connect with a participant's previous activity. Another spoke about the use of technology to facilitate communication:

***What could be of further use is the leverage of technologies. Especially nowadays we are conversing by Microsoft Teams, but also believe in the times of AI, and I hope that British Council would also leverage on the technology more and would also support the development of these communities of UK alumni. I am part of the community, but you know this is something where I'm also having high expectations.***

(Interviewee from Serbia)

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## 5. Conclusion

This research shows that TNE contributes to the global reach and engagement of UK education, with students from across diverse regions being able to engage positively in a UK education experience. For many students, TNE offers a cost-effective, flexible route to UK qualifications, expanding access to high-quality education. Some of the findings of this study may apply not just to UK TNE, but to TNE offerings from other education systems.

The participants were drawn to UK TNE for a variety of reasons such as the global reputation and high standards of UK education, familiarity with UK systems and teaching styles, flexibility to study while maintaining personal and professional commitments and access to unique qualifications and subject areas. Some participants expressed interest in further UK-based study, particularly PhDs, citing academic quality and cultural appeal. However, financial constraints, visa issues, and family responsibilities were significant barriers. A few were already pursuing advanced studies or had secured international fellowships.

The study highlights the significant local-level and personal-level impact that UK TNE can have. On a more local level, TNE impact is seen through alumni applying their skills to address local challenges in areas such as health, sustainability, and education. For some, UK education was a catalyst for social change, with alumni founding NGOs, influencing policy, and improving community services.

On a personal level, graduates consistently reported enhanced skills, particularly in critical thinking, research, and communication, which they applied in their professional and community contexts. Many described a transformation in how they have approached their careers with greater confidence, leadership, and a proactive mindset.

The development of a global outlook and intercultural competence fostered a strong sense of global citizenship, with graduates often expressing a desire to contribute to positive change locally and internationally. Importantly, many alumni became advocates for UK education, not only due to academic quality but also because of the inclusive values and global networks they accessed, regardless of whether they had physically visited the UK.

As reported by HESA (2025) there has been a notable growth in UK TNE provision globally, with more universities developing TNE activities in a wider range of countries, that could indicate benefits including positioning, influence, and/or economic returns. An additional value of TNE to the UK is that it supports UK education export goals and international engagement and strengthens visibility and influence of UK institutions (British Council, 2022).

This study has shone light on the positive impact that UK TNE can have at a personal level, at a local level and in terms of advocacy and positive perceptions of the UK. However, a greater focus on TNE impact and graduate outcome metrics and data would enable the global HE community to understand more about how TNE contributes to specific sectors in different regions. In addition, gaps remain around our understanding of gender, socioeconomic, and geographic disparities in TNE participation and outcomes. Continued research, policy innovation, and stakeholder collaboration will be important to ensure that UK TNE remains a benchmark for quality and inclusivity in global higher education.

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## 7. Appendix A

### TNE respondents to *Alumni Voices (round 2)* survey by country of birth.

| Country of birth for TNE graduates | Frequency | Percent | Country of birth for TNE graduates | Frequency | Percent |
|------------------------------------|-----------|---------|------------------------------------|-----------|---------|
| Afghanistan                        | 1         | 0.2     | Iraq                               | 1         | 0.2     |
| Algeria                            | 2         | 0.4     | Israel                             | 1         | 0.2     |
| Argentina                          | 1         | 0.2     | Italy                              | 1         | 0.2     |
| Armenia                            | 3         | 0.5     | Jamaica                            | 1         | 0.2     |
| Azerbaijan                         | 3         | 0.5     | Japan                              | 1         | 0.2     |
| Bahrain                            | 1         | 0.2     | Jordan                             | 4         | 0.7     |
| Bangladesh                         | 10        | 1.8     | Kenya                              | 66        | 12      |
| Brazil                             | 15        | 2.7     | Kosovo                             | 1         | 0.2     |
| Bulgaria                           | 2         | 0.4     | Kuwait                             | 1         | 0.2     |
| Cameroon                           | 3         | 0.5     | Lebanon                            | 3         | 0.5     |
| Canada                             | 1         | 0.2     | Liberia                            | 1         | 0.2     |
| Colombia                           | 4         | 0.7     | Libya                              | 3         | 0.5     |
| Cuba                               | 1         | 0.2     | Malawi                             | 1         | 0.2     |
| Cyprus                             | 1         | 0.2     | Malaysia                           | 19        | 3.5     |
| Egypt                              | 14        | 2.5     | Mauritius                          | 3         | 0.5     |
| Ethiopia                           | 1         | 0.2     | Mexico                             | 11        | 2       |
| France                             | 1         | 0.2     | Morocco                            | 2         | 0.4     |
| Georgia                            | 1         | 0.2     | Myanmar                            | 3         | 0.5     |
| Germany                            | 3         | 0.5     | Namibia                            | 1         | 0.2     |
| Ghana                              | 25        | 4.5     | Nepal                              | 1         | 0.2     |
| Greece                             | 16        | 2.9     | Netherlands                        | 1         | 0.2     |
| Hong Kong (SAR)                    | 2         | 0.4     | Nigeria                            | 84        | 15.3    |
| Hungary                            | 1         | 0.2     | Pakistan                           | 78        | 14.2    |
| India                              | 30        | 5.5     | People's Republic of China         | 16        | 2.9     |
| Indonesia                          | 6         | 1.1     | Peru                               | 2         | 0.4     |
| Iran                               | 1         | 0.2     | Philippines                        | 3         | 0.5     |

| Country of birth for TNE graduates | Frequency  | Percent    |
|------------------------------------|------------|------------|
| Portugal                           | 1          | 0.2        |
| Qatar                              | 1          | 0.2        |
| Russia                             | 2          | 0.4        |
| Saint Lucia                        | 1          | 0.2        |
| Saudi Arabia                       | 3          | 0.5        |
| Seychelles                         | 1          | 0.2        |
| Singapore                          | 11         | 2          |
| South Africa                       | 13         | 2.4        |
| South Korea                        | 1          | 0.2        |
| Sri Lanka                          | 13         | 2.4        |
| Sudan                              | 3          | 0.5        |
| Sweden                             | 1          | 0.2        |
| Syria                              | 2          | 0.4        |
| Türkiye                            | 7          | 1.3        |
| Uganda                             | 4          | 0.7        |
| United Arab Emirates               | 3          | 0.5        |
| United States of America           | 4          | 0.7        |
| Uzbekistan                         | 4          | 0.7        |
| Vietnam                            | 3          | 0.5        |
| Yugoslavia                         | 1          | 0.2        |
| Zambia                             | 2          | 0.4        |
| Zimbabwe                           | 5          | 0.9        |
| No country of birth data           | 6          | 0.9        |
| <b>Total</b>                       | <b>550</b> | <b>100</b> |

