THE UKeU REPORTS

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REPORT 02

International Students in UK Higher Education

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Edited by Paul Bacsich

Disseminated by The Higher Education Academy

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Editor's Introduction*

The full title of this document was originally "International Students in UK Higher Education: Review of market trends, subject areas and course formats". It was completed in January 2003.

The document is based on interviews with eleven HEIs and on discussions with the British Council in Manchester and Singapore, with the Hong Kong University of Science and Technology and with the International Business Managers of UKeU (all of whom formerly worked in the countries to which they were appointed).

At the time the study was done there was little awareness of UKeU or knowledge of its likely mode of delivery, consequently it is very likely that the conclusions Sue Curbishley came to are relevant to many UK HEIs interested in distance e-learning, taking due notice of the passage of time of somewhat over two years. However, the author asked respondents to make predictions for two years' time, i.e. 2005, so it will be interesting how readers feel about these now.

Among the conclusions are that: "Some face-to-face contact is viewed as 'extremely important' for staff and students, especially at undergraduate level."

Note on Provenance

The report was obtained from the Sales and Marketing section of the UKeU electronic archive. It was also available to all authorised UKeU staff via the Web Community.

Publication Notes

There were many URLs given, many which were out of date. It was not feasible to recheck all those given in the Appendices. Footnotes detail which were checked.

About the Author

At the time of writing this report, Sue Curbishley was an independent market research consultant. The author has recently let us know that she has now changed career and does not want to be contacted. Please direct any enquiries or follow-up on this Report to the Editor.

The original document now follows, starting on the next page.

* By Paul Bacsich.

0. Executive Summary

Subjects

- **Business and Management** is the most popular subject area and continues to grow.
- **Technology** is a close second in popularity; demand may be levelling off slightly but it still warrants stand-alone cluster.
- 1st tier clusters are **Business and Management**, **Technology**, **English Language** (as an enabler, not to degree level) and all types of **Engineering.**
- 2nd tier clusters are **Environment**, **Science**, **Law**, **Health/Nursing**, **Education** (including teacher training), **Art and Design.**
- **Health/nursing** has low awareness but not necessarily low demand. Issues of NHS funding may preclude recruitment of international students. It requires further research as a potential online offering.

Source Countries

- Almost half (47%) of all international students are from Asia; key countries are China, Malaysia and Hong Kong.
- China and India are seen as the most important markets for international students, now and in 2005.

Formats

- There is no clear preferred course format at undergraduate level.
- At postgraduate level, the Masters is overwhelmingly the most popular format.
- Some face-to-face contact is viewed as "extremely important" for staff and students, especially at undergraduate level.*

Competition

- USA is the market leader with 66% of the global market in international students in Higher Education (UK 22%, Australia 12%). *(NB not online students.)*

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* This provided impetus to those within UKeU who were in favour of blended learning, but it inevitably took time for the first offerings in this format to be launched.

- There are several established online competitors with strong Web presence but they are not necessarily commercially successful. More detailed research is required in this area.[*]

- Despite the Internet hype and abundant comment, there is a lack of authoritative data on the distance learning market worldwide. There is the possibility of research collaboration with the British Council.

- Interviews revealed relatively low awareness of UKeU as an organisation or "brand".

1. Introduction

In order to improve its understanding of market trends in subject areas and course formats for international students coming to the UK, UKeU commissioned this independent research in December 2002, with the report required by late January 2003.

Although there are differences between the taught and online degree market, this overview of international students coming to the UK aims to provide a basis for decisions as to what may be ultimately be commercially successful online. The research is both quantitative and qualitative, and based on informed opinions. The responses and comments reveal some clear trends which will assist UKeU in developing its online products.

2. Aims and Objectives

The key aims and objectives of this research are:

- To establish what are currently the most popular subject areas for international students coming to the UK, by subject and by level/format, questioning whether the key clusters already established by UKeU are in fact the right ones. These proposed clusters (core subject areas) are set out below:

  Business & Management (including IT management)

  Science & Technology (including Computer Science and Software Engineering)

  Health/Nursing

  Environment

  Law

  Teacher training

  English language.

[*] This point was followed up within UKeU. See Reports 06 and 08 on the Interactive University and the University of Phoenix Online.

- Within each subject area, to establish specific suggestions for the most popular courses.
- To investigate market trends and discover which subjects are growing or declining.
- To investigate key source countries.
- To provide an overview of key competitors, both countries and players.

In summary, the aim of the research was to provide UKeU with a clear, up-to-date review of subjects and markets as the basis for its future decision-making.

3. Participants

The following eleven HEIs kindly agreed to be interviewed as part of this project.

- University of Nottingham
- Cardiff University
- University of Leicester
- University of Glasgow
- University of Manchester
- University of Oxford
- University of Surrey
- Coventry University
- University of Central England
- University of Central Lancashire
- University of Greenwich.

Typically the research was conducted with the International Offices of the above institutions. In addition discussions were held with the British Council in Manchester and Singapore, with the Hong Kong University of Science and Technology and with the International Business Managers of UKeU.

4. Description of the Research

The research was designed and carried out for UKeU by Sue Curbishley, an independent research consultant. The primary research was carried out mainly by telephone interview during January 2003. The average duration of the interviews was around 45 minutes. Although the interviews were based on a questionnaire, much of the data gathered was qualitative. Wherever possible the responses have been analysed and qualitative comments have been incorporated into the report. Despite the relatively small sample size, all the HEIs interviewed recruit large numbers of international students and are therefore well informed about trends in the market.

With regard to the secondary research, the majority of statistics were supplied by the Education Counselling Service (ECS) of the British Council, who use HESA statistics as their basis.* Readers should be aware of the following HESA disclaimer with regard to Data Protection:

These statistics are for information only. HESA does not accept responsibility for any inferences or conclusions derived from the data by third parties.

5. Geographical Focus

As shown below in Fig. 1, the numbers of international students coming to study at UK HEIs has grown steadily over recent years. The rate of UK HE market growth accelerated in 2000/01 and new entrants increased by a substantial 11%. The Universities & Colleges Admissions Service (UCAS) reported a 20% increase in the number of non-EU applicants on undergraduate programmes for 2001/02.†

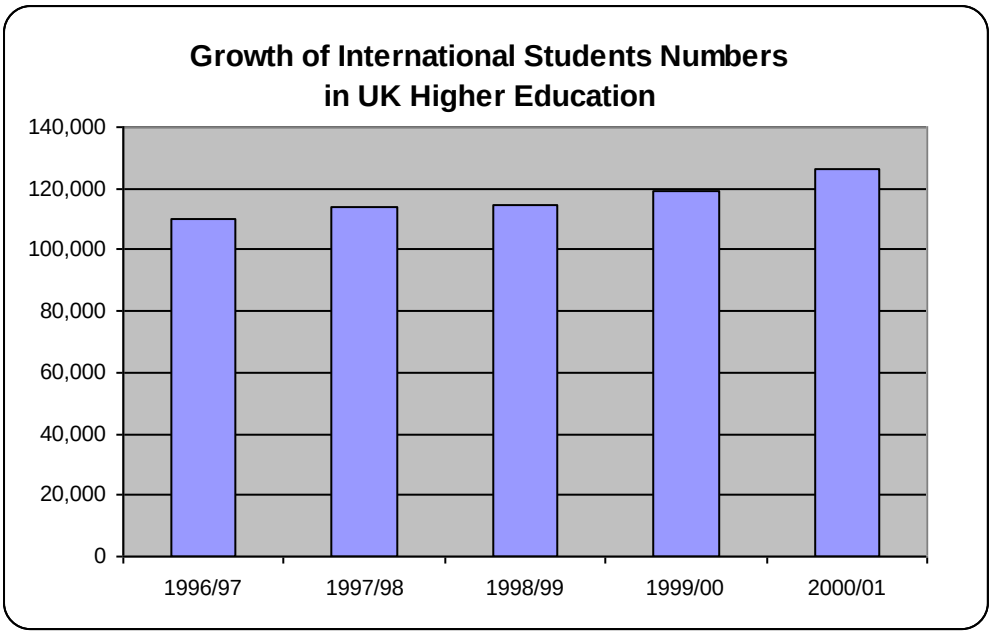

Fig. 1. Growth of international students numbers in UK Higher Education.

