



Strategic Education Dialogues in South  
East Asia  
**Making Connections**

**Kuala Lumpur, Malaysia  
March 2007 - Strategic Dialogue 2**

# Transnational Education

**Report on proceedings**



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## Introduction

- 1.1 In 2005, the UK Prime Minister renewed his commitment to internationalising UK education through a second 'Prime Minister's Initiative' (PMI2). A key strand of this initiative is the strengthening and brokering of strategic partnerships at government policy and institutional level in the East Asia Region.
- 1.2 A series of policy dialogues have been established to focus on areas of mutual concern and interest and involve Ministers, senior policy makers and practitioners to share experience and create a common agenda for action.
- 1.3 The issue identified as the topic for this second event was Transnational Education.
- 1.4 The aims of the event were to:
  - inform policy and practice developments in the UK and countries in East Asia through sharing key issues in transnational education between senior educationalists and policy leaders
  - provide opportunities to identify and build future collaboration and working in this area between the region and the UK
  - develop an informal network of senior policymakers and influencers in transnational education

## 2 Themes for the dialogue

### 2.1 Strategies for Transnational Education

- National strategies and motivations for delivery of TNE programmes
- National strategies and motivations for hosting TNE providers
- National policies for quality control and regulation
- National policies on recognition of foreign degrees with particular focus on degrees delivered by TNE.

### 2.2 Institutional motivation for providing TNE

- The strategic issues facing institutions offering TNE programmes (both provider and host institution perspectives)

### 2.3 The challenges of setting up and delivering TNE partnerships

- Governments, employers and providers working together to respond to these challenges
- Developing a multi-lateral approach



### **3 Participants and format of the event**


- 3.1 Twenty six regional representatives from Malaysia, Australia, New Zealand, Singapore, Brunei, Indonesia and Vietnam were joined by 10 UK delegates. The delegates were senior policy makers from Ministries of Education responsible for Tertiary and Further Education, including vocational, Vice Chancellors and Pro-Vice chancellors from Universities and Colleges, decision makers from funding organisations and quality assurance agencies.
- 3.2 The keynote presentation was delivered by Sir Graeme Davies, Vice-Chancellor of the University of London.
- 3.3 The event was officially opened by His Excellency Mr Boyd McCleary, British High Commissioner to Malaysia, and YB Datuk Ong Tee Keat, Deputy Minister of Higher Education.
- 3.4 The two day event was structured to create opportunities to discuss the issues. The format consisted of a mixture of keynotes, working groups and feedback sessions to the main plenary group.

### **4 Purpose of this report**

- 4.1 This report is a summary of proceedings of our 2 day dialogue.
- 4.2 It is intended only to provide a summary and not a transcript of the discussions that took place.

### **5 Context: Educational links between the UK and Malaysia**

- 5.1 This series of Symposia offer a unique opportunity to engage in discussion around these shared agendas. They also offer opportunities for joint ventures, strategic partnerships and international alliances. We are hoping that these symposia will be followed up by a jointly agreed action plan including research or other collaborations.
- 5.2 It was a pleasure to have Malaysia as a host for this second Symposium on Transnational Education, and we are grateful to the Ministry of Higher Education for their support to this event.
- 5.3 Transnational Education impacts on host and provider countries at many levels: International, national, institutional and individual. The themes of the Symposium address these interrelated impacts at a strategic level
- 5.4 It is most appropriate to have a symposium of this level focussing on such an important area as TNE in Malaysia – this sector is of



great importance in Malaysia and it plays a key role in the region. Moreover, TNE supports Malaysia's own aspirations in Education (Regional Hub, attracting international students, internationalising education, increasing access to tertiary education, etc).

