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Foreword

China is truly a land of superlatives. Home of the world’s oldest continuous civilisation and now the most populous country, it is also – after several decades of remarkable growth – on track to become the world’s largest economy. Every year its growth adds an economy the size of Belgium’s to the world. Just as China has become a powerful economic engine, it is increasingly an intellectual powerhouse too: a source of the skills and knowledge that will shape the future and find solutions to world challenges.

One superlative is often used to describe the UK-China relationship. Signified by President Xi Jinping’s landmark state visit in 2015, it is now the ‘golden era’ of partnership between our two countries. This has included the first ever UK-China Year of Cultural Exchange and a historic visit to China by the Duke of Cambridge. The president’s visit highlighted the complementarity of the two countries, as well as the potential for much more collaboration. The CBI are part of this. In 2016 we celebrated the tenth anniversary of our Beijing office – ten years of being a key voice for UK business in such a vital market.

Now is the time to build on these strong foundations as opportunities open up within China and the UK – for UK exporters selling to a rapidly growing middle class and Chinese universities looking to partner on cutting edge research, for Chinese companies investing in the UK or tourists exploring a new destination. China is now the UK’s third largest source of imports, while UK exports to China have also risen and the flow of investment has gathered momentum.

Success – whether for a company or country – so often depends on building understanding, nurturing partnerships and collaboration. Our companies and countries share many of the same goals: setting up young people for success, giving people the chance of a home of their own, and tackling some of the major questions in our world today about health, equality and economic growth. The UK is a natural partner for Chinese business – and as China’s economy matures the prospects will only grow.

Openness to ideas, investment and people from around the world is a source of strength. As the UK forges a new place in the world following the EU referendum, strong global links and openness to the brightest and best are vital for our prosperity.

Universities, and the partnerships they are building, provide a key axis for UK-China relations to build on. Higher education is a bridge to the future: whether inspiring a desire for knowledge, researching as yet unsolved problems of nature or equipping students for success in their chosen field.

As this report demonstrates, the connections between UK and Chinese higher education are some of the most well-developed and innovative that exist between our countries. Growth is a term so often associated with China and in this area it is no different – from the growing number of Chinese students who come to the UK to study, the growing range of partnerships between UK and Chinese universities, to China’s ambition of significantly growing the R&D base. Growth is a term that should also be associated with higher education, as the economic strength of world-leading institutions often acts as an anchor for investment and jobs locally, regionally and nationally.

The partnerships described here show how much has been achieved together, already. Now, as we make the golden era of UK-China relations a reality, the CBI and our members are ready to do much more.

Josh Hardie
Deputy director-general, CBI
At Middlesex University London we already enjoy strong links with China. In addition to welcoming a large number of Chinese students to our north London campus every year – one of the most nationally and culturally diverse campuses in the UK – we also have a network of prestigious partners in China and regional offices in Beijing, Shanghai and Hong Kong. We are particularly proud of our arts partnership between Middlesex and the Beijing Dance Academy, where academics and performers exchange knowledge and explored creative ideas, building intercultural relations through institutional exchange.

Our students from China have access to courses that are designed to meet the needs of modern business. Whether they choose to study environmental management, design engineering or entrepreneurship they will have a life-changing experience that will give them the knowledge and skills they will need for the competitive world of work.

As well as transforming people into educated global citizens and life-long learners, universities around the world must continue to collaborate with each other, and with business, on new areas of research that will benefit our health, our economies and our environment.

Our Flood Hazard Research Centre, for example, in which our scientists have explored how China can change the way it thinks about handling floods, is the kind of research we are doing more and more, working with scientists and researchers at universities in China as well as businesses that can help us transform evidence and ideas into reality.

I am delighted that Middlesex University London is working with the CBI on this initiative, which recognises the huge contribution British universities can make to Britain, to China and to the world.

Foreword

There has perhaps never been a more important time in Britain’s history for showcasing one of our strongest exports – higher education. We need to demonstrate to the world that our universities are very much open for business and that Chinese students who want to access the best higher education experience in the world will receive a warm welcome.

Professor Tim Blackman
Vice-chancellor, Middlesex University
A golden era for the UK and China relationship has begun

The relationship between China and the UK has been described as having entered a golden era. Symbolised by President Xi Jinping’s state visit to the UK in October 2015, which created new ties between the two countries, the relationship is growing steadily stronger in trade and investment at the same time as extending more widely through cultural and societal links.

China and the UK face the same challenges posed by rapidly-changing technology and global trends that affect the whole world. Despite national and economic differences, progress and prosperity shared aspirations across both countries. As all countries seek to develop their people, skills and knowledge base to improve growth and productivity, the golden era of UK-China relations is the right time to strengthen the existing bonds built on opportunities for advantage and common enterprise.

Growing complementarity has seen the UK and China working together on pressing global issues and looking to each other as partners across a range of economic, cultural, intellectual and educational activities. In 2015 the two countries celebrated the first ever UK-China Year of Cultural Exchange, the Duke of Cambridge paid a historic visit to China, and the UK became the first Western European country to join the Asian Infrastructure Investment Bank. The 30-strong Advisory Council established by the China-Britain Business Council brings together leaders of major British businesses and universities to help in framing a strategic approach to further development of the relationship.

Shaping the UK’s future

As the UK seeks to forge a new economic and political role, following the vote to leave the EU, government, business and civil society need to work together. Collectively, they need to identify opportunities outside the EU, at the same time as safeguarding the benefits of a close relationship with the EU, to address the important questions about the country’s future relationship with the EU and the rest of the world.

Business needs short-term clarity, alongside an approach to negotiations that makes the most of the vote to leave to support UK prosperity – as set out by the CBI’s Shaping the future. These principles for negotiation include the need for trade arrangements that give businesses prospects for growth and an approach to migration that both supports the economy and addresses public concerns. Evidence shows that students coming to the UK are not a major factor in public concern about migration: so at a time when we need strong links globally to seize new opportunities after the referendum, being seen as open to the best and brightest is vital. As the UK’s plans to leave the EU take shape, this adds further to the importance of China as a major partner in trade, investment and in foreign relations.

China – a land of superlatives

China’s economic growth in recent decades has been remarkable. After GDP growth at an average annual rate of nearly ten percent in 2000-15, China is now the world’s second-largest economy – and since 2014 the largest in purchasing power parity (PPP) terms, as well as the biggest exporter and a major outbound investor. In 2015 the service sector reached over 50% of GDP, and the economy is becoming increasingly sophisticated, continuing to rebalance away from reliance on industry and towards a more consumption-oriented model. Despite some deceleration in recent years, GDP grew by nearly 7% in 2015 and is expected to grow at a similar rate in 2016. At almost $11,000bn China’s GDP accounts for more than one seventh of the global economy.
China is also the world’s most populous country, with a growing demand for higher education. The number of students graduating in China with a higher education qualification rose from 830,000 in 1998 to 6.2 million in 2012 – accounting for almost a third of the world’s total, and more than the US and EU combined.