The graphs overleaf in Fig. 2 illustrate the key regions and source countries of international students in UK Higher Education. Asia accounts for approximately half of the total representing some 59,000 students in 2000/01. Of this number, China has the largest share (17%), followed by Malaysia (15%) and Hong Kong (14%). More detailed statistics by source country are available in the *ECS Digest of International Student Statistics 2001*.‡

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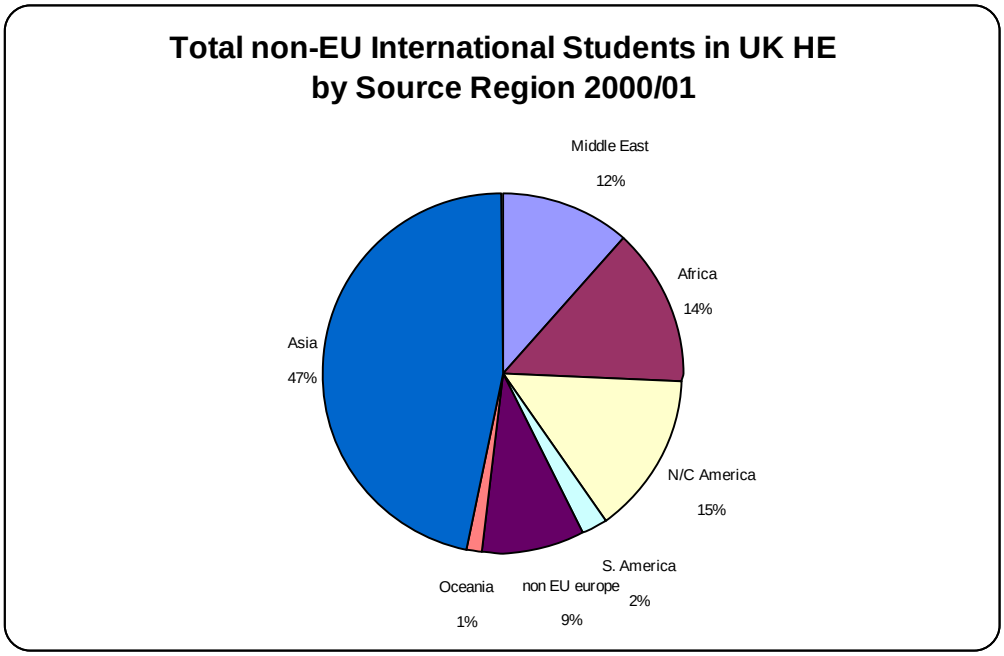
* For ECS see http://www.britishcouncil.org/ecs/; for HESA see http://www.hesa.ac.uk.

† For UCAS see http://www.ucas.ac.uk.

‡ This is on http://www.britishcouncil.org/ecs/market_information/he/hesa20002001.htm. For the latest figures (2002/03) see http://www.britishcouncil.org/ecs/market_information/he/hesa20022003.htm.



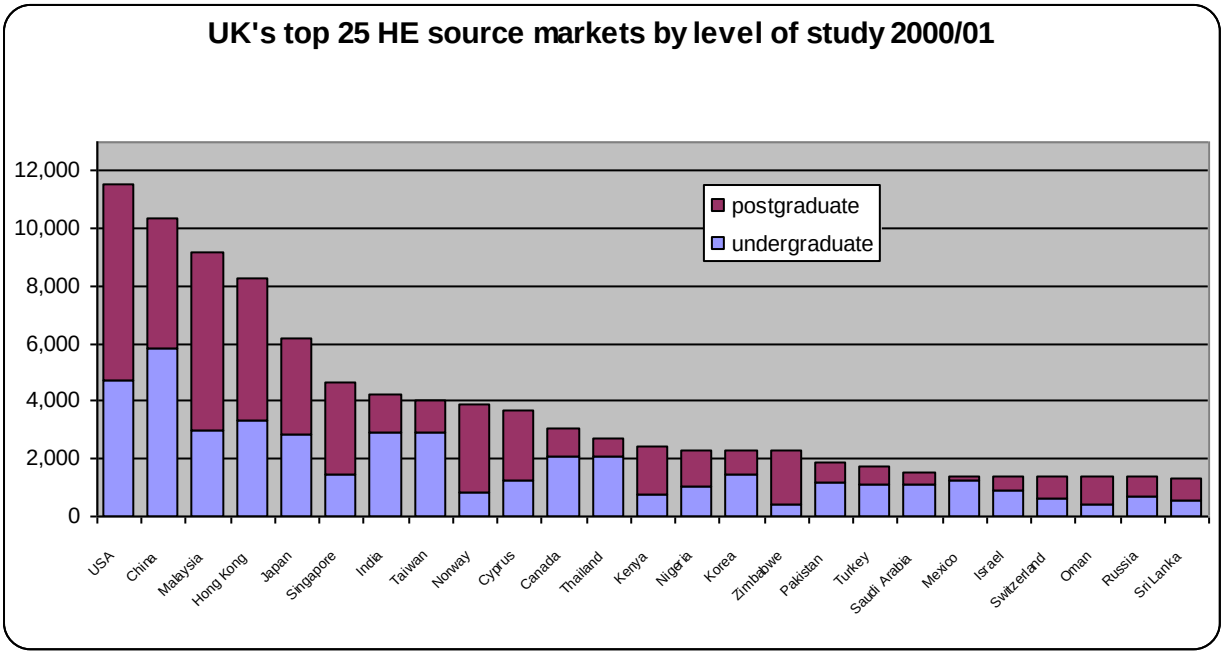


Fig. 2 (a) and (b). Key regions and source countries of international students.

Overall, international HE recruitment in the UK is split almost equally between undergraduate (53%) and postgraduate (47%), although obviously this breakdown varies from country to country (see *UK's Top 25 Source Markets by Level of Study 2000/01* above). These 25 countries account for 75% of all UK HE international students.

As part of our survey, respondents were asked for comments on source countries for international students, both now and in two years time. The conclusion, not surprisingly, is that China will be the largest market but India will remain very significant.

The question was:

"If you had to focus on a single geographical market or country for international students, which would that be?"

Verbatim responses are recorded below and on the next page:

Undergraduates

Now	2005
India	India (China close behind)
China, also India and Gulf States	China (NB it is not just one market and will change)
India, Pakistan, Bangladesh	China
China	SE Asia – Hong Kong, Singapore, Vietnam; also India still growing at undergraduate level
Singapore, then China	China
China	China
China, then India	E Europe, Vietnam, and SE Asia
China	India and Gulf States
China	China
China	China
China	China

Postgraduates

Now	2005
China, Middle East, Malaysia, India, and Pakistan	Still Asia
China and India	China and India
China, Taiwan, and India	China, Taiwan and India
Singapore and Hong Kong	India and China
China and India	China and India
China and India	China and India
China	India and Gulf States
China	China
China	China

Of course it is dangerous to generalise, and even within countries specific factors and conditions prevail. China is not one market but several and is constantly evolving. For

instance the Chinese government is introducing new regulations in February 2003 to make it easier for Chinese universities to offer programmes abroad, both independently or in partnership with foreign institutions. This move may impact the numbers of students flowing out of China.[*]

Respondents commented on Singapore and Hong Kong being sophisticated, demanding markets, and also very brand conscious in educational terms. Indonesia's lack of technology and access to broadband is a potential inhibitor for online study. Pakistan is a cost-sensitive market but there may be potential for online learning due to problems with students obtaining visas to study abroad. Despite a recent decline in student numbers from Malaysia, it remains an important source market, and there is every indication that this downturn is only temporary.

6. Subject Areas

The total number of non-EU students in Higher Education in the UK in the 2000/01 academic year was 126,400. The graph (Fig. 3) on the next page reflects the percentages by subject area and field of study. The Combined/other category includes Architecture/planning (2.6%) and Agriculture (1.3%).

Since HESA is the definitive source of UK higher education statistics, it is strongly recommended that UKeU adheres to the established categories and codes published by HESA (see Appendix A) rather than devise its own definitions. These categories are also used by ECS in aggregate form and will make future analysis of subject areas much more straightforward for UKeU.

[*] For case studies of e-learning in four Chinese HEIs see Report 04.