- 5.5 There is a strong relationship between Malaysia and the UK in education – strong education ties, high numbers of Malaysian students on programmes (11,500 Malaysians in the UK, 30,000 students on UK TNE delivered here), strong commitment from UK institutions, numerous partnerships between UK and Malaysian institutions (both public and private), numerous Alumni.
- 5.6 The UK's Minister of Lifelong Learning, Further & Higher Education, Bill Rammell, visited Malaysia in February and signed an MOU in Education which provides us with a solid platform for collaboration at many levels and in many areas, TNE being one of them.
- 5.7 Education is one of the key focus areas of the "Malaysia & UK: Forward Together" Campaign that the British High Commission, with support from the British Council, has launched this year to join Malaysia's 50th Year Anniversary of Independence.

## **6 Key messages emerging from the discussions**

- 6.1 TNE rapidly evolving, early models have been succeeded by a variety of collaborative, partnership approaches tailored to the national needs of individual markets; sensitive to cultural variation
- 6.2 TNE is becoming more strategic at both government level and among educational providers
- 6.3 Global market is powerful and growing with every country present having addressed TNE at policy level. TNE policies share several characteristics:
  - economic benefits
  - global student mobility and employability
  - internationalisation of HEIs
  - the need for high quality provision
- 6.4 Importance of consistent, mutually recognisable Quality Assurance systems and qualifications frameworks that underpin TNE. These must be reliable, provide certainty and be fit for purpose. Move from quality assurance to quality enhancement.
- 6.5 Importance of the role of government in national regulation of TNE. This regulation can be seen as existing on a spectrum which runs from liberalism to protectionism.



- 6.6 Governments and HEIs cannot simply go it alone, NEED for long term sustainable partnerships at different levels and the easy transfer of academic and intellectual capital.
- 6.7 There is a diversity of providers, both public and private. How to utilise their respective strengths
- 6.8 Providing for global mobility and accepting that in future education may not be dependent, for an individual, upon one HEI but upon multiple provision at a variety of institutions. The challenge of educating for both national development and global citizenship.
- 6.9 The importance of two way movement of staff and students; Investment in staff.
- 6.10 Fundamentally, the importance of mutual self interest. Crucial that you understand what you are contributing as well as what you want from the partnership.
- 6.11 A key challenge is incentivisation for academic staff. How to develop staff capacity to take on the challenges inherent in the expansion of TNE? Research commissioned by CVU suggests that properly costed programmes with a full and transparent business plan can help incentivise. The scholarship of TNE also needs to be encouraged.

#### **6.12 Drivers for TNE:**

- Increasing liberalisation in Education
  - Growth in the diversity of partners
  - Global mobility
  - The need for regulatory frameworks
  - QA mechanisms
  - VLE platforms and open access
  - Foreign Policy
  - Export
  - Partnership
- } Not discrete. All 3 drivers in operation in most HEIs

#### **6.13 Benefits for host countries:**

- Contributing to solutions to problems of local capacity and quality
- Local institutions can be monitored
- It can stem the flow of students studying abroad
- Can attract international students



- Can stimulate the economy
- Can lead to R&D collaboration
- What do students get out of it? Want to be the same as host institution student.
- What do hosts provide? Technical expertise.
- Move from export led provision to partnership + collaborative delivery

#### **6.14 Solutions proposed:**

- Look for examples of best practice
- Take advice from experienced practitioners
- Form partnerships with experienced providers
- Look for sources of reliable and up to date information
- YOU CAN'T DO IT ON YOUR OWN

## **7 The future**

- Have already been through massive change – consider the development of TNE in Malaysia in the last 50 years
- Unlikely that TNE will not continue to expand. Will become increasingly multi-polar/web-like
- TNE will continue to evolve – export and partnership models may blur
- Shift from UG to PG and to research collaboration
- Significant 50% increase in TNE programmes delivered by US, UK, Aus since 2002/03. All country sources agree TNE growth will continue
- The role of Knowledge transfer : For economic growth – 1% of knowledge transfer can lead to 0.7% increase in GDP
- Some host countries see TNE as contributing to a more knowledge intensive economy
- Mobility adds value. e.g. learning about how Chinese business operates for UK students

### **7.1 Trends**

7.1.1 From economic demand to quality imperative

7.1.2 Maturing relationships



### 7.1.3 Future challenges –

Languages

Internationalism vs local needs

### 7.1.4 Shoppers and Promoters

Interesting model proposed here. The hosts are shoppers looking for gaps in their national provision of skills and subjects. The example of Vietnam was given which doesn't need IT training, but does need to look for biotechnology, for example. The sources are promoters not only providing the needs that the shoppers request, but in addition identifying needs and presenting innovative solutions.