To power its transformation into an ‘innovation-oriented’ society, China is investing large and increasing sums in research and development, and its government recognises that innovation is underpinned by cutting-edge academic research. By 2020 China is on course to overtake the US as the world’s largest investor in R&D.

UK trade with China is growing – though its share of overall exports is still low

With Chinese economic growth has come an increased flow of exports to the UK. China is now the UK’s third largest source of imports, accounting for 7.2% of all UK imports in 2015, compared to 3.3% in 2004. Chinese exports to the UK grew from just over £10bn in 2004 to nearly £40bn in 2015.

UK exports have not kept pace with this rapid growth, though they have been rising fast from a low baseline in recent years. Exports to China totalled £4bn in 2004 and reached over £16bn in 2015, accounting for 3.2% of all UK exports of goods and services. China is now the UK’s eighth largest export market, but there is much scope for further growth.

“We will build a global comprehensive strategic partnership between our countries in the 21st century and jointly open up a golden era of an enduring inclusive win-win China-UK relationship, and jointly create an even brighter future for our relations.”

Xi Jinping
President of the People’s Republic of China
Bridges to the future:
The role of universities in the UK-China relationship

As research and higher education both become increasingly international, the UK’s universities are at the forefront with their global outlook and international ethos. In a competitive and global marketplace UK higher education scores highly across a range of indicators, with pre-eminence extending across teaching, research and collaboration with businesses.

For China, higher education is an increasing priority, with the demand for university education rising both as a tool to advance development and as a consequence of growing prosperity and the increasing sophistication of the economy. Research and innovation are also explicitly targeted by China’s strategy to become an innovation-oriented society.

UK higher education is popular as a product with students and academics

A key quality measure of higher education is its international recognition: notably popularity with students from other countries. The UK is the second most popular destination in the world for international students with one in ten of all international students at a UK university – only topped by the US. More than one fifth of these students – nearly 90,000 – are from China, and if one includes Hong Kong the figure rises to 106,000.

International student numbers have grown strongly, up from 187,000 in 2000 to nearly 437,000 in 2015, reflecting growing awareness of the quality of the UK university experience for international students. In the ‘international outlook’ indicator in the Times Higher Education World University Rankings 2015-2016, the UK is in pole position, with 39 of the highest-ranking 100 universities. Nearly 30% of the almost 200,000 academic staff in UK universities are non-UK nationals, as are half the 81,000 doctoral students.

This popularity reflects the quality of the experience and opportunities for both students and staff. The UK has the highest satisfaction ratings among major English-speaking countries, including the US, for all aspects of student life: overall satisfaction, learning, living, support and arrival experience – with these levels of satisfaction have risen since in recent years. Research published in 2015 found that 85% of international undergraduate students in the UK would recommend their experience to others – and 91% expressed satisfaction with their UK student experience overall.

Universities in the UK currently receive about one eighth of their income from international students’ fees – so these students are not only contributing to the universities’ intellectual vitality and cultural diversity but also to their sustainability as a major national asset of value to business in the UK.

Higher education is a significant contributor to UK exports. Estimates vary widely, but even the lowest implies a total value to the UK of £5.8bn in 2010-11, or approximately 1.3% of all UK exports, a share which is likely to have grown since then. An alternative figure puts the overall value to the UK of international students at £7bn in 2012, supporting 136,000 jobs.

Universities are a great foundation to build a strengthened UK-China partnership

UK universities are at the forefront of demonstrating the potential of UK-China trade flows, and there is scope for much more. The UK’s higher education institutions are world-leading and their quality and diversity are highly valued domestically and internationally.
In academic research the UK punches well above its weight

By every international measure the UK is a research superpower. The World Economic Forum’s Global Competitiveness Report (GCR) 2015-16 ranks the UK second in the world for the quality of science research institutions, and fourth for university-industry collaboration. As a result the UK is a focal point for global research collaboration and researcher mobility.

The quality of UK research is demonstrated by its output, impact and productivity. This is measured in a number of ways. The level of output for research investment is spent very cost-effectively. For example, the UK is in first place among major developed countries – measured by the number of articles per million dollars spent nationally on R&D.6

UK research outputs have significant impact. This is most frequently measured by citations – where other researchers reference a piece of work to back up their own findings – and UK research accounts for a disproportionate share of the most highly-cited articles. Despite only having 3.2% of global R&D expenditure, UK research accounts for nearly 16% of the world’s most highly-cited articles. By this measure the UK has overtaken the US and is above all comparable countries. And the impact for the level of investment – the number of citations per million dollars spent on R&D – is higher than for any other G8 country or China.7

The average UK university is more international today in its co-authorship than the most research-intensive were ten years ago. Currently, nearly half of all UK research publications involve international collaboration, and this is associated with much greater quality – compared to co-authorship where only UK institutions are involved.8 A large and growing share of research income UK universities receive is international, including from businesses, and this has increased by over 65% over five years, from £0.74bn in 2009-10 to £1.23bn in 2014-15.9 UK universities have also been extraordinarily active and successful in international collaboration supported by the EU, reflecting judgments of excellence by academic peers across Europe.

China and the UK now have a strong and growing research relationship, supported by a number of joint funding initiatives. The volume of collaborative research output increased by 350% between 2003 and 2012, from around 1,000 papers per year to over 4,500 – and in 2012 the UK overtook Japan as China’s second-largest research collaborator in terms of co-authored papers.

Very often UK research is at the cutting edge of new inventions. With just 2.4% of global patent applications, the UK’s share of citations of journal articles in patents (both applications and granted) is 10.9%, an indication of the relevance of UK research to new inventions.10 This reflects the fact that schemes such as the Research Excellence Framework (REF), and the UK’s openness to the best researchers from across the world, have helped to drive up the volume, quality and impact of research still further despite funding constraints.

International approaches and partnerships

With the trend towards increasing internationalisation higher education institutions are developing new approaches and partnerships. The UK’s universities are among the global leaders in provision of transnational education (TNE). While this takes different forms it involves the provision of higher education to a student in one country by an institution in another. Over the past two years TNE grew at a rate of 13%, and four out of five UK universities intend to expand their TNE provision in the next three years.11 The UK is China’s leading partner in TNE, with nearly 270 joint programmes enabling more than 57,000 students to study towards UK qualifications in China each year.12

A growing form of TNE where UK universities lead is establishing overseas campuses in locations where demand for higher education is growing and the regulatory environment allows. For example, Middlesex University now has campuses in Dubai, Malta and Mauritius. Several UK universities have campuses in Malaysia, and the University of Nottingham has a large and growing campus in Ningbo, China (Case study 1, page 10).