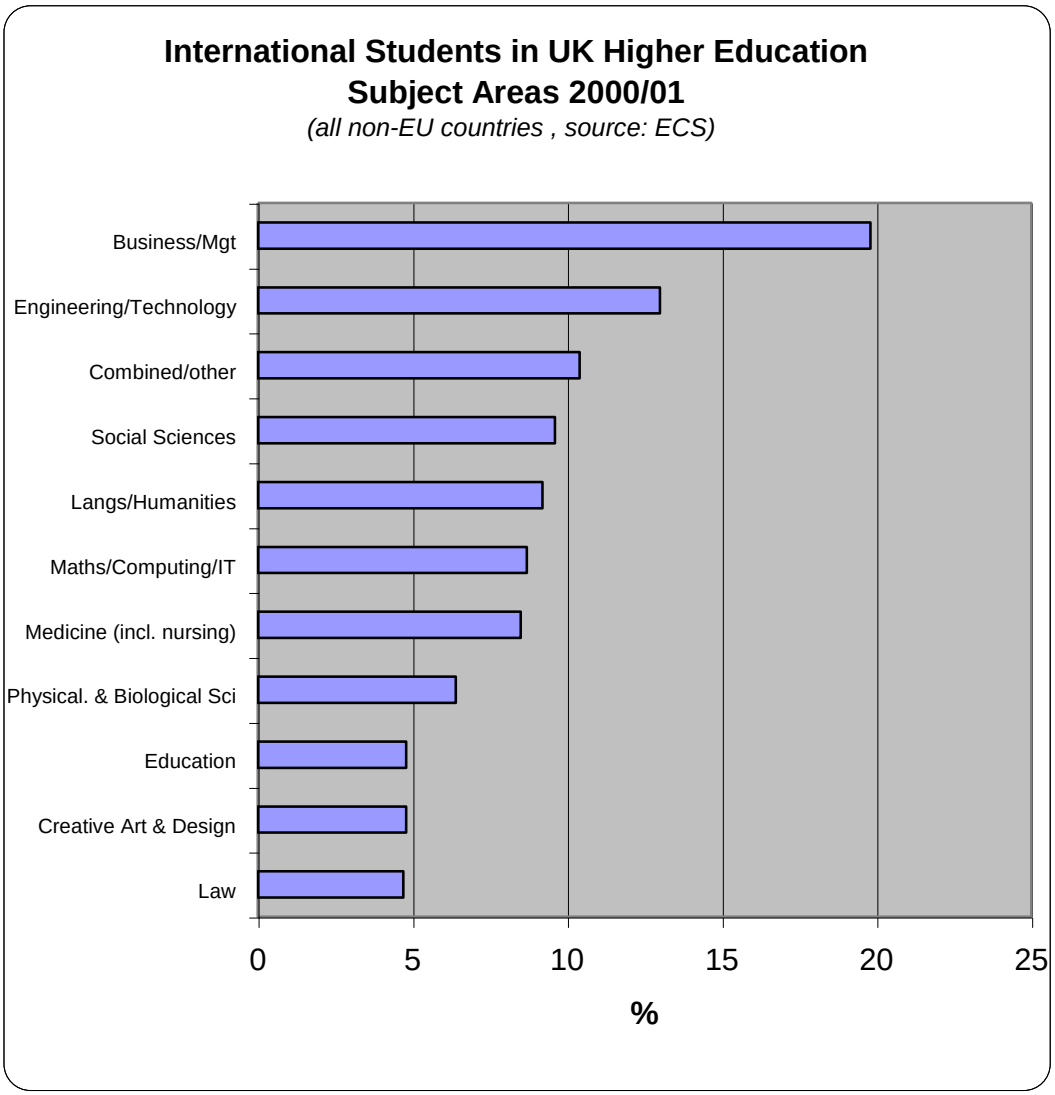


Fig. 3. Subject areas.

6.1 Overall Ratings

Respondents were asked broadly how popular each of UKeU's proposed subject areas are currently with their international students. They were asked to give a rating on a scale of 1 to 5 where 1 is low and 5 is high. Although they were asked separately about undergraduate and postgraduate level, most reported no significant differences between the two levels so the data has been aggregated.

Not surprisingly, Business & Management emerged as the clear winner (consistently rated 5 by all respondents); English is also a clear favourite, as is Science & Technology. (NB this is primarily Technology, i.e. IT & Computing, not necessarily Science.)

Respondents were generally only able to comment on the subjects they offered. The average number of responses per subject area was 8, although Education is based on only 3 responses.

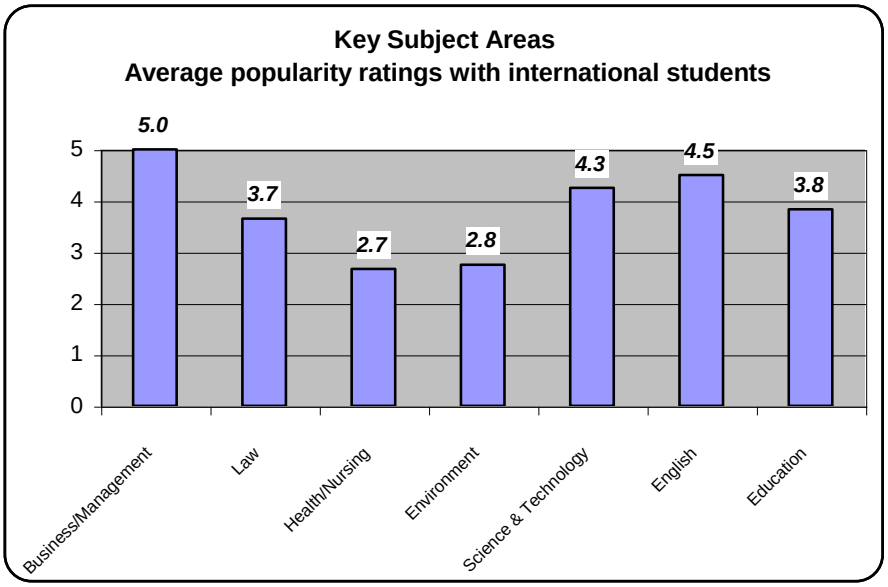


Fig. 4. Popularity ratings of key subject areas.

6.2 Additional Subjects Popular with International Students

Respondents were asked to name any subjects of significance to international students, which were not necessarily covered by the seven key clusters defined by UKeU. Some may in fact be included in the UKeU clusters; however, since they were specifically highlighted by respondents as apparently missing they are worth noting. A list is set out below (number in brackets denotes how many times mentioned):

Biological Sciences **(2)**
Engineering (civil, industrial, mechanical, chemical) **(3)**
Architecture Studies/Urban Planning **(3)**
Art and Design **(3)**
Medicine
Veterinary Science
Dentistry
Psychology (especially at postgraduate level)
Agriculture and Forestry
Eco-Tourism (Environmental Management and Land-based subjects)
Fashion Design
Design
Journalism (media, communications)

The two missing areas of most relevance to UKeU are probably **Architecture** and **Art and Design.**

6.3 Subject Areas – Growth Trends

The research investigated respondents' opinions as to whether subject areas were growing, declining or staying the same. The graph reflects both undergraduate and postgraduate levels. As expected, most of the UKeU subject clusters are reported to be showing some growth to a greater or lesser extent. Business and Management subjects are still growing, as is English. The Science & Technology cluster (primarily Computing/IT) is perhaps, as reported in the verbatim comments, showing some slight levelling off. Education and Environment are based on only a few respondents.

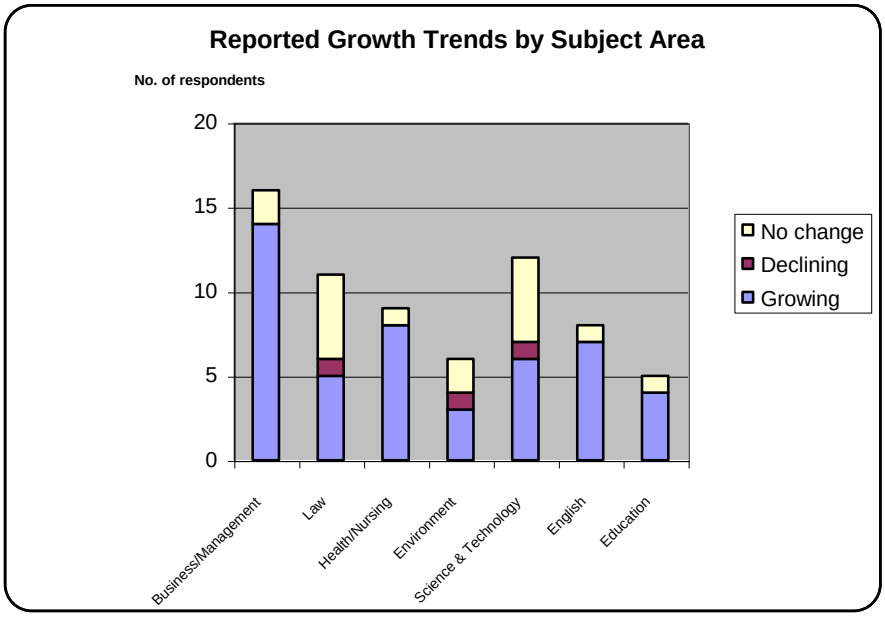


Fig. 5. Reported growth trends by subject area.

6.4 Verbatim Comments on Subject Areas

Business & Management

This is still a major growth area.

Detected recent change – people looking for more specialism within the Business & Management area e.g. combined with IT.

Nature of MBA is changing – moving towards Management Science and Training.

Any course with "business" in the title will attract a lot of interest, especially from SE Asia. Also Marketing is a popular area.

In the more sophisticated markets, Business and Management may be nearing its peak.

Standard MBA may be declining somewhat as people demand more value added; e.g. MBA specialising in e-commerce.

Demand for Business and Management courses will remain stable.

Supply Chain Management and Logistics are key subject areas in Hong Kong at the moment. Also Change Management and subjects connected with globalisation.

Law

Restricted demand with international students because there is a limited market.

Varies according to the institution.

Health/Nursing

Quite a lot of interest.

Demand is there – has potential if we could unlock the regulations.

Difficult to recruit international students as Nursing is controlled by NHS funding. Receive a lot of enquiries but intake is restricted by NHS. In particular large demand from China and other countries for upskilling. Qualifications must be recognised by Royal College of Nursing.