### 7.1.5 Collaboration

There was the view that there is the need to bring a number of institutions together to lower risk. You need to limit the number of collaborators and ensure that they have a shared purpose/experience and establish some key criteria.

### 7.1.6 New Associations and Market Places

New associations will form or existing ones adapt to bring universities together in the transnational marketplace

### 7.1.7 Underinvestment in Research

Concerns were raised that with the increasing corporatisation of education and the need to privatise individual programs, underinvestment in research could result.

### 7.1.8 Sustainability

British Council or a "similar" organisation was deemed as a necessary market maker who can understand both host and source countries.

## **8 Strategic issues for host and provider**

### **Where you are on the spectrum?**

Key issue is the state of TNE development a host/provider is currently at. This has implications for the provision of educational needs at a national level and the balance between public and private institutions

#### **8.1 Curriculum Reform**

Requirements of National Curriculum often do not meet the requirements/standards set by providers. Vietnam and Uzbekistan were given as examples, where the needs for social integration and national values play a large role in forming the curriculum. In



addition, both host and provider need to look at increasing role of “employability skills” in national frameworks.

## 8.2 Cultural Styles

There is a clash of systems at the Academic level which can be very apparent in the differing Management styles. There was the feeling that what was needed was an investment in staff and capability training in academic staff.

## 8.3 Recognition of Awards and Qualifications

This is a major challenge for both host and provider. Balancing the needs of recognition of local/national awards with the need to maintain integrity of provider in accepting valid awards. Feeling that in many countries we are in a period of transition in building regulatory frameworks. Major fear for host is local university system comes under threat.

## 8.4 Quality assurance and recognition

*Also see key points in each country on QA.*

QA is the key challenge for institutions engaging in TNE. Who is responsible for this in partnerships? Can it be worked out in collaboration?

## 8.5 Competition vs. Collaboration

Experience of Malaysia was instructive in this area. Any vocational qualification be it Pitmans, City and Guilds was from UK. This was driven by need, due to a lack of places in the Malaysian system. Colonial history naturally led to the UK.

In 1980s this gave a natural platform for twinning and transfer of credits. This has led to a strengthening of the local system with private institutions being given degree-conferring authority. In addition, the development of differing modes of delivery and the establishment of MQA is to some degree a result of competition.

General feeling that globally there is less transience in transnational operations described as earlier “moving in/moving out”. More long term strategic thinking about investments and partnerships.

Issues remain that knowledge is flowing from the provider, and that the host is not having enough impact in shaping the strategy at all levels.

## 8.6 Multilateral Responses

Most transnational operations/agreements have been bilateral. The need for multilateral responses reveals the complexity of the issues.

## 8.7 Cultural considerations



Issue of who is responsible for what in terms of curriculum development / globalisation of curriculum. Possibility of cultural differences. Demand for international curriculum but reflecting local values

#### 8.8 Staffing issues

- internationalism perceived very positively.
- development of staff and support for implementing programmes highlighted as key concerns.
- providing incentive for academic staff
- short faculty exchange programmes
- enhancement of staff capability

#### 8.9 National interest is a key issue for host countries

Desire to protect national identity / keep work capacity within the country. This can be in tension with students/parents desire for career development opportunities which inevitably call for increased English proficiency.

#### 8.10 Mechanisms for finding partners

In selecting partners host institutions, coming from centralised systems, may assume published 'rankings' are good indicators of who to partner. However these may be superficial / deal only with research. What is more important is to look at institutional missions, in particular for those who seek diversity & widening access. More dialogue is called for in this area, to 'unpack' fitness for purpose for different contexts. Familiarisation / study visits are recommended.