Joint institutions or courses are other forms of TNE, where a UK university collaborates with a partner in another country. For example, the University of Surrey has partnered with Dongbei University of Finance and Economics (DUFE) to establish the Surrey-DUFE International Institute in Dalian, and Queen’s University Belfast has partnered with China Medical University to set up a joint college in Shenyang (Case studies 2 and 3, pages 10 and 11).
**CASE STUDY 1**

**University of Nottingham Ningbo China**

The University of Nottingham Ningbo China (UNNC), established in 2004, became the first Sino-foreign education institution with its partner the Wanli Education Group, and supported by the Chinese Ministry of Education. With nearly 7,600 students and staff, UNNC now provides excellence in teaching and world-class research and knowledge exchange to both Chinese and international students. The University of Nottingham also has links with other Asian nations through its campus in Malaysia and collaborative projects with Panjab University in India.

**Supporting trade and investment between the UK and China**

The estimated value of China to The University of Nottingham is £80m a year thanks to enormous commercial opportunities in Ningbo. The University of Nottingham received the Cathay Pacific China Business Award 2015 for Continued Investment after hosting the largest SME mission from China to Nottingham, launching the Nottingham Trade and Investment Office at UNNC and training 200 Chinese CEOs and upskilled China’s future business leaders.

**Engaging with industry**

Long-standing integration with the university’s Asia Business Centre in the UK and the Knowledge Exchange Team at Ningbo has led to outstanding industrial partnerships.

**Capitalising on Asian economic growth, exceptional commercial links with Chinese businesses have formed in sectors such as aerospace, including the Aviation Industry Corporation of China (AVIC), the technology sector – with the Chinese arm of UK-based Sondrel – and marine technology through construction of the £25m International Academy for Marine Environment and Technology (IAMET).**

**Contributing to broader UK-China relations**

UNNC is now transitioning to its next stage of development after celebrating its ten-year anniversary in 2014. The Chinese ambassador, HE Mr Liu Xiaoming said: ‘UNNC has grown from a budding project to a blossoming educational success. It has done a superb job in bringing first class educational resources to China which gives UNNC a one-of-a-kind global edge.’ President Xi Jinping added, ‘UNNC has built a new model for Chinese education to engage the world’.

**How did the university do it?**

Cultural competence and a long-standing history in China make The University of Nottingham China’s academic partner of choice. Matching Chinese strengths with UK competitiveness, incorporating UK expertise into Chinese businesses, engaging talented local staff to encourage long-term development, rewarding innovative entrepreneurs and promoting Chinese culture through the Confucius Institute are all examples of this cultural coherence.

**CASE STUDY 2**

**University of Surrey: Surrey International Institute-DUFE, Dalian**

The University of Surrey is ranked in the top 1% of universities in the QS World University Rankings 2015 and has strong global connections, particularly with China.

Surrey International Institute-DUFE (SII-DUFE) is a joint academic partnership institution between the University of Surrey and Dongbei University of Finance and Economics (DUFE) in Dalian, China. SII-DUFE is the third largest British higher education programme in China.

Established in 2006, SII-DUFE offers a unique combination of high academic standards and employment success in a pleasant, coastal city in the north-east of the country.

It provides international study programmes exploiting the expertise of the two universities to offer top quality programmes in subjects aligned with business management and tourism management. Promising a new type of transnational approach, students from both the UK and China have the opportunity to spend part of their course at both Surrey and DUFE. Currently, over 750 students are pursuing undergraduate programmes at SII-DUFE.

By using existing DUFE premises and facilities, Surrey is able to accelerate approval from the Chinese authorities while keeping down costs. This model allows Surrey to repeat the success of SII-DUFE in other countries.
UK universities are good at collaborating with business – and continue to get better

Effective collaboration between the higher education sector and business has a crucial contribution to make, not only to individual firms’ competitiveness but also to wider economic growth. In the UK more and more business-university collaboration is taking place; striving for innovation, solutions to skills challenges and a competitive edge. This is reflected in the UK’s high ranking for industry-university collaboration in the GCR and is set out in more detail in the CBI’s guide to these partnerships, *Best of both worlds*, which includes illustrative profiles of a wide range of successful collaborations.13

These collaborations reap benefits for both in the partnership. For businesses this opens up new networks, sources of ideas and innovation, while for higher education institutions working with a business may give their research greater impact, as well as give them access to additional expertise. In 2014-15, the value of university earnings through services for business topped £1bn for the first time.14

UK universities are particularly effective at commercialising the intellectual property (IP) they generate, and earned nearly £90m of IP income from businesses of all sizes in 2014-15. Recent research has also shown that universities’ return on investment from commercialisation of research through sale of equity is higher in the UK than in the USA.15

China is committed to developing its higher education system

Chinese culture gives high status to all educators. The country’s changing economy and society are now creating strong demand for higher education as a national priority, both as a tool to advance the country’s development and as a consequence of growing prosperity and the increasingly sophisticated economy. As state council premier Li Keqiang stated in his March 2016 speech to the National People’s Congress, “Education is where a country’s future and its people’s hopes and aspirations lie.”

China’s large and rapidly growing middle-class population aspire to improved career prospects for their children in intensely competitive national and global jobs markets. The government’s increased focus on quality in HE resonates with these aspirations, as a good quality education at a respected university gives graduates a competitive edge. Although the student-age population is declining, China still has an enrolment rate of only 26%, barely half the rate in the UK and well below Brazil’s rate of 36% – though higher than India’s 18% – so there is scope for further substantial growth in numbers as well as progress in raising the level of quality.

China’s HE system has major strengths and sits fifth in global rankings

The national higher education system in China has major and growing strengths, reflected in the fact that there are now three Chinese universities in the top 50 QS rankings. The latest set of Universitas 21 rankings, which adjusts for countries’ levels of economic development, puts China in fifth place worldwide – but some areas are ripe for improvement and reform, as the government has recognised. Premier Li has announced plans to ensure greater autonomy and less red tape for universities, faster progress in promoting distance learning, and strengthening universities’ teaching and capacity for innovation.