Not much interest at undergraduate level because most are already qualified nurses.

There are restrictions on how many international students can be accepted for this area. The NHS limits the funding for international students and therefore the intake.

Environment

Not big but growing, dependent on country/region of the world.

At postgraduate level environmental subjects are holding their own.

Science & Technology (including IT)

IT still growing.

IT has seen huge growth but since dot-com bubble burst has slowed somewhat.

Demand for Software Engineering is levelling off (for example with students from India).

Computer Science levelling off, especially on the programming side.

Electronic Communications is a growth area, especially at postgraduate level.

Internet Economics is an up and coming growth area.

At undergraduate level IT is quite clearly in the Science and Technology cluster, not Business and Management.

Networking and Computer Security gaining in popularity.

IT may go into slight decline as the need for real IT specialists diminishes.

At postgraduate level, IT is under threat.

Although demand for postgraduate IT courses is still strong, it may have reached a plateau.

Science and Computing no longer booming, as there is now more provision in country than there was a few years ago.

Bio-sciences, Bio-informatics are a growing area.

English Language

English as a course leading on to other things is a growing area.

Low demand for English language as a degree course but as a support course to enable further study, demand is high.

Pre-sessional English is definitely a growth area

English language popular but not necessarily to degree level.

Teacher Training

National regulations can be a barrier for teachers, making it difficult for teachers to move between countries. Also international recognition of qualifications is a factor (NB applies to all subjects not just teacher training).

Teacher training is a growing area, in particular TEFL and Education Management

Other

Engineering (Civil, Industrial, Mechanical, Chemical) should be cluster in its own right.

Engineering subjects are growing across the board.

Engineering Management is growing.

Engineering should be stand-alone cluster.

At postgraduate level, Masters in Engineering very popular, especially with Latin American countries.

Some Engineering courses are struggling at postgraduate level.

Science and Technology should be sub-divided – IT should be stand-alone cluster.

Particular branches of the pure Sciences e.g. Forensic Science, Bio-medical science, are popular.

Future "hot" courses will be driven by in-country developments (political, economic, state, regulatory).

Markets vary by country and institution – difficult to generalise. Course demand driven by in-country priorities.

Combinations (e.g. Engineering with Economics and Management) are popular.

Journalism and PR courses are very much in demand.

Art and Design is definitely a growth area.

6.5 Subject Areas – Summary and Conclusions

Based on the quantitative data and qualitative comments, UKeU's prime clusters and sub-clusters might be summarised as follows:

1st Tier

Business and Management

- Marketing
- Finance
- International Business
- Strategic Use of IT
- IT Management (mainly at postgraduate level)
- Human Resource Management
- Journalism/PR.

Technology

- Computer Science
- Software Engineering
- Internet Systems
- Networking.

English language

- Courses to enable further academic study not degree level.

Engineering

- All types.

2nd Tier

- *Environment*
- *Science*
- *Law*
- *Health/Nursing*
- *Education*
- *Art and Design.*

7. Specific Courses – Undergraduate

The following courses were specifically nominated by respondents as the most popular courses with international students at undergraduate level.

	Undergraduate Courses
Business and Management *including IT management*	BA English for International Business BBA Business Administration International Business, Finance and Economics Accounting and Finance Business and Management Studies (general degree) BA Economics and Management Joint Honours Engineering, Economics and Management BA Management Studies BSc Finance and Economics Finance Management General Business Management Tourism Management Hospitality Management Retail Management Human Resource Management Business and Finance Tourism and Marketing Business and Tourism Marketing Business and Finance Business and Marketing Entrepreneurship Business Administration
Law	LLM Environmental Law LLB Bachelor in Law Jurisprudence
Health/Nursing	Critical Care Nursing Complementary Medicine BSc Optometry BSc Psychology Adult Nursing Mental Health Nursing Midwifery

Environment	BSc Environmental Management Eco-Tourism BA Biological Sciences BA Geography (including environmental component) BSc Environment and Ecology Environmental Science
Science & Technology *including Computer Science, Software Engineering*	BSc Electronic Engineering BSc Computing BSc Computing BSc Computer Science BSc Biotechnology BA Computing and Mathematics Computer Science BSc Computer Science B Eng in Software Engineering Digital Business *(run jointly by Computer Science Faculty and Business School)* Chemical Engineering* Civil Engineering* Electrical Engineering* Environmental Engineering* * *especially popular when combined with a language;* Computing and Information Technology *(especially Internet Systems)* Computing Science All types of Engineering
English language	Pre-semester English course Preparatory Certificate of English English for International Business Pre-University English for Academic Purposes
Teacher training	Bachelor of Education

To investigate specific courses still further, respondents were asked:

"If you could launch any three courses at *undergraduate* level, what would you choose as:

i) a safe bet commercially

ii) higher risk but niche

iii) most suitable to develop online?"

Below are the verbatim responses – the order is random, and many respondents specified more than three.

Undergraduate "a safe bet commercially"
English for International Business
Business Management
Single Honours in Management Studies
Combined Business and IT
Something with Marketing in the title
Computing with e-Marketing
Business and Management
International Business (including import/export and e-business components)
Bachelors in Business Administration
Marketing
Business Administration

Undergraduate "higher risk but niche"
Forensic Science
Journalism
Graphic Design
Biotechnology
International Communications
Environment
English as a Foreign Language (TEFL)
International Relations
Journalism with some aspect of Public Relations
Management Science
Information Technology (technical)
Something with Media in the title

Undergraduate "most suitable to develop online"
IT combined with Management
Computing
Peace and Reconciliation Studies (*NB recently launched as international distance learning course)*
Computer Science
Maths
Business & Management/Management Sciences
Accounting
Humanities/Social Sciences
Business and Marketing
Combination of Business and Computing
Computer Science & Technology

8. Course Formats – Undergraduate

Respondents were asked to give their opinions on the most popular course formats. The choices were as follows:

Full-time delivered in UK (4 responses)

1+2 (1 year in home country, 2 years in UK) (1 response)

2+1 (2 years in home country, 1 year in UK) (1 response)

No clear favourite format (2 responses)

Unfortunately there was no clear consensus on the most popular format at undergraduate level. This is probably something that varies by subject of study and source country and would require further investigation.

9. Specific Courses – Postgraduate

The following courses were specifically nominated by respondents as the most popular courses with international students at postgraduate level.

	Postgraduate Courses
Business and Management *including IT management*	MBA *(mentioned 7 times)* Management Science and Training 1 year taught MBA MSc Accounting and Finance Information Systems Organisation and Management Masters in Finance and Accounting

	Enterprise and Business Growth (small businesses) MSc Management MSc Development Studies (monetary and economic policies, International Finance) M Phil in International Relations MSc Management Research MSc Industrial Relations and Human Resources Management MSc Finance MSc Marketing MSc Management International Business International Business Management International Marketing Management Masters in Human Resource Management Masters in Tourism Management Master in Hotel Management MBA International Business MBA Finance MBA Marketing MBA Information Technology MBA Sports Management MBA General Management MBA Entrepreneurship MBA Finance IT Management Masters in Marketing
Law	Environmental Law 1 year taught Masters in Law LLM International Business Law European and Comparative Law Masters in Law International Law Maritime Law Justice

Health/Nursing	MSc Hospital Management Health Informatics *(including managing clinical records)* Life Sciences MSc Human Nutrition MSc Medical Genetics MSc Public Health Masters in Nursing Science Occupational Health Occupational Hygiene Nutritional Medicine
Environment	MSc Environmental Change and Management Environmental Strategy *(including technical, business and social issues)*
Science & Technology *including Computer Science, Software Engineering*	MS Computer Software PC Interfacing and Software Applications MS Digital Signals and Image Processing 1 year taught Masters in Engineering Advanced Computer Science MSc Information Technology *(including business)* MSc Electronics MSc Computer Science *(applied and computational)* MSc Information Technology MSc Manufacturing Systems *(engineering)* Information Systems Machine Intelligence *(including Artificial Intelligence)* Signal Processing MBA Engineering Management *(possible conversion to general management)* Strategic Use of IT Computer Security MSc Computing and Information Systems
English language	Journalism (MA or Post graduate diploma) Online Journalism Broadcast Journalism 1 year taught Masters in Journalism
Teacher training	MA Teaching English for International Business MSc Adult and Continuing Education Masters in English Language Training Masters in English Teacher Development *(for less experienced teachers)*

To investigate specific courses still further, respondents were asked:

"If you could launch any three courses at *postgraduate* level what would you choose as:

i) a safe bet commercially

ii) higher risk but niche

iii) most suitable to develop online?"

Below are the verbatim responses – the order is random, and many respondents specified more than three.