Finding a good partner (and having info to do this) highlighted as key.

Finding partners is a two way process – needs to be a fit in terms of goals.

#### 8.11 Partnerships

- To increase student mobility
- Two way movement
- Cultural Dimension
- Work place learning in a framework

#### 8.12 Government Policy

- Widening participation, facilitating, enabling
- Most jurisdictions have a regulatory framework



- Public univs cannot cater for demand.
- Issues in common but different national agencies
- attract more international students
- increasing regional dialogue

## 9 How do we take this forward?


### 9.1 Key changes in strategy

<b>FROM</b>	<b>TO</b>
Economics	Value added
Market driven	Mission led
Piecemeal opportunism	Strategy
Teaching	Research
Self-interest	Partnerships and collaborative delivery
Imposed curriculum	Sensitive to local needs
All English	Provision in local languages
'Cut and run'	Long-term benefit for host institutions
Knowledge 'protection'	Knowledge transfer
Quality Assurance	Quality Enhancement
<b>Partnerships:</b> Paternalistic	Mature, Mutually Beneficial, Part of the Institutional Fabric.

### 9.2 Cultivation of strategic partnerships – regional (among host countries)

Proposal to set up a joint project on benchmarking – developed indicators covering teaching & learning, learning support and research. The suggestion is that these indicators be developed from within the academic community. A regional level council (within the ASEAN Universities Council?) could share good practice and review self-assessment procedures

### 9.3 Cultivation of strategic partnerships – international



Call for UK / Australia to help develop systems which move institutions towards reflective self-assessment. This will represent genuine institutional enhancement. Brokerages to help subject communities was discussed.

One of challenges is how to provide QA for speakers of other languages. Programmes internationalised (e.g. Aus programme in China). Cannot be equivalent unless in English language

9.4 Need for increasing partnership between QA agencies:

- development of robust QA frameworks
- regional/international collaboration.

9.5 Reflective self-assessment to be pursued but external inspections to be carried out if institutions/ communities not sufficiently mature.

9.6 Staff development

Seen as key in moving towards reflective self assessment. Systems only being as good as staff capacity to administer them, by developing staff quality becomes multilayered and self-reinforcing

9.7 Information is far from reliable in many aspects of TNE. Few countries regularly collect data – even HESA in the UK is of limited validity. Third country students are particularly hard to track. Various degrees of liberal or restrictive regulations from countries anxious to expand or protect their own HE. National quality systems are rapidly picking up on the issues and needs of TNE

**9.8 Benchmarking**

**Summary of Key Points**

- Realisation that term benchmarking needs to be redefined for clarity.
- Tools of benchmarking must fit purpose
- Thrust is self-improvement, but realise that education is a competitive environment
- Benchmarking assumes an internal audit process + a department responsible for quality
- Problems on competing institutions finding agreement on criteria
- Move to recognition for high quality
- Move towards Benchlearning as a term to emphasise developmental output.
- Should not be seen as an antidote to ranking/league tables.



- Same problem of comparisons between like and like e.g. comparing Melbourne/Charles Stuart and/or Regional/Research or are you comparing at a programme level or institutional level.
- Concerns expressed about the misuse of data to lead to spurious conclusions. For example, using research results to make assumptions about the quality of the teaching.

## 10 How do we make institutions more responsive?

### 10.1 Points to consider:

Who? Consumers? Regulators?

How do you create student facing institutions?

Different countries at different stages: TNE is not regulated in Indonesia so it's extremely difficult for Indonesia to be a host or provider so the need is to make the government responsive and change regulations; In the UK TNE is well established and student is seen as a consumer and institutions need to become responsive to this


In a protective environment the focus is on changing the government's response to TNE. In a liberalized environment the focus is on consumer led changes.

