TNE Barriers Scoping Survey – Stakeholder Question Bank

The below outlines possible targeted questions for each stakeholder group aligned specifically with Phase One of the project – these are not set in stone so please feel free to comment. There will be a "blurb" for participants to get an idea of what the project is about

Academic Staff (Cardiff Met & NOUN)

1. What institutional challenges or processes at your university limit your ability to collaborate internationally?
2. What difficulties have you experienced (or anticipate) when aligning curriculum or teaching methods across UK-Nigerian partnerships?
3. Are there any legal or regulatory constraints you're aware of that might impact TNE partnerships?
4. As an academic, what are the major barriers that you perceive to establishing and maintaining TNE partnerships
5. What are barriers toward establishing and maintaining TNE between Nigerian and UK HEI's that may be specific to your subject area?

Admin / International Office Staff – wider universities in Nigeria too?

1. What administrative steps slow or complicate setting up international partnerships?
2. How clear are the policies and guidelines around managing TNE at your institution? If no TNE partnerships exist, please reference general partnership activity
3. What support or resources are currently missing that prevent smoother collaboration?
4. are there any other points around barriers to establishing UK/Nigerian TNE partnerships that you think may be of importance to this project?

IT / MIS Staff (NOUN) – wider universities in Nigeria too?

1. Are current digital infrastructures sufficient for supporting TNE? Please consider areas learning management systems, data sharing, data management etc.
2. What technical barriers exist to delivering a shared or online programme with a UK institution?

3. What challenges have you encountered in implementing secure and reliable digital solutions across borders?
4. are there any other points around barriers to establishing UK/Nigerian TNE partnerships that you think may be of importance to this project?

Quality Assurance Bodies (QAA / NUC)

1. What key quality assurance or regulatory issues arise in cross-country programme delivery?
2. Are there gaps or misalignments between UK and Nigerian QA frameworks that pose problems for TNE?
3. What has hindered the approval or recognition of past UK-Nigeria TNE initiatives (if any)?
4. are there any other points around barriers to establishing UK/Nigerian TNE partnerships that you think may be of importance to this project?

Students / Alumni (as many Nigerian students as possible? Possibly ask region/uni/distance of f2f)

1. What are your main concerns or hesitations about enrolling in a joint UK-Nigerian programme?
2. Have you faced any obstacles (financial, digital access, support) in engaging with international or online learning?
3. What would your views be on applying for a UK university qualification that was delivered in a Nigerian university

Employers / Industry Bodies

1. Are there any barriers to recognising or valuing UK-Nigerian joint qualifications in your recruitment?
2. Do graduates from international programmes face difficulties in adapting to your workplace expectations?
3. What concerns might your organisation have about hiring from TNE programmes (e.g., skills gaps, quality, local relevance)?
4. are there any other points around barriers to establishing UK/Nigerian TNE partnerships that you think may be of importance to this project?

British council

1. Based on your experience, what common barriers have UK HEIs faced when establishing TNE partnerships in Nigeria?
2. What areas of support do you believe are currently underdeveloped in UK-Nigeria TNE initiatives?
3. Are there policy or funding-related constraints that regularly impact the development of long-term partnerships?
4. are there any other points around barriers to establishing UK/Nigerian TNE partnerships that you think may be of importance to this project?

Methodology

Survey results will be analysed using thematic analysis to identify the key barriers to establishing TNE partnerships between Cardiff Metropolitan (UK HEI) University and the National Open University of Nigeria (NIGERIAN HEI). This qualitative approach allows for a detailed exploration of stakeholder perspectives across groups including academic staff, administrators, IT staff, quality assurance bodies, students, employers, and the British Council. Responses will be reviewed in segments, and initial codes will be developed to capture repeated ideas or concerns. These codes will then be organised into broader themes aligned with the project's focus areas: institutional, regulatory, technological, social, and operational barriers.

To ensure consistency and relevance, a hybrid inductive–deductive approach will be used—drawing on project objectives while remaining open to emergent patterns in the data. Findings will be compared across stakeholder groups to highlight shared concerns as well as unique perspectives. The resulting themes, along with the NOUN visit and interviews, will directly inform the Phase One scoping report, contributing to a clear map of challenges and laying the groundwork for roadmap development in Phase Two. Where necessary, findings will be validated through short follow-up discussions or reviews with partners such as QAA and NOUN.