Postgraduate "a safe bet commercially"
Management of Information Systems
MSc Marketing
Hotel/Tourism Management
MBA in Finance
International Business *(including international trade and management and economics)*
MBA
1 year Masters with e-commerce/marketing element
MBA
Management
Management of International Business Relations *(not necessarily MBA)*
Entrepreneurial Management
MBA incorporating work placement
MBA
1 year Masters in Business (not MBA)

Postgraduate "higher risk but niche"
Finance and Economics
Masters in Education with strong TESOL component
Management Science
Law
MSc in Nature, Society and Environmental Policy *(including Bio-diversity)*
Engineering Management
Automotive Design Engineering
Genetics/Bio-technology/Bio-medical
Information Systems Organisation and Management
Call Centre Management
Insurance related to commerce
Marketing
Postgraduate "most suitable to develop online"
Computing
English
Computer Science
Management/Management Science
Design and Digital Media
Computer Science
1 year Masters with e-commerce/marketing element
Marketing
Internet Computing
MBA
MBA

10. Course Format – Postgraduate

Respondents were asked about the relative popularity of Certificates, Diplomas and Masters awards. The emphatic (100%) response was that a Masters degree is without question the most popular format with international postgraduate students. Some even made disparaging comments about Certificates and Diplomas, almost regarding them as failures.

11. Online versus Face to Face

Respondents were asked their opinions on how important they thought it was to have some face-to-face contact as part of any online/distance learning course (for example

a brief study trip to the UK of 2 to 4 weeks). Without exception all 11 interviewees rated some face-to-face contact as "extremely important". Other comments were:

Comments
Important at both undergraduate and postgraduate level – both students and staff benefit
Important for students to network
Undergraduates need a lot of support
Very important to combat isolation
Good for students and staff, also foreign governments more inclined to recognise qualifications
Trip should be a minimum of 6 months – short study trip is waste of time since highest cost is the airfare
Students need to have some personal contact

According to a recent survey of students at the Hong Kong University of Science and Technology, given a choice of study methods, 45% chose face-to-face, 35% chose blended learning and only 10% opted for online.

12. Competition

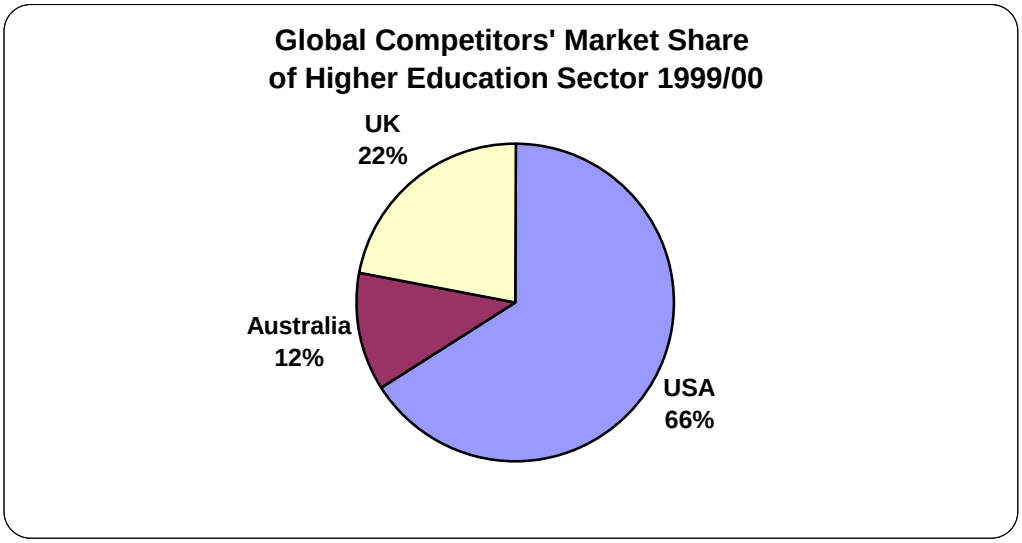


Fig. 6. Country competitors.

IDP Education Australia estimates that global demand for international higher education is set to increase from 1.8 million students in 2000 to 7.2 million in 2025. Currently the USA and Australia are the major competitors for the UK. Other players such as New Zealand and Canada are becoming more active, but with limited impact to date.

As shown above in Fig. 6, the USA dominates in overall market share.

However, further comparison of the US, Australian and UK markets (Fig. 7 on the next page) reveals significant differences in the structure of their markets, for instance in the proportion of undergraduates and postgraduates.

Australia, whilst extremely active in marketing its courses and competitive on cost, depends almost exclusively on the Asian countries for its international students. In addition it is suggested that Australia may have damaged its brand by reducing academic standards and lacking in quality control. Not only is Australia's recruitment heavily concentrated on undergraduates, but in terms of subject areas, over two thirds of HE students are studying Business/Management or IT; in contrast, the USA and the UK have a broader spread of students across all disciplines.

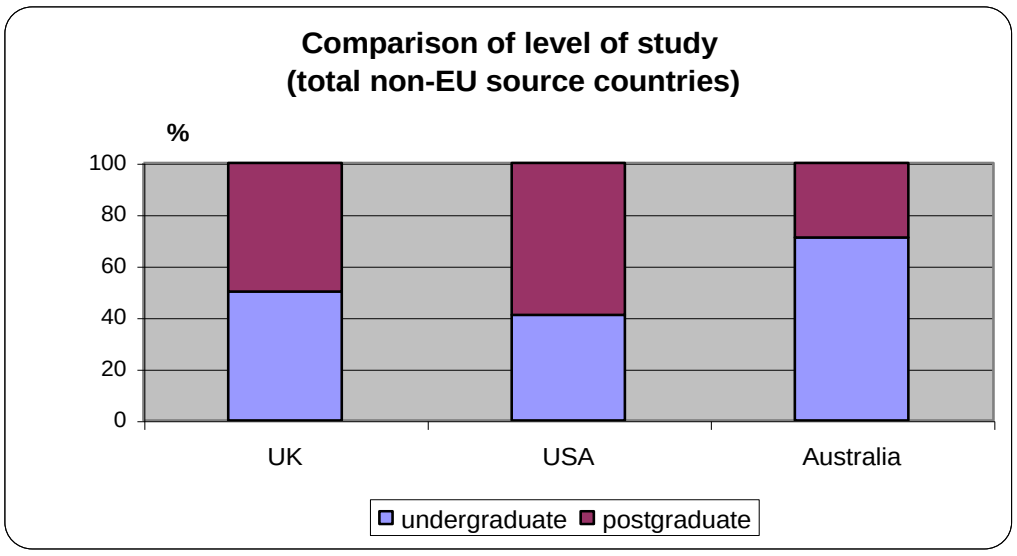


Fig. 7. Comparison of levels of study.

With regard to the online/distance learning market, views vary widely as to how it will develop over the next few years.

- According to a recent projection by Capella University, distance learning is expected to increase by 900% in the United States to include 750,000 students fully online by 2005.

- International Data Corporation (IDC) predicts that the corporate e-learning market will grow from $550 million in 1998 to $11.4 billion by 2003, representing a five-year compound annual growth rate of 83%.

Others however are less bullish and predict that it will be another five years before the market begins to take off in earnest. Certainly there is no shortage of suppliers offering online degrees, however there are no reliable statistics on numbers of students enrolled and the financial viability of the courses offered.

UKeU has many competitors worldwide and also some closer to home, for example London External, a well-established provider of distance learning courses from the University of London with a strong reputation.

The following organisations were named by interviewees as potential online competitors to UKeU.

- University of Phoenix
- Jones International University
- Universitas 21
- University of Maryland University College
- Global University Alliance.

A review of their respective Web sites reveals that their mix of subject areas is heavily dominated by Business and IT, but also includes all the proposed UKeU clusters such as Health, Environment and Law. Profiles of the above organisations, providing more details on subject areas and course programmes is to be found in Appendix C.[*]

[*] There are also several case studies in the UKeU Reports and the e-University Compendium. See Appendix C for the details.

Appendix A: Full List of Subject Codes and Student Numbers

In accordance with HESA data protection regulations the numbers below have been rounded to the nearest 5. These statistics are for information only. HESA does not accept responsibility for any inferences or conclusions derived from the data by third parties.

A further breakdown of these statistics is available by country and by level of study in the form of an Excel spreadsheet – see ECS Digest of International Students 2001.