### 10.2 What do we need to do differently?

- UK: a problem of managerial skills. The traditional academic way of working, thinking and making group decisions clashes with the need for an entrepreneurial, quick decision making approach when setting up off-shore
- Singapore: Why invest in going overseas anyway? The return will not be high. UK response: Overseas collaboration seen as one way of raising revenue but altruism comes along with it

*How can we find ways of breaking down academic inertia? How can we make academics less conservative?*

- Response from Council of Validating Universities, UK: a vast range of different models have been established that deal with this issue. Specialist teams have been set up with a range of academic and entrepreneurial skills
- Researchers generally have range of collaborative academic links but these are generally links which are restricted to the research and not leveraged for TNE purposes. The drive for TNE does not come from academics and they are brought into the picture later
- The overseas full campus model raises real questions:

- 
- Public institution at home/Private institution overseas
  - Collegiate institutional culture at home/Entrepreneurial institutional culture overseas

10.3 How do we develop educational capability? How do we incentivise academics to get involved? Should we convince academics that they can gain more money for research through TNE? Or should salary increases be used as an incentive?

- UK: initially there was an economic driver for TNE. However, TNE moved on since then. It's not all "push out" it's also about bringing expertise back to the UK e.g. video links into the UK from overseas experts
- Student mobility: as the market expands with more campuses and bright students have more choice. There will be more competition for the pool of talent. What impact will that have on academic institutions and research? Singapore's response to this question: Following outward flow of students to USA, Singapore set up institution with US pedagogy, offering US type of university education in Singapore institution. In this way the students pay less, can stay at home and the talent flow is protected.
- Partnership Models: Partnerships must be well costed with full, transparent business plans. Academics will then be more interested, the benefits of partnerships are more evident and thus easier to motivate staff

A reward system for academics' involvement needs to be built in. A well costed, transparent, business plan will indicate the benefits of TNE and motivate academics to be involved.

10.4 What are the governance issues that need to be addressed?

*Quality Assurance:*

Globally: Quality assurance becoming more complex with different models of qualifications e.g. Liverpool university in partnership with Chinese institutions offering Chinese qualification in China. Private companies are also setting up academic institutions.

*Internationalization should be in each institution's corporate plan:*  
There should be explicit statements on the institution's aspirations

## **11 Towards a common agenda: Action Planning**

### **11.1 Action points to take forward**

- Proposal to look jointly at benchmarking systems, starting perhaps at programme level



- Need for accurate data
- Call for greater harmonisation of QA frameworks, national policies and agendas, institutional missions
- Cultivation of strategic partnerships, move towards reflective self-development, incorporating staff development (see C4 above for fuller details)
- Needs for national recognition of the benefits of TNE
- Provider countries form most of the networks – host countries need to join them

### **11.2 In summary**

- It was concluded that there is no 'one way' in delivering this exceptionally broad topic. Serendipity over standardisation is important for some i.e. creative industries. Western approaches can be different to the East and it is always important to contextualise and culturally sensitise any subject.
- Success was found in a combination of interventions, major and minor curriculum embedding, international exposure, residential team building and leadership etc.
- Ultimately, whatever method is adopted, it has to 'fit you' and be owned from the top down to meet the needs of the individual, employers and the nation.



# **Appendix 1: National Policies and Practices**

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## 1. Summary of National Policies and Practice

### Common themes in national policy

- Whatever the history and pattern of development all countries have developed national policies on TNE which address
- Economic benefits
- Benefits for students -workforce development –preparing students for working in the interconnected world.
- Internationalisation of institutions
- Institutions are looking for long term sustainable links.
- In order to understand and take forward these agendas there is a need to disaggregate
- Issues for providers
- Issues for hosts
- Issues for institutions
- Different models of TNE

### Regulation

- Countries regulatory frameworks are on a continuum between protectionism and liberalisation depending on political and social issues.
- Everyone is concerned about the need to get QA right as failure to do so will affect both national and institutional reputations. Increasing host countries are looking at QA.

### Student mobility

- 4 issues to consider. These are recognised at national level but not resolved:
  - Funding – very complex to address funding across so many different models.
  - Migration – brain drain/gain and visa and work permit issues.
  - Complexity of credit transfer
  - Recognition of degrees.