There are over 1,500 public universities, which enjoy public funding and include some of the most prestigious institutions in the country. Admission is largely based on attainment in the demanding National Higher Education Entrance Examination, also known as Gaokao, and there is some central government control over these institutions. Most UK universities’ partnerships are with leading public universities. There are also over 600 private universities, which charge higher fees and control their own admissions policies. They are growing in number in response to strong demand, but typically have less prestige than the leading public universities.
Bridges to the future: The role of universities in the UK-China relationship

China accounts for nearly one third of the world’s university students. Within such a huge body of graduates one challenge which has been identified is encouraging more creativity and initiative to support China’s development to technological maturity. Another priority is the need for a more international and culturally diverse student body – currently China has fewer than 400,000 foreign students, well under one percent of the total of nearly 50 million students, but it aims to raise this number to 500,000 by 2020.

**Chinese research is growing in scale and quality – with investment set to top global rankings in 2020**

High quality research underpins innovation, competitiveness and rising levels of productivity, and the Chinese government recognises that. The 15-year ‘Medium- to long-term national for the development of science and technology’ (MLP), launched in 2006, called for China to become an ‘innovation-oriented’ society by 2020 and a world leader in science and technology by 2050. According to the MLP China should invest 2.5% of GDP in R&D by 2020, up from 1.34% in 2005.

For many years Chinese investment in R&D has grown even faster than the economy as a whole, and now exceeds 2% of GDP, making China the largest investor in R&D after the US – and larger in PPP terms. China now accounts for 20% of all R&D spending in the world and a quarter of the world’s R&D workforce. At current growth rates, China is likely to overtake the US as the world’s largest investor in R&D in about 2020.

In his report on the work of the government at the National People’s Congress in March 2016, state council premier Li Keqiang noted that innovation is the primary driving force for development and must occupy a central place in China’s development strategy. He called on China to launch new national science and technology programmes and build first-class national science centres and technological innovation hubs.

The government’s commitment to make China a leader in research and innovation, backed by rising investment, is reflected in the rapidly increasing volume of Chinese research outputs. Over a 30-year period China’s output increased from around 2,000 to over 150,000 journal articles and reviews per year, and the volume continues to grow.

Measuring quality is challenging but there are strong signs of high and growing quality and impact in much Chinese research. A recent analysis found that China’s high quality research output grew 37% from 2012 to 2014, while the US saw a 4% drop over the same period.

China has also become the world’s largest destination for inward R&D investment. Between January 2010 and December 2014, China attracted 88 greenfield R&D projects from foreign companies, involving capital investment estimated at $5.5bn – more than twice the sum for the US in this period.

Strengthening the foundation of China’s science and technology is a national objective, to which the UK, with its outstanding and diverse university research base, is well placed to contribute – and from which it can also benefit.

“We need to move faster to transform China into a manufacturer of advanced and quality products and a country that is strong on intellectual property rights. We should strive to achieve major breakthroughs in basic research, applied research, and research in strategic and frontier fields by 2020.”

Li Keqiang – state council premier
Bridges to the future: The role of universities in the UK-China relationship
The range of existing partnerships demonstrates the potential – all have a role in supporting their growth

As higher education and research, as well as recruitment and business activity, all become increasingly international, countries that want to grow and maximise the benefits of their investment will be those which capitalise on this trend. For the UK and China – seeking to celebrate and cement the golden era – the range of bilateral cooperation in education and research is a strong starting place.

Here we set out a range of success stories where UK institutions have developed engagement with Chinese partners, the impact that they have had, and lessons learnt from these partnerships. These provide examples for governments, individual institutions or academics and students as to successful projects with the aim of seeding ideas for the future.

Research partnerships

There are several schemes and organisations which support highly successful research collaborations. The most important funding programme is the Newton Fund, which is known in China as the UK-China Research and Innovation Partnership Fund. This joint initiative between the two governments helps build science and innovation partnerships to tackle fundamental challenges – from engineering to agriculture. The UK’s Research Councils also directly support research partnerships, such as the University of Dundee’s involvement in work on potato blight and Queen’s University Belfast’s joint project on electric vehicles and smart grids (Case studies 4 and 5).

CASE STUDY 4

University of Dundee: partnerships with Wuhan University and with Huazhong Agricultural University, Wuhan, and Heilongjiang Academy of Agricultural Sciences, Harbin

The University of Dundee, named Scottish University of the Year 2016 by The Times & Sunday Times and one of the world’s top 200 universities, is in the top ten of the UK’s National Student Survey.

Dundee is the top ranked University in the UK for biological sciences, and in the top three for civil and construction engineering. It is also highly ranked for medical research with impact and for its art & design college.

The University has a history of successful cooperation with partner Universities in China, covering both teaching and research. Relationships have been built from student exchange/study abroad programmes into partnerships that lead to University of Dundee degrees, including an agreement with Wuhan University that has created a double degree in Architectural Studies.

A highly successful research collaboration involves a partnership between scientists at the University of Dundee and James Hutton Institute in Scotland and colleagues at Huazhong Agricultural University, Wuhan, and Heilongjiang Academy of Agricultural Sciences, Harbin, which has led to identification of a potential Achilles’ heel in the organism which causes potato blight. They have identified a potato enzyme that, if it were removed, could prevent the disease from taking hold.

China is now the world’s major producer of potatoes and this research paves the way for the development of a potato crop that would be resistant to blight, with potentially huge implications for global food security.

The partnership has also led to a successful bid for funding from the Chinese Ministry of Education supporting the Dundee researchers’ roles as ‘high end foreign experts’.
**CASE STUDY 5**

**Queen’s University Belfast: research collaboration**

Over the past ten years, Queen’s University has invested over $10m in funding for China-related research in areas such as sustainable energy, information technology, food security and cancer research. During the past five years, Queen’s University has co-authored 807 research publications with 184 Chinese partner institutions.

**£2.3m Research Council UK (RCUK) funded UK-China Science Bridge project**

The UK-China Science Bridge is a collaboration to accelerate the deployment of research knowledge and research links in both the UK and China through dedicated technology transfer. The Science Bridge Project at Queen’s has seen the establishment of five joint UK-China joint laboratories and one joint research centre, over 200 joint research papers, six prizes and awards, seven joint projects, and over 50 student and staff exchanges.

**iGIVE project**

The Engineering and Physical Science Research Council - National Science Foundation of China (EPSRC-NSFC) have jointly funded a £1.3m UK-China project on electric vehicles and smart grid. The aim of this project is to develop an intelligent grid interfaced vehicle eco-charging (iGIVE) system for better grid solutions to power electric vehicles. The project is a large scale research collaboration between Queen’s University with Harbin Institute of Technology, the State Grid Electric Power Research Institute of China, Shanghai Electricity Company and Cranfield University.