Subject category (as defined by HESA)	**Total number of international students from *all* countries (EU and non EU)**
(A1) Pre-clinical medicine	1170
(A2) Pre-clinical dentistry	175
(A3) Clinical medicine	3710
(A4) Clinical dentistry	500
(AZ) Balanced combinations within medicine & dentistry	120
(B1) Anatomy & Physiology	425
(B2) Pharmacology	355
(B3) Pharmacy	1630
(B4) Nutrition	325
(B5) Ophthalmics	225
(B6) Audiology	60
(B7) Nursing	5200
(B8) Medical technology	410
(B9) Other medical subjects	2765
(BZ) Balanced combinations within subjects allied to medicine	25
(C1) Biology	2170
(C2) Botany	135
(C3) Zoology	320
(C4) Genetics	380
(C5) Microbiology	315
(C6) Molecular biology & biophysics	315
(C7) Biochemistry	1025
(C8) Psychology (not solely as social science)	2835
(C9) Other biological sciences	1175
(CZ) Balanced combinations within biological sciences	165
(D1) Veterinary sciences	490

(D2) Agriculture	1350
(D3) Forestry	135
(D4) Food science	520
(D8) Agricultural sciences	190
(D9) Other agricultural subjects	165
(DZ) Balanced combinations within agriculture & related subjects (excluding veterinary sciences)	
(F1) Chemistry	2415
(F2) Materials science	90
(F3) Physics	1740
(F4) Archaeology as a physical science	440
(F5) Astronomy	140
(F6) Geology	485
(F7) Oceanography	140
(F8) Geography studies as a science	545
(F9) Environmental science & other physical sciences	1655
(FZ) Balanced combinations within physical sciences	100
(G1) Mathematics	2000
(G4) Statistics	475
(G5) Computing science	11670
(G9) Other mathematical sciences	90
(GZ) Balanced combinations within mathematical sciences (excl. computing science)	65
(H1) General engineering	3585
(H2) Civil engineering	5000
(H3) Mechanical engineering	4400
(H4) Aeronautical engineering	1030
(H5) Electrical engineering	2070
(H6) Electronic engineering	6180
(H7) Production engineering	1695
(H8) Chemical engineering	1665
(H9) Other engineering	215
(HZ) Balanced combinations within engineering & technology	1740
(J1) Minerals technology	195
(J2) Metallurgy	255
(J3) Ceramics & glasses	20
(J4) Polymers & textiles	605
(J5) Other materials technology	465

(J6) Maritime technology	655
(J8) Biotechnology	200
(J9) Other technologies	420
(K1) Architecture	3365
(K2) Building	1730
(K3) Environmental technologies	250
(K4) Town & country planning	750
(K9) Other architectural studies	75
(KZ) Balanced combinations within architecture, building & planning	
(L1) Economics	7600
(L3) Sociology	1345
(L4) Social policy & administration	850
(L5) Social work	620
(L6) Anthropology	875
(L7) Psychology (without significant element of biological science)	715
(L8) Geography (unless solely as a physical science)	745
(LZ) Balanced combinations within social, economic & political studies (excl. law)	605
(M1) Politics	4205
(M3) Law	10020
(M9) Other social studies	1605
(N1) Business & management studies	25150
(N2) Operational research	150
(N3) Financial management	3315
(N4) Accountancy	3170
(N5) Marketing & market research	2880
(N6) Industrial relations	945
(N7) Catering & institutional management	2490
(N8) Land & property management	130
(N9) Transport, other business & administrative studies	700
(NZ) Balanced combinations within business & adminis-trative studies	1245
(P1) Librarianship	245
(P2) Information science	510
(P3) Communication studies	670
(P4) Media studies	1570
(P5) Publishing	80

(P6) Journalism	510
(PZ) Balanced combinations within librarianship & information science	50
(Q1) Linguistics	1725
(Q2) Comparative literature	245
(Q3) English	4785
(Q4) American studies	145
(Q5) Celtic languages, literature & culture	185
(Q6) Latin language & literature	10
(Q7) Ancient Greek language & literature	10
(Q8) Classics	320
(Q9) Other ancient languages & related studies	155
(QZ) Balanced combinations within languages	970
(R1) French language, literature & culture	640
(R2) German language, literature & culture	420
(R3) Italian language, literature & culture	265
(R4) Spanish language, literature & culture	510
(R5) Portuguese language, literature & culture	20
(R6) Latin American languages, literature & culture	35
(R7) Scandinavian languages, literature & culture	40
(R8) Russian languages, literature & culture	105
(T1) Slavonic & East European languages, literature & culture	55
(T2) Other European languages, literature & culture	1035
(T3) Chinese languages, literature & culture	105
(T4) Japanese languages, literature & culture	230
(T5) Other Asian languages, literature & culture	95
(T6) Modern Middle Eastern languages, literature & culture	270
(T7) African languages, literature & culture	30
(T8) Other language studies	815
(T9) Other or unspecified modern languages	1515
(V1) History	1840
(V3) Economic & social history	165
(V4) History of art	745
(V5) History & philosophy of science	100
(V6) Archaeology	355
(V7) Philosophy	725
(V8) Theology & religious studies	1160

(V9) Other humanities	460
(VZ) Balanced combinations within humanities	110
(W1) Fine art	1465
(W2) Design studies	5635
(W3) Music	1990
(W4) Drama	1080
(W5) Cinematics	450
(W6) Crafts	15
(W8) Beauty & hairdressing	45
(W9) Art & design other	745
(WZ) Balanced combinations within creative arts & design	85
(X1) Teacher training	1405
(X2) Physical education	280
(X3) Academic studies in education	3405
(X4) Techniques in teaching children	70
(X5) Techniques in teaching adults	1185
(X6) Education for those with special needs	195
(X7) Technology in education	375
(X8) Management & organisation of education	360
(X9) Other topics in education	1645
(XZ) Balanced combinations within education	30
(Y1) Combined or general science	1585
(Y2) Combined or general social science	1970
(Y3) Combined or general arts	2810
(Y4) Other combined or general courses/modular courses	7915
(Y5) Combined general & leisure courses not elsewhere specified	195
(Y6) Research methods	630
(YZ) Balanced combinations across different subject areas	7115
Grand Total	**223465**

Appendix B: Information Sources

For ECS statistical and market data contact the Market Information Development Manager, British Council, Bridgewater House, 58 Whitworth Street, Manchester M1 6BB. Tel. +44 (0) 161 957 7069. Their full contact details are at http://www.britishcouncil.org/ecs/contact/uk/.

Web sites[*]

http://www.hesa.ac.uk – Higher Education Statistics Agency

http://www.britishcouncil.org/ecs/index.htm – British Council Education Counselling Service

http://www.dfes.gov.uk – UK Department for Education and Skills

http://www.obhe.ac.uk – Observatory on Borderless Higher Education – in-depth analysis of the major issues in borderless higher education

http://www.naric.org.uk – National Academic Recognition Information Centre for the UK – provides information and advice on the compatibility of overseas qualifications with those from the UK

http://www.qaa.ac.uk – Quality Assurance Agency for Higher Education

http://www.hobsons.com – Worldwide information on colleges, universities and courses

http://www.hotcourses.com – Searchable database of over 500,000 UK courses at all levels

http://www.idp.com – Online application, advice and information for international students wanting to study in Australia. Report published September 2002 – *Global Student Mobility 2025 – Forecasts of the Global Demand for International Higher Education*.

[was at www.eduworld.co.au] *The Asian Student of 2000 – Choice Factors and Influences of Asian Undergraduates Studying Overseas.* Major international market research survey published February 2001. Cost approximately £500.

http://www.dest.gov.au/sectors/higher_education/ – (Australia) Commonwealth Department of Education Science and Training, higher education page

Organisations/Competitors[†]

Open University of the UK	http://www.open.ac.uk
University of London External Programme	http://www.londonexternal.ac.uk
Athabasca University (Canada)	http://www.athabascau.ca
California State University	http://www.calstate.edu
Stanford University Online Classroom	http://scpd.stanford.edu/SCPD/students/onlineClass.htm
DeAnza College	http://wwwdeanza.fhda.edu
Maricopa Community Colleges	http://www.maricopa.edu
Western Governors University	http://www.wgu.edu
Southern Regional Electronic Campus	http://www.electroniccampus.org
Community College Distance Learning Network	[was at ccdln.rio.maricopa.edu]
University of Phoenix Online	http://online.phoenix.edu
Keller Graduate School of Management	http://www.devry.edu/keller/
IBM Global Campus	[was at www.hied.ibm.com/igc_is.html]
Cisco Systems	http://www.cisco.com/en/US/netsol/ns460/networking_solutions_packages_list.html
Blackboard.com	http://www.blackboard.com

[*] The URLs in this list were all checked on 2 June 2005.

[†] The URLs in this list were also all checked on 2 June 2005.

eCollege.com	http://www.ecollege.com
Knowledge Universe	http://www.knowledgeu.com [stub site]
University of Colorado Online	http://www.cuonline.edu
University of Nebraska Lincoln	http://www.unl.edu
Cornell University	http://www.cornell.edu
Monterrey Tech (Mexico)	http://www.cem.itesm.mx/index.html
Seton Hall University	http://www.shu.edu
Concordia University (Canada)	http://www.concordia.ca
OnlineLearning.net	http://www.OnlineLearning.net
UCLA Extension	http://www.uclaextension.edu
UNext [now Cardean Learning Group]	http://www.unext.com
Columbia Business School	http://www.gsb.columbia.edu
Caliber Learning Network	[was at www.CaliberLearning.com]
USC Marshall School of Business	http://www.marshall.usc.edu
Wharton School, University of Pennsylvania	http://www.wharton.edu
PurpleTrain	http://www.purpletrain.com
WorldWideLearn	http://www.worldwidelearn.com
Jones International University	http://www.jonesinternational.edu
Global University Alliance	http://www.gua.com
University of Maryland University College	http://www.umuc.edu

Educational Agencies[*]

Distance Education and Training Council (DETC) – Established, major accrediting body for distance education and leader in the field.