## 2. Australia

### How have countries responded to TNE?

- TNE initiatives have been government driven, stemming from the desire to engage with the region.
- Currently TNE is a challenge as domestic politics are prevalent in an election year. The press focus has been school education and this influences the view of international education.
- The social benefit of TNE is seen as limited. Most benefit is perceived to come from institutions which have influence in the community they're working in eg in Malaysia in the field of health and nursing
- No economic benefits are perceived in the short term
- Trans National programmes are perceived as increasing the credibility of Australian programmes and bringing an increase in the number of international students going to Australia
- TNE seen as most successful where there are long term relationships built

### What has been the impact?

Major impact in the area of student regional mobility. 4 problematic areas:

- 1) Funding: Most policy driven by domestic funding issues so current domestic framework doesn't deal well with students who transfer.
- 2) Migration: Problem of Australia perceived as taking skills from the region and not giving anything back. Also problems of visas to enter Australia to work when having obtained qualification from Australian institution elsewhere.
- 3) Credit Transfer: Students who study abroad may not be able to transfer credits or get recognition for their qualification
- 4) Recognition of qualification/ Professional status: Host country and source country need to work out agreements

### QA in Australia

Australian body AUQA provides controls on institutions coming in to the country but not going out, this can be a systemic risk for supplier if frameworks in host countries inadequate.

If an institution overseas is offering an Australian national qualification then the institution will have to have met all of the standards. If they are not then more problematic for the host country to ascertain the quality

### Experience of Benchmarking



New Zealand and Australia-explored non-academic benchmarking on financial criteria, use of space, ways to reduce insurance costs and Human Resources. This leads to freeing up resources for Academic improvements. There are clear limits in the international environment to these kinds of comparisons.

### **3. Brunei**

#### **Experience of Benchmarking**

Brunei is in the process of learning. The self-assessment and NAC (National Accreditation Council) in initial stages. Concerns that in a small country, everyone knows each other which can affect the process and validity

### **4. Hong Kong**

#### ***How have countries responded to TNE?***

- TNE has only been around in Hong Kong for a few years. A cross departmental unit has been set up to look at the future prospects of it.
- Hong Kong universities are setting up branches in China's mainland
- There are over 1,000 programmes in Hong Kong and there are many models emerging of associate degrees (2 years) with additional top ups of one year or more.
- There are over 100,000 students in the pipeline and this is increasing. The 20% growth target from 40% to 60% of young people in tertiary education has already been exceeded and is at 64%.
- One of the key questions that needs addressing is "Can graduates all find work?" "What do you do with them?"
- Most of the students who do Associate Degrees want to finish them. TNE is increasingly being seen as the provider of the "top up" part of the degree as there is no capacity in local universities
- Community College models being looked at.

### **5. Indonesia**

#### **Strategic Issues**

- Statistics: 230m population, 2700 Higher Education Institutions of which 84 are public universities, 3m students i.e. 1% of the population
- Indonesia currently 16% as government target
- Indonesia has passed a bill in anticipation of the WTO agreement. Current government policy limits TNE to 5 major cities of Indonesia. Foreign Institutions have to set up in partnership with host institution and form a new corporation in which 49% of the shares will be held by foreign institution and 51% by Indonesian institution



- TNE in development stages. All institutions want to be part of development of TNE so this has to be spread across the country.
- No government drive or targets set for TNE currently. There is a problem of attitude in Indonesia. In contrast to UK/USA where there is an interest in gaining knowledge in Indonesia the interest is only in gaining the qualification, the piece of paper.
- Concern over whether qualifications obtained through TNE are accepted internationally and for employment
- very protective of HE sector. Hard for outside institutions to get in.
- Policy does not allow for such cooperation.
- Cooperation is more do joint cooperation.
- Listening to find out about good practice. Supeno: will have to open up eventually
- new bill to accept foreign ownership of campuses

#### **How do we take this forward?**

- How can providers offer a service to the local community?
- Will national agendas change?