**CASE STUDY 6**

**University College London: Cities Changing Diabetes**

Launched in 2014 by Novo Nordisk together with UCL and Steno Diabetes Center, the Cities Changing Diabetes (CCD) programme was created as a global cross-sector partnership designed to identify and address the root causes of type 2 diabetes in cities, using the knowledge gained to share and recommend effective interventions. The prevalence of the disease in China grew from 6.4% in 2000 to 9.7% in 2010.

More than half of the global population lives in cities, and two-thirds of the 415 million people with diabetes live in urban areas – and people who move to cities have a significantly higher risk of developing type 2 diabetes than those who remain in rural settings. The world’s largest study in urban diabetes shows that the way people live, work, exercise, eat and sleep in cities impacts the development of urban diabetes.

With a focus on generating both locally and globally applicable insights into diabetes-affected health and wellbeing, CCD is the first international multi-sited research project that investigates the wider drivers of urban diabetes through both quantitative and qualitative research. The application and implementation of research findings, as well as extensive interaction between local governments and stakeholders around these findings, are key features of the programme.

To succeed in defeating diabetes, we have to look beyond classic public health interventions and think differently. The study reveals how specific, measurable social factors and cultural determinants in urban environments can directly impact on a person’s diabetes vulnerability. Many of these components are shared by cities around the world.

UCL – with Professor David Napier as global academic lead – has been collaborating with Tianjin Medical University, the Shanghai Diabetes Institute, and other parties in both cities in developing this research, together with partners in Copenhagen, Mexico City and Houston. Their work underlines the importance of more effective prevention of the condition, alongside improved management and treatment. The study revealed that social factors include financial, geographical, resource and time constraints. Cultural determinants include traditions and conventions, views of health and illness, perception of self and other, and change and transition.
CASE STUDY 7

Cardiff University: China Medical Research Collaborative

The Cardiff China Medical Research Collaborative (CCMRC) brings together world-class researchers from Cardiff University and some of China’s leading cancer organisations, including Peking University, Capital Medical University and Yiling, one of China’s high-tech pharmaceutical companies. The collaborative was created to enhance the understanding of the molecular basis, diagnosis, prevention and treatment of cancer, through joint research publications and student and scientist exchanges.

The CCMRC grew out of academic collaboration between Cardiff University and Peking University (from 1999) and Capital Medical University (from 2002), and was formally brought under university-wide agreement in 2005, after all partners realised the importance and scale of the collaboration. This was soon recognised by external funding from two charitable foundations in Hong Kong and the Yiling Group, which together provided £800,000 to support the collaboration. Later, following the launch of three joint research centres with Peking University, Capital Medical University and Yiling, the CCMRC title was formally adopted.

In 2007, a scholarship scheme opened up greater opportunities for colleagues in China to visit Cardiff for research and clinical training. In addition to the 62 Chinese medical scientists that have worked at the CCMRC since its inception, more than 15 postgraduates have come to Cardiff under the same scholarship.

Major achievements of this innovative collaboration include uncovering why Chinese herbal medicine can be beneficial to cancer patients; discovering new biomarkers for breast, lung, gastric, and prostate cancer; and potential new therapies for peritoneal metastasis.

In addition to enhancing our understanding of cancer and its treatments, the team, which includes medical scientists from China, offers training and teaching opportunities for PhD and MD students, scientists and doctors in the area of cancer and oncology and supports the educational development of junior researchers and academics, including undergraduate and postgraduate students and clinical fellows, through teaching activities, research studentships and clinical fellowships.

Businesses as well as charities also help to support research partnerships, like University College London’s work towards solving the growing global challenge of diabetes in city-dwellers and Cardiff University’s collaboration with Chinese partners on cancer research (Case studies 6 and 7).

The UK’s close historic and other connections with the Hong Kong Special Administrative Region have enabled close research ties, as well as over 16,000 students from Hong Kong at UK universities. For example Newcastle University, in partnership with a leading Hong Kong university and jointly funded by both administrations, has collaborated in addressing the growing challenge of the issues posed across the developed world by an ageing workforce (Case study 8).
Joint degree programmes

Joint or double degree programmes with Chinese partner institutions are an increasingly popular and effective form of TNE. There are some 950 such programmes operating in China, involving 650 Chinese universities and colleges and partners from a total of 33 countries. Subject areas such as business studies and management are strongly represented, but the greatest scope for growth may be in fields such as engineering and the social sciences, and in parts of the country where there has been less international engagement so far.

Programmes may be at foundation degree level, joint undergraduate honours courses, and postgraduate programmes. Some successful examples are the University of Exeter’s double degree programme with Fudan University, Harper Adams University’s partnerships with two Chinese universities, and other partnerships involving Nottingham Trent University, Queen’s University Belfast and the University of Sheffield (Case studies 9-13, pages 18-20).
University of Exeter: double degree programme with Fudan University

A new double degree programme offered by the University of Exeter and Fudan University in Shanghai will give students access to business and economics expertise from the east and the west. Launched in September 2016, this cosmopolitan programme will allow students to complement their studies with a year on the opposite side of the world, leading to a Masters degree from each of these prestigious universities and potential employment.

Fudan University is widely regarded as one of China’s elite universities, and like Exeter is one of the world’s top-100 universities. The double degrees in economics are offered through the University of Exeter’s Business School and Fudan University’s School of Economics.

Students who start the programme in the UK will spend their first year at Exeter, studying full-time on an economics Masters degree programme offered by the University of Exeter Business School. On completion they will move to Fudan to undertake a further year of economics study in Shanghai, China’s most populous city and its financial and commercial centre. The programme will also work in reverse, enabling students from Fudan’s School of economics to join one of Exeter’s Business School Masters programmes.

Graduates of the double degree programme are able to meet employers at events in Beijing and Shanghai organised by the University of Exeter and three other UK universities from the southwest of the UK – the GW4. A total of 950 alumni from the University of Exeter and other GW4 members attended events in 2016.

Speaking of the Shanghai careers event, Professor Janice Kay – Provost of the University – said: “The University of Exeter puts the employment of its graduates in the world’s top industries and businesses as one of its most important priorities. We welcome this spectacular event in Shanghai, and are pleased to have attracted such leading graduate recruiters to meet our talented and innovative graduates.”

Harper Adams University: joint undergraduate courses and joint Masters programme

Harper Adams University began its collaboration in China with Beijing Agricultural College nearly 12 years ago. The institutions operate two joint undergraduate courses, taught in English, that see around 70 final year students transfer to study in the UK each year. More recently, the University has established a joint Masters programme with China Agricultural University, focused on applied mechatronics and precision farming. Fifteen students supported by the China Scholarship Council have completed this course and the second cohort is already under way.