European Distance Education Network (EDEN) – Promotes distance education through co-operation and collaboration between all parties concerned with distance education.

International Centre for Distance Learning (ICDL) – Advocates distance learning world wide through international research and collaboration.

The United States Distance Learning Association – Provides national leadership in the field of distance learning, advocates and promotes its use, provides current information.

Educational Resources

Association for the Advancement of Computing in Education (AACE) – Dedicated to the advancement of learning and teaching at all levels with information technology.

American Distance Education Consortium (ADEC) – Consortium of universities and land grant institutions providing distance education.

Copyright Permission – iCopyright.com allows all users of content to legally obtain the rights to use content.

Degree.net – Provides information on education, both traditional and non-traditional. Primary area of expertise is distance learning.

The Distance Education Clearinghouse – A comprehensive site with distance education information from national and international sources.

EDUCAUSE – A non-profit organization advancing higher education by promoting the intelligent use of information technology. Numerous online information services.

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[*] **No further URLs have been checked in this Appendix. Caveat surfer!**

EduTools – E-learning information and independently-reviewed analyses of course management software.

The eLearning Guild – Resource warehouse and online community dedicated to e-learning.

Gartner Group – A premier source of business and technology information searchable by focus areas and more.

Instructional Technology Council – News, publications, links, and resources for distance educators and learners.

The Masie Center – An international e-lab and Think Tank dedicated to exploring the intersection of learning and technology.

Penn State Distance Education – Links to the latest scholarship in the field of distance education from Penn State and others.

UNESCO e-Learning Portal – Associations, institutions, resources, forums and much more facilitating access to e-Learning worldwide.

The Wellspring – Readings, links, and forums applicable to distance learning, especially web-based asynchronous.

Distance Learning Journals and Reports

ANDREA, A Network for Distance Education Reporting – Reports on distance education from Europe.

International Centre for Distance Learning – A good list of distance education journals and newsletters compiled by ICDL.

Journal of Asynchronous Learning Networks – Journal, online discussions, workshops, conferences, and other publications.

Online Journal of Distance Learning Administration – A peer-reviewed electronic journal offered free each quarter.

United States Distance Learning Association Journal – A monthly journal of the USDLA.

e-Learning Ezines and Newsletters

The Chronicle of Higher Education, Information Technology – Weekly publication with focus on information technology and distance learning.

Educational Technology Review – Online periodical is devoted to the issues and applications of educational technology.

EduPage – Free e-mail service summarizing developments in information technology and education.

e-learning Magazine – Free monthly with articles, case studies, expert columns and news about e-learning.

eLearn Magazine – News, information, and opinion about online education and training.

elearningpost – Daily news digest of links to articles, stories, and special reports about the industry.

Learning Circuits – ASTD's online magazine all about e-learning.

TechLearn Trends – A continual stream of updates on technology and learning from The MASIE Center including a regular emailed newsletter.

The Virtual University Gazette – The VUG is a free monthly newsletter covering the Internet University movement.

Discussions and Forums

degreeinfo.com – Forums about distance learning, accreditation, IT, and more.

eLearningforum.com – Discussion forum of eLearning trends, best practices, and advice.

Google distance education group – Lively threaded discussions about distance education.

e-Learning Articles

e-learningguru.com – Plain language "how-to" articles and links to industry resources.

How E-learning Works – From HowStuffWorks, the hows and whys for students and designers alike.

Innovations in Online Learning: Moving Beyond No Significant Difference – In-depth article about moving online learning beyond being "as good as" traditional education.

Learning and Teaching in Cyberspace – Summaries from Greg Kearsley's book with links to dozens of examples and profiles of influential people in the field of online education.

Making E-Learning Effective – Brief article about return on investment in corporate e-learning deployments.

Online Upskilling in the Digital Renaissance – The future of cyber-education by Dale Spender, university lecturer and consultant.

Where is e-Learning Headed? – Top 10 major trends in e-learning summarized from Gartner Group reports.

e-Learning Market Research

Brandon-Hall – Inexpensive publications and free resources concerning e-Learning trends, best practices, tools and vendors.

Datacomm Research – Market research targeting vendors, large end-user organizations, investment bankers, and others.

Eduventures – Market forecasts, competitive analysis, briefs, and alerts for corporate, post-secondary and K-12 learning markets.

IDC – Wide range of technology research and analysis documents.

Nucleus Research – e-Learning and ROI assessment reports for Fortune 50 clients and others.

e-Learning White Papers

ASTD – e-Learning papers from investment firms, market research companies, and training suppliers.

Cisco – How Cisco implemented e-Learning, e-Learning architecture white papers, and additional implementation resources.

Delphi Group – Internet technology related white papers about e-Learning, e-Business, and more.

Department of Education – Nine white papers on the future of tech in education commissioned by the U.S. Dept. of Education.

Docent – Brief white papers covering business benefits, practice and philosophy of eLearning.

Internet Time – Collection of analyst reports about e-Learning.

KnowledgeNet – Developments and trends in the e-Learning market.

The Power of the Internet for Learning – Report of the Web-Based Education Commission to the President and the Congress of the United States.

Sun – Papers on talent management, open standards for skills management, and knowledge economy.

Appendix C: Competitor Profiles

There are numerous organisations offering online degrees. Below is a summary of a selection of some competitors to UKeU specifically named by respondents in the course of the research. This is by no means a comprehensive list; however this information, extracted from their Web sites, provides a useful overview of their activities, popular subject areas and course titles.[*]

C.1 University Of Phoenix

From their Web site:[†]

> University of Phoenix offers a unique approach to adult education that helps students balance the demands of their busy lives while earning a college degree. By taking classes close to home at night, or on the weekend, busy adults can find the time they need to maintain their current life and earn their degree.
>
> University of Phoenix has designed their programs for your ultimate convenience and flexibility. Schedules, locations, and even enrolling for classes are easy. Once you request information, an Enrollment Advisor will help you manage the details and answer any questions.
>
> University of Phoenix offers a wide variety of Bachelor's, Master's, and Non-degree programs. Each program is designed with the career path in mind, completely preparing students for work in these fields. Your career path begins here!

Programmes Offered

Accounting

Administration

Business

Counselling

Education

Human Services

Management

Marketing

Nursing

Health Care Services

Technology

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[*] As of January 2003, unless updated by a footnote.

[†] Current information is at http://www.phoenix.edu. See also Report 08.

C.2 Jones International University (JIU)

From their Web site:*

> SETTING THE STANDARD IN ONLINE LEARNING
>
> In 1995, Jones International University (JIU) was launched, throwing open the doors of higher education. Harnessing the power of the Internet, JIU was the first Web-based university to exist entirely online.
>
> JIU made history in 1999 by becoming the first online university to be fully accredited by The Higher Learning Commission, a member of the North Central Association, an accrediting body for institutions of higher education in the United States.
>
> Here's what you'll find at JIU:
>
> CONVENIENCE
>
> Everything needed to earn a degree or just take a course is online and accessible 24 hours a day, seven days a week. Students log on and learn wherever and whenever it is convenient for them. All that is needed is a computer, access to the Internet, and any standard Web browser.
>
> QUALITY
>
> JIU's accreditation from The Higher Learning Commission, a member of the North Central Association, ensures that students receive an outstanding and well-respected education.
>
> CURRICULUM
>
> JIU's educational programs represent a true best practice for education: the belief that adults learn best when the material they are studying is easily and quickly applied to what they do. Our students take what they learn in the classroom and put it to use on the job immediately.
>
> FACULTY
>
> JIU students learn from an all-star faculty from leading universities around the world. Content experts from such prestigious institutions as the University of Pennsylvania, Thunderbird Graduate School of International Management, Carnegie-Mellon University, and London School of Economics design our courses specifically for JIU's online learning environment.
>
> INTERNATIONAL EXPERIENCE
>
> At JIU, students expand their networks and business skills internationally, learning from a world of real-life experiences. Residing in 57 countries around the globe, our students interact with a community of the world's most motivated students, business executives, and instructors.

Jones offers nine executive certificate programmes:

- Mastering e-Commerce
- Managing the Global Enterprise
- Health Care Administration

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* Current information is at http://www.jonesinternational.edu.