#### **Experience of Benchmarking**

No systematic system in place and rely on self-improvements to move forward

## **6. Malaysia**

#### **How have countries responded to the growth in TNE?**

- Historically Malaysia has always been a part of the Commonwealth and educationally the impact of this has always been a demand for UK qualifications with any course of study eg Pitmans, LCCI
- 1969 racial quotas for Malays meant that many Malays found themselves outside of the traditional system so they looked to alternatives eg ACCA, ICMA
- 1980's saw a rise of accredited programmes, the mid 80's a growth of twinning programmes, the 90's the development of 3+ programmes
- Therefore the growth of TNE historical and rooted in Malaysia's past relationship with UK. A generation of decision makers were educated in the UK and this influenced their thoughts on



recruitment/development of staff which in turn had washback effect on education

- Malaysia sees itself as developing into an educational hub. Comfortable in having both local and international options. Collaborations developing at various levels.

### **What has been the impact?**

- 50% of tertiary education is private and is some form of TNE
- TNE exists in all its variations in Malaysia eg Joint Awards, Moderation etc.
- The government's growth target for higher education from 40% to 50% has been influenced by TNE
- Economically the industry has been leveraged as a foreign exchange earner
- Multi-lateral arrangements have been made. Malaysia is re-exporting education to eg India, Sri Lanka, Pakistan and the Middle East
- TNE has been the driver for the development of the MQA. There is an established framework for the public network of providers but the MQA will cover all institutions.
- 10 years ago there were 10 applicants for every place in a public institution. Recently there were 135,000 applicants for 70,000 places, only 2 applicants for each place. This is because many applicants now see the private sector as providing a more relevant higher education
- Students now see education as a product and shop around
- Malaysia government target is 40%

### **Quality assurance and recognition**

- Currently only private institutions are required to get accreditation (not public). However in practice public institutions are moving towards internal self accreditation, pressure to do this is coming from professional bodies and also foreign governments sending people to study in Malaysia.

### **Strategic Issues**

- **Very concerned about new delivery systems such as VLE, is it an enabler?** It needs to be used in the appropriate framework. It is often just text online and can be offered just as blocks. If it is to be a useful



tool must add value. There is a risk of people setting up bogus institutions through this medium

- **Wary of new providers. How do you go about quality assuring?**  
There are examples of PhDs being given in 2 years, MBAs being awarded without any study etc. The OU Malaysia which is operating in the Middle East must also be accredited by LAN. In this context it is often the stakeholder who has the final say. E.g. in this situation the authorities in the Middle East want to know if the courses are accredited by LAN. The quality of the courses is of prime importance to the authorities
- **An example of a successful model has been in engineering.** 20 Malaysian engineering students completed last two years of their course in Germany and 9 German students completed their course in Malaysia. Benefits to German students were a lot of experience of Muslim way of life. Benefits to Malaysian students were learning German, English and Turkish. These Malaysian students were identified by employers before they even graduated.
- **Corporate players are starting to move in to the field.** National Bank is setting up post grad. Courses in banking and business studies
- **17, 000 Indonesians studying in Malaysia at all levels of education**
- **Need to tailor courses to local needs** - Foreign partners okay but curriculum must reflect local needs
- What do hosts provide? May become redundant as local host runs own programmes.
- Policies are very important. Gov trying to impose these on foreign institutions
- There is demand by students on not enough supply.
- Nottingham have good approach. Provide education in Malaysia and send some Nott students

### **How do we take this forward?**

- All of the different TNE models exist in Malaysia.
- The relationships between the providers and the host country are mature now and this is leading to a weeding out of partners that don't deliver
- Also a move to work with UK providers in other countries eg working with UK institutions in Sri Lanka

### **Experience of Benchmarking**



Malaysia traditionally utilises outside experts/examiners. Various types of Benchmarking a move to outcome based, accreditation from UK institutions, Joint Degree Programmes all viewed as indicative of a form of benchmarking.