A joint undergraduate programme with Huazhong Agricultural University has extended Harper Adams’ activities to Wuhan. This course involves undergraduate study in China and then in the UK. Harper Adams also have a collaboration with Northwest Agriculture and Forestry University in Yangling, near Xian, which has brought Chinese students to the UK for an agricultural summer school for the last few years. Finally, through a generous gift from the Zhejiang Hengyi Group, Harper Adams have been able to finance a cultural exchange programme for the last four summers, to take UK undergraduates to Beijing to learn about Chinese student life. This provides invaluable experience for UK students and is a great way to encourage them to think about partnership working in China.
Nottingham Trent University: partnerships with Communication University of China and Beijing Language & Culture University

Two strategic partnerships in Beijing have been launched in 2016, strengthening NTU’s links with China.

One collaboration, with the Beijing Language and Culture University (BLCU), is part of a long-term partnership with the institute, already home to NTU’s Mandarin scholarship programme. The new joint Masters degree enables students to develop an understanding of linguistics and applied linguistics with a specialism in museum and heritage management to prepare them for a career within the cultural heritage industry; this aligns to China’s ambition to further professionalise staff within the industry.

In addition Nottingham Trent University and the Communication University of China (CUC) have been awarded a licence by the Chinese Ministry of Education to develop a joint institution, with the first cohort in September 2016.

The offering is three Masters programmes from NTU’s School of Arts and Humanities: MA Broadcast Journalism, MA Media and Globalisation and MA Museum and Heritage Development. Students also have the opportunity to study for a professional doctorate in Journalism, Media and Communication at the institute. All students have the opportunity to study at NTU for 12 months.

NTU staff work with colleagues at CUC to jointly deliver the courses. NTU has also established a physical presence at CUC, with its Centre for Broadcast Journalism based there, including television and radio studios.

NTU, BLCU and CUC have all been active in developing partnerships with relevant employers and external stakeholders within China, to support and enhance the students’ learning experience.

CASE STUDY 12

Queen’s University Belfast: joint foundation programme with Shenzhen University

Queen’s University established a Joint Foundation Programme in 1997 with Shenzhen University which has been running successfully for almost 20 years. The foundation programme is delivered jointly in China at Shenzhen University Campus and aims to prepare around 50 students each year for undergraduate studies at Queen’s University in Belfast. Students complete their foundation year in China and their degree programme in Belfast. The foundation programme has two broad streams – social science and science, which then have progression routes to Queen’s degrees. The courses include modules in foundation maths, engineering science, management and introductory economics, as well as English language modules.
Joint institutions
Going beyond joint programmes, as described above some UK universities have set up joint institutions with Chinese partners. Like some joint programmes, these can offer students the benefits of a UK degree taken in English at a lower cost than studying the same degree in the UK. In some cases they can facilitate entry to a postgraduate course at a UK university. One of the best established is the Sino-British College in Shanghai, which has now been in operation for ten years. It is jointly operated by the Northern Consortium of British Universities and the Shanghai University for Science and Technology. (Case study 14).

A different and more recent model is the University of Reading’s joint academy with Nanjing University of Information Science and Technology (Case study 15).

CASE STUDY 13
University of Sheffield: partnership with Nanjing Tech University
‘The chemistry of great collaboration’
In 2011 the University of Sheffield’s (UoS) unique partnership with Nanjing Tech University (NJ Tech) led to the creation of a pioneering new joint Chemistry BSc degree programme. Chinese students are taught in English at NJ Tech by Sheffield academics for three years before coming to Sheffield for their final year.

For Dr Julie Hyde, senior university teacher in the Department of Chemistry at Sheffield, it presented a career-defining opportunity when she was asked to create and deliver the three-year practical course for the programme, teaching students in Nanjing and helping them gain the skills and experience to launch international careers.

“Professionally, being given the opportunity to lead the lab side of things and plan the whole three year programme was a great responsibility and achievement, as it has been a success,” says Dr Hyde. “When they come here to Sheffield, the students are totally integrated with our third years, not separate and we’re really proud that pretty much all the graduates have gone on to do masters courses, some here in Sheffield, some elsewhere in the UK or in China or America. Our course has opened doors for them.”

This unique course has now been replicated in financial mathematics and material physics leading onto approval to develop the NJ Tech UoS Joint Institute allowing students to gain a Sheffield degree without leaving China and further developing this ongoing partnership.
CASE STUDY 14
Sheffield Hallam: Sino British College, Shanghai
Sheffield Hallam University is a founder member of the Northern Consortium of British Universities (NCUK), a group of nine universities in northern England. The consortium and the Shanghai University for Science and Technology jointly operate the Sino British College (SBC).

The college is the only Shanghai-based higher education institution to be awarded a license by the Chinese Ministry of Education to offer full degree programmes taught entirely in English to multiple overseas universities.

Celebrating its ten-year anniversary, the SBC is a unique multi-university joint venture institution on a prestigious location in central Shanghai.

The college delivers a range of university preparatory programmes which offer opportunity to progress to Sheffield Hallam and other consortium member institutions within the UK. It also hosts a small number of locally delivered but UK university accredited degree awards, including a Sheffield Hallam University BSc in business management.

The college has around 1,600 full-time undergraduate students and around 100 international students from nearly 30 countries and regions. Degree programmes are taught entirely in the English language across the whole spectrum of business and engineering by a highly qualified academic team comprising about 80 international staff from 20 different countries, plus about 100 bilingual administrative staff many of whom have studied for international degrees.

Of 2015 graduates, 98% are already employed or in graduate programmes at universities in the UK and elsewhere.

CASE STUDY 15
University of Reading: joint academy with Nanjing University of Information Science and Technology
The University of Reading has a long-established relationship with the Nanjing University of Information Science and Technology (NUIST), China’s premier university in Meteorology.

The two institutions have now established a joint Academy, after receiving formal approval from the Ministry of Education of China. The college has approval to offer six joint programmes – more than any other joint college in China.

The partnership grew from research collaborations between the institutions, which are ongoing. Reading’s ambition as a university is to deepen and broaden its teaching base with NUIST while increasing its global presence and reach.

This joint academy offers programmes in which students spend three years studying in China before coming to Reading to complete their final year and qualify for a Masters degree.

It now offers a range of natural and social science subjects (chemistry, economics, applied maths and environmental science), and two more are to be agreed in 2017. These dual-award programmes are awarded by both NUIST and the University of Reading, and tuition is in English. The first cohort of students graduated in chemistry in July 2015, and now up to 220 students per year are now being recruited.