- Successful Entrepreneurship
- Information Technology Management
- Successful Negotiation and Conflict Resolution
- Project Management
- Financial Management in the Digital Age
- Corporate Financial Management

C.3 Universitas 21

From their Web site:*

> ***Universitas 21*** is an international network of leading research-intensive universities. Incorporated in Guernsey, it has 17 member universities in 10 countries. Collectively, its members enrol about 500,000 students, employ some 44,000 academics and researchers, provide over 700,000 Internet addresses, have over 2 million alumni, and have a combined operating budget of about $US9.5 billion.
>
> The Company's core business is provision of a pre-eminent brand for educational services supported by a strong quality assurance framework. It offers experience and expertise across a range of vital educational functions, a proven quality assurance capability and high brand value.
>
> ***Universitas 21*** provides a framework for international collaboration, capitalising on the established reputation and operational reach of each of its members. This network allows member universities to pursue significant global initiatives that would be beyond their individual capabilities. ***Universitas 21*** is now positioned to take a leading role in the emerging global market for educational services because of the high level of common interest between its members, and because they share a vision of the future of higher education and the role of established campus-based universities in it.
>
> Since it was established in 1997, ***Universitas 21*** has been intended as a network operating at each of three levels. The first level involves traditional academic exchanges. The second level involves international collaboration between members. The third level involves entrepreneurial activities, intended to engage ***Universitas 21*** universities in delivery of educational services on a commercial basis.
>
> The third level of activities involves the leveraging of the ***Universitas 21*** international network to provide the member institutions with a role in the global commercialisation of higher education. ***Universitas 21*** is uniquely positioned to invest international credibility, brand recognition and quality assurance into new global educational partnerships. In an international business environment where major multinational corporations are developing strategies for accessing an increasingly lucrative global education market, a robust international network of high profile universities has major commercial opportunities.

* Current information is at http://www.universitas21.com. See Chapter Eight of the e-University Compendium Volume One, "Impact of the Internet on Higher Education in Australia and Asia", for a case study of Universitas 21, done in December 2001 but updated in August 2004 and with references to further reading.

Recent examples of their activity include:

- Universitas 21 has recently signed contracts with The Thomson Corporation to establish a major e-education business. This enterprise operates through the joint venture company U21global, headquartered in Singapore, and its objective is to take a substantial share of the global e-education market. Member universities are equity participants in this business, which has been initially capitalised at $US50 million. Courses are expected to commence in January 2003.

- Universitas 21 is developing commercial arrangements through its wholly owned company U21pedagogica to provide quality assurance services using the vast accumulated experience of its members. In the first instance, U21pedagogica will provide quality assurance services to U21global.

C.4 University of Maryland University College (UMUC)

From their Web site:[*]

> University of Maryland University College (UMUC), one of 11 accredited, degree-granting institutions in the University System of Maryland, is the second largest university in the state, offering programs and services tailored for working adults. The university currently has more than 80,000 students worldwide, nearly 15,000 of whom are Maryland residents.
>
> The university offers bachelor's degrees with a choice of 22 majors and 37 minors. UMUC's Graduate School offers 17 master's degrees and three executive master's programs, in addition to having one of just a few doctor of management programs in the United States. In addition to degree programs, UMUC offers a broad array of career enhancing undergraduate and graduate certificate programs, with most available online, as well as executive training programs geared towards middle and upper level managers.
>
> UMUC offers more than 500 courses and 80 undergraduate and graduate certificate and degree programs completely online via WebTycho, the University's state-of-art interactive classroom software. Last year, UMUC counted more than 87,000 online enrollments.
>
> And, while increasing numbers of students choose the convenience of UMUC's award-winning online education programs, they also may complete coursework in traditional classrooms at more than 20 locations throughout Maryland and the metropolitan Washington, D.C. region.
>
> In 1949, UMUC began providing educational services to U.S. military overseas. Today, UMUC is the leading education provider for the U.S. military, serving more than 47,000 service members worldwide at more than 100 locations.

[The rest of this section contained much more text from the Web site and is omitted.]

[*] Current information is at http://www.umuc.edu. See Chapter Twelve of the e-University Compendium Volume One for a "Report on University of Maryland University College", done in October 2001 but updated in August 2004 and with references to further reading.

C.5 Global University Alliance (GUA)

From their Web site:[*]

> The Global University Alliance is committed to being the premier global provider of flexible, accessible, high quality university accredited education, driven by a philosophy of service to students, an investment in cutting edge technologies and extensive international reach and presence.
>
> A partnership of fully accredited international universities, the Global University Alliance is dedicated to providing students from around the world with accessible, rewarding educational experiences by leveraging the latest interactive web and data-based technologies, and making use of the expertise and resources of our global network of teachers and universities.
>
> Drawn together by their focus on applied knowledge, and innovative approaches to working with industries and employers, the GUA Member Universities excel in enabling students to master practical and vocational skills as well as knowledge. GUA member courses are focused on strong research efforts about real issues of the world.
>
> The GUA strives to give students a quality total learning experience by delivering courses and support services with a student-oriented approach. Our Learning Services Commitment will give students measurable standards of service that will result in a consistent and superior learning experience for you.

[The rest of this material has been omitted, as it cited URLs which were no longer active. For areas of study and Universities involved see the table below.]

Details of GUA Programme, Sorted by Area of Study and by Availability

(NB only shaded courses are currently available)[†]

Name	University	Area of Study	Status
Certificate in Animal Care	University of Wisconsin Milwaukee	Agriculture, Forestry and Veterinary Science	Not yet available
BA Hons Business Studies	University of Derby	Business and Management	Accepting applications
Graduate Certificate in Management	University of South Australia	Business and Management	Accepting applications
Graduate Diploma in Management	University of South Australia	Business and Management	Accepting applications
Master of Business Administration	University of South Australia	Business and Management	Accepting applications
MSc Strategic Management	University of Derby	Business and Management	Accepting applications
Bachelor of Management (Post Diploma)	Athabasca University	Business and Management	Not yet available
Graduate Certificate in	University of South Australia	Business and Management	Not yet available

[*] For current information see http://www.gua.com. See Chapter Eight of the e-University Compendium Volume One, "Impact of the Internet on Higher Education in Australia and Asia", for a case study of GUA, done in December 2001 but updated in August 2004 and with references to further reading

[†] The word "currently" refers to January 2003.

Name	University	Area of Study	Status
Business Leadership			
Graduate Certificate in E-Business	RMIT University	Business and Management	Not yet available
Graduate Diploma in E-Business	RMIT University	Business and Management	Not yet available
Program offerings in IT, Business, Communications, International Trade and Education to be announced	University of Wisconsin Milwaukee	Business and Management	Not yet available
Solution-Focused Brief Therapy	University of Wisconsin Milwaukee	Counselling	Accepting applications
Master of Arts in Education and Human Development in Educational Technology Leadership	The George Washington University	Education	Accepting applications
MEd Continuing Professional Development (MSc Information Communication Technology)	University of Derby	Education	Accepting applications
Grad Cert in Ed Leadership & Mgt	RMIT University	Education	Not yet available
Graduate Certificate in Educational Computing	University of South Australia	Education	Not yet available
Graduate Diploma in Educational Leadership & Mgt	RMIT University	Education	Not yet available
Master of Education (Educational Computing)	University of South Australia	Education	Not yet available
Master of Education (Leadership & Management)	RMIT University	Education	Not yet available
Graduate Certificate in Engineering Management	RMIT University	Engineering and Surveying	Not yet available
Graduate Certificate in Systems Engineering	RMIT University	Engineering and Surveying	Not yet available
Graduate Diploma in Engineering Management	RMIT University	Engineering and Surveying	Not yet available
Graduate Diploma in Systems Engineering	RMIT University	Engineering and Surveying	Not yet available
Master of Engineering in Engineering Management	RMIT University	Engineering and Surveying	Not yet available
Masters of Engineering in Systems Engineering	RMIT University	Engineering and Surveying	Not yet available
MSc Environmental Management (Pollution Control)	University of Derby	Environmental Studies	Accepting applications
Associate Program	University of Derby	General Studies	Accepting applications
Graduate Certificate in Occupational Therapy	University of South Australia	Health – Health Sciences	Not yet available
Master of Occupational Therapy	University of South Australia	Health – Health Sciences	Not yet available
Bachelor of Nursing	University of South Australia	Health – Nursing	Not yet available

Name	University	Area of Study	Status
(International)			
Certificate in Internet Alive	Auckland University of Technology	Information Technology	Accepting applications
Certificate in Internet Technologies	University of Wisconsin Milwaukee	Information Technology	Accepting applications
Certificate in Web Alive	Auckland University of Technology	Information Technology	Accepting applications
Master of Information Technology	University of South Australia	Information Technology	Accepting applications
MSc Information Technology	University of Derby	Information Technology	Accepting applications
Bachelor of Applied Science (IT & Multimedia)	RMIT University	Information Technology	Not yet available
Bachelor of Applied Science (IT)	RMIT University	Information Technology	Not yet available
Graduate Certificate in Web Development	RMIT University	Information Technology	Not yet available
Graduate Diploma in Web Development	RMIT University	Information Technology	Not yet available
RMIT GUA -Single Course Enrolment	RMIT University	Information Technology	Not yet available
GUA English for Communications	GUA Education Center Kangnam, Korea	Languages	Accepting applications
LLM in Commercial Law	University of Derby	Law	Accepting applications
BSc Psychology	University of Derby	Psychology	Accepting applications
Master in Tourism Administration	The George Washington University	Tourism, Sport and Leisure	Accepting applications