## 7. New Zealand

### How have countries responded to TNE?

- Background: New Zealand has strong UK Links, good standards of education but is isolated
- There has been a tradition of high mobility of academic staff, staff come in with PHDs from UK and USA but otherwise not a lot of activity across borders
- Not many foreign providers setting up, no strong tradition of drive from universities to set up overseas
- Recently growing movement of students coming into New Zealand to study. 2003: 130,000 students coming into New Zealand for education (Including school and EFL)

### What has been the impact?

- Foreign students now contribute 1 billion dollars to economy, the second biggest contributor after tourism
- Government Tertiary strategy: NZ has a small system and cannot maintain quality on its own. Looking for quantum leap and have put some drivers in place. Over past 2 years student numbers at PHD levels have trebled with the reduction of research fees to domestic fees for all students, a scholarship programme has been introduced and the attitude has been more collaborative
- Traditionally low level of New Zealand off-shore educational offerings, but government now want to see more. Export Education Fund has been set up
- Main concerns are risk of reputation. Small institutions don't have enough capital to face risk
- The New International Education Agenda has four goals:
  - 1) To empower New Zealand students in the inter-connected world
  - 2) International students should be well provided for
  - 3) Institutions should be enriched by International Education
  - 4) There should be social and economic benefits of International Educational



Each of these goals is matched by an outcome.

### **QA and recognition**

- Quality assurance is directed by various government bodies. Different bodies look at teaching & learning and research. One international member (usually Australia) is included in the auditing team.
- The process of changing/introducing programmes involves close scrutiny which is time consuming.
- Little TNE at present but a number of Ministry of Education - Ministry of Education Memoranda of Understanding provide the 'architecture' for further growth.

### **Experience of Benchmarking**

New Zealand and Australia explored non-academic benchmarking on financial criteria, use of space, ways to reduce insurance costs and Human Resources. This leads to freeing up resources for Academic improvements. There are clear limits in the international environment to these kinds of comparisons.

## **8. Singapore**

### **Why do it? Is it an economic issue? Or is to do with added value?**

Many different models, costs and returns

University mission (long history, etc), centre of gravity and ec growth in E Asia. All major issues (water, power, manpower, aging) are all issues institution has + there was funding

REPUTATIONAL + ACCESS to RESEARCH FUNDING

Also STUDENT MULTIPLIER

Traditionally teaching models but not much known about research side

Takes long time to make a return (5-10 for teaching, 25+ research)

### **Who drives it?**

Partnership. Started with drive to build capacity. Needed manpower but needed to improve them. Led to introduction of foreign institutions.

MARKET DRIVEN

15% foreign students. Started as non-univ.



Starts as TNE for source. Host benefits from introduction of TNE operations. TNE has helped institutional capacity to grow student market in institution.

Phases of development: opportunistic initially, but then quality comes in.

Moving from one way (self-interest) to PARTNERSHIP

Helps the host institution develop reputation (and market) -helped gain 'university status'

### **Quality assurance and recognition**

- Major focus is to improve own institutions and make quality assurance framework more robust.
- Singapore is too small for peer type audit – relies on international peer review at strategic and programme level.
- The Ministry of Trade and Industry controls the setting up of new universities – this is on a small scale and planned – the government is quite proactive. However it is a complex market and private businesses do not need Ministry approval to run courses, just a business licence. There is a need to cultivate a sense of quality consciousness in order not to put the standing of the country at risk.
- Many Singaporean students studying abroad, exchange programmes in place (eg with Chicago Business school), branch campuses of international universities in Singapore, more links with institutions regionally welcomed.

### **Experience of benchmarking**

Looked at level of research, in terms of resources and output. Data problems led the necessity to take snapshot, rather than comprehensive analysis. Departments made aware that developmental and allow for comments on interpretation. Major question of how you evaluate journal citations. Number of articles, level of journal and/or quality of article. In addition, the difficulties in different disciplines where humanities was perceived as more problematic to analyse than law for example.

### **Strategic Issues**

**ECONOMICS – Must exist economic case**

Benefit for both parties. Want Singapore to be educational hub (like Aus + UK).

Economies of scale as teaching institution.

## **9. Vietnam**

### **Strategic Issues**

4 criteria stipulated by