There are also plans to expand into postgraduate studies and PhD and research partnerships. The degrees are jointly awarded by NUIST and Reading. They offer the best of both worlds – the cachet of a UK degree taken in English, lower tuition fees than studying the same degrees as an international student in the UK, and direct admission onto a postgraduate course at Reading.

Students from the University of Reading are also gaining the option to go to NUIST for study visits and students from chemistry and economics did so in the 2015/16 academic year.
Likewise, as described below Lancaster University is setting up a joint institution, Lancaster University College, with Beijing Jiaotong University at Weihai, where the permanent campus will offer undergraduate and postgraduate programmes reflecting the combined academic strengths of the two partners, taught by staff of both parent institutions. (Case study 21, page 25).

**CASE STUDY 16**

**Middlesex University: Arts Cross project with Beijing Dance Academy**

ArtsCross is a long-term initiative bringing together academics and artists across cultural, national and artistic borders. It seeks to harness the transformative power of the arts and art-making, to further intercultural dialogue and understanding, and to develop institutional, professional and personal exchange.

ArtsCross began in 2009 with an innovative collaboration between ResCen Research Centre, Middlesex University and the Beijing Dance Academy (BDA) entitled Danscross: dancing in a shaking world. In 2011 the partnership received support from the UK’s Arts and Humanities Research Council and a major award from the TAL Foundation.

The initiative was renamed ArtsCross and expanded to include Taipei National University of the Arts, Queen Mary, University of London and the University of Exeter. Three major projects took place: ArtsCross Taipei Uncertain... waiting (2011), Beijing Light & water (2012), and London leaving home, being elsewhere (2013). In 2014 there was a fifth anniversary performance in Beijing at the National Centre for Performing Arts.

Each project featured artists engaged in making new work, academics observing creative process and debating the issues that arise, webpostings and blogs during and after the process, a performance of the works created and a conference at which selected issues were explored. This rich dialogue was followed by reflective writings published online and/or in journals.

Cultural and capacity-building partnerships

Other successful partnerships, such as Middlesex University’s innovative Arts Cross project with Beijing Dance Academy, involve cultural collaboration and creative arts, spanning borders to bring performers and artists together to enrich the texture of mutual understanding (Case study 16).

Reflecting the high priority which the Chinese government attaches to distance learning and new educational technology, the Open University has worked with counterpart institutions in China to support distance education and build capacity and expertise (Case study 17).
CASE STUDY 17
Open University: distance learning partnerships
The Open University has a long history of working with institutions in China, with a key focus on developing mutually beneficial partnerships to support the development of technology enabled learning, including MOOCs (massive open online courses), a key priority of Chinese education reform.

The OU has knowledge transfer partnerships at all six Open Universities in China, and several other relationships with provincial distance learning radio and TV universities, and distance learning institutes in traditional universities. These partnerships offer opportunities to discuss and develop the pedagogy and practice of open and distance education in different cultural contexts, and build expertise in the capabilities and capacities needed to successfully deliver distance education. The collaborations have an impressive reach across the region, with over 80,000 students studying for local qualifications using the OU’s resources and nearly eight million licence usage of content.

The OU also engages in staff exchanges with Chinese institutions to enhance China’s distance education capabilities, building their curriculum through the use and adaptation of UK Open University content. A key feature of these relationships are regular academic training visits where the Chinese partner institutions come to the OU’s Milton Keynes campus to engage in academic seminars and workshops, supported by funding from the Chinese government.

CASE STUDY 18
University of Birmingham and China State Grid joint lab on energy storage research
The University of Birmingham and the Global Energy Interconnection Research Institute Europe (GEIRIEU) of State Grid Corporation of China (SGCC) are setting up a joint UoB-GEIRIEU lab on energy storage research. SGCC is the world’s largest electric power utility company and the leader of global energy interconnection development. Through its Birmingham Centre for Energy Storage (BCES), the University of Birmingham possesses world-leading expertise in thermal energy storage and has had a strong ongoing collaboration with SGCC. The university is also the only academic institution outside China elected to be a council member of the Global Energy Interconnection Development and Corporation Organisation (GEIDCO) initiated by SGCC.

The joint lab, led by BCES and GEIRIEU, will aim at addressing scientific and technological challenges in thermal and cryogenic energy storage and their integration and application in energy networks.

Professor Dr Xianzhang Lei, president of GEIRIEU, explained the thinking behind the partnership:

"Energy storage is an important part of the global energy interconnection. We believe that the establishment of the joint lab with BCES of the University of Birmingham will lead to breakthroughs in the use of energy storage technologies to enable the replacement of fossil fuels with renewables for power generation, and conventional energy sources with electricity, and grid-connection of renewables. We hope that the joint lab will train the next generation of energy storage scientists and engineers. As the Chinese saying states, a journey of a thousand miles starts with the first step. This is just the start. We believe our shared vision and close collaboration will make the joint lab a role model for the UK-China collaboration in science and technology."

80,000
students in China studying for local qualifications using OU resources
Business-university collaboration

UK universities have a strong and growing capacity to work with businesses, often at the cutting edge of research and innovation (page 9). These collaborations are hugely valued by businesses in the UK and can have real economic impact on the international stage, as demonstrated by the Chinese businesses which have benefited from engagement with universities in the UK like State Grid Corporation of China, the world’s largest electric power utility. (Case study 18).

British companies are likewise tapping into the excellence and expertise of Chinese researchers and developing their engagement with talented Chinese students, as with BT’s partnership with Tsinghua University in Beijing and other Chinese institutions (Case study 19).

A different kind of partnership, centred around higher education rather than research, is the new project which Cardiff Metropolitan University has embarked on with a China-based media group and also involving four universities in China (Case study 20).

Lancaster University’s China Catalyst initiative illustrates yet another kind of university collaboration with business, developing links between small and medium-sized enterprises in the UK and China, and combining this with knowledge transfer and educational opportunities for students (Case study 21).
CASE STUDY 21

Lancaster University: China Catalyst

Arising from Lancaster University’s longstanding international reputation for environmental science and engagement with small and medium size enterprises (SMEs), the China Catalyst programme brought together technology companies in England’s north west and those in China’s Guangdong province to provide access to markets, sharing of ideas and technology transfer. £5.1m jointly funded by HEFCE and Lancashire County Council, with additional funds leveraged through the Guangdong Provincial Department of Science and Technology, has enabled trilateral developments between an English and Chinese SMEs and Lancaster University to support collaborative research and innovation projects involving more than 100 companies.

Launched in 2013, the China Catalyst programme not only supports innovative research and technology transfer, it also provides educational opportunities for students. Each project involves a student who leads on the project both in the UK and China, and then uses the acquired skills, knowledge and experience to complete the Lancaster University MSc Interactive Innovation. Covering subject areas as diverse as advanced manufacturing, computing, engineering, environmental science and telecommunications, the China Catalyst programme mixes innovation and entrepreneurism to support and enhance UK-China relations in these key economic sectors. Lancaster University is currently considering a China Catalyst 2.0 and has used the experiences gained to establish Lancaster University College at Beijing Jiaotong University, a permanent campus in Weihai.

As China seeks to further rebalance its economy towards consumption and services, the qualities of UK universities will become even more central to Chinese priorities. At the same time China’s growing strengths as a source of new ideas and talent make it a natural partner for the UK in both higher education and research. The examples set out here demonstrate the value to both sides of UK-China collaboration higher education and research – as well as the scope for this to keep on growing.

There is enormous potential for the UK to partner with China institutions across a growing range of fields and in models of delivery where UK institutions have expertise (Exhibit 2). In both countries policymakers should ensure that the importance of this sector and the relationships fostered through it are supported and built on. For higher education institutions or businesses looking to take their first step, or the next step, in developing a partnership with China there are a range of factors to consider and sources of support (Exhibits 3 and 4, pages 26 and 27).

Exhibit 2 Areas of opportunity for UK higher education institutions in China

Subject focus in research collaboration
- Science, technology and innovation will continue to be a top priority for research partnerships
- Appetite for collaboration with the UK is growing in the social sciences, humanities and arts, particularly where these support inter- and multidisciplinary research.

Chinese priorities in HE partnerships
- Chinese institutions and the Chinese government want international partners to be integrated into the life and culture of own institutions
- The high quality standards of UK degrees means that dual awarded degrees are prized.

Growth opportunities
- The Chinese government is being more targeted in its international partnerships – it wants to avoid oversupply of degrees in particular areas, such as business, and undermining the quality or numbers of Chinese students who go to their home institutions
- Digital learning technologies are an area of growth – from online and blended learning, instructional design, and teacher development to management and support systems
- Internationalisation is a priority and China is seeking to increase the number of international students – including from the UK – at its own universities.
Exhibit 3 Organisations which can offer help and support

**CBI China office**
The CBI’s office in Beijing provides a range of services for CBI member organisations including universities. The office can give expert advice on Chinese government and business affairs, and help in introductions to an extensive network including Chinese government, British Embassy and other contacts. The office often arranges events and briefing meetings for members on selected topics.

**The British Council**
A charity governed by Royal Charter, the British Council is the UK’s international organisation for cultural relations and educational opportunities. Its office in Beijing works with networks of policymakers, university leaders and faculty staff to foster UK-China partnerships involving academic and research collaboration, exchange programmes, capacity building and promoting student mobility. The Council also provides a range of paid-for consultancy and other services.

**Generation UK**
A British Council campaign that supports and encourages the outward mobility of British students to develop a new generation of globally mobile, culturally agile young people who can succeed and compete in an increasingly borderless marketplace. Generation UK – China was launched in June 2013 and aims to grow the number of UK students who have participated in study or internship programmes in China to 80,000 by 2020. The campaign offers funded internships and scholarships for UK students to gain international experience in China.

**Research Councils UK**
RCUK has had an office in China since 2007, which has facilitated a total of 67 joint programmes comprising 139 individual projects. In total, RCUK has facilitated partnerships between 121 British and Chinese academic institutions, and 123 businesses. Joint programmes with Chinese funders represent a total investment of £195m, distributed across five target areas: energy, environment & food security, health & life sciences, green growth & cities, and creative & digital economy. UK funding has come both from the Research Councils’ own funds and from the Newton Programme. RCUK is able to share information on future funding opportunities as appropriate.

**The Science and Innovation Network**
The SIN is jointly funded by the Department for Business, Energy and Industrial Strategy and the Foreign & Commonwealth Office.

It supports UK stakeholders in making international connections, setting up strategic collaborations and getting access to research and innovation funding. With offices in the British Embassy in Beijing and consulates-general in Chongqing, Guangzhou and Shanghai, it provides a first point of contact and gateway to science and innovation opportunities for UK and Chinese research institutions, universities and R&D-intensive businesses.

**Newton Fund**
Under the UK-China Research and Innovation Partnership Fund, part of the Newton Fund programme, the UK and China are working in partnership to tackle global challenges. Since April 2014 over £200m of joint funding from China and UK has been committed. Information is available through the Science and Innovation Network at the British Embassy or other posts, from RCUK, and from the British Council, which manages programmes on placements for PhD students and workshops for researchers.

**Universities UK International (UUKi)**
Formerly the UK HE International Unit, UUKi was set up by the four UK HE funding bodies and the universities’ collective federations Universities UK and Guild HE to support universities in developing international strategies and to help create opportunities through strategic partnerships. It provides informative reports on a wide range of topics relevant to the international dimension of UK university activities.

**HEGlobal**
This is a joint initiative between Universities UK International and the British Council to provide a resource base and focus of discussion for UK universities’ transnational education (TNE) activity. The organisation provides a hub for dialogue around TNE policy development, supports UK HEIs seeking to develop their TNE, building sector capacity to utilise resources and data, promotes awareness of the benefits of TNE, and produces research reports on the subject.

**UKCISA**
The UK Council for International Student Affairs is the UK’s national advisory body on and for international students and those who work with them. UKCISA provides support for international students, universities, colleges and students’ unions. It supports research and publishes reports on international student education in the UK and related legislation, regulations and resources.
Exhibit 4 Factors for UK institutions to consider when establishing a partnership

Where to get started
• China’s provinces and cities vary widely – including in tax and regulatory environment and approach to partnerships with UK institutions
• Building links in a particular province or at city level is valuable
• Establish synergies with another institution first, before developing a more formal partnership or signing an agreement.

How to get started
• Understand the cultural differences and recognise that relationship-building is key. Don’t expect Chinese partners to take the same approach to project management
• Do not focus only on partnerships that lead to recruitment of students to the UK. Successful partnerships contribute to helping bring Chinese universities to world-class levels across both teaching and research, and support the development of academic staff and research teams
• Explore the potential for appropriate research collaborations and exchanges of both staff and students
• Collaborative provision of education is heavily regulated in China, and the legislation includes some rigid requirements
• UK institutions need to decide whether any activity in China is to be delivered directly, through a representative office, wholly foreign owned entity, or a more formal joint venture structure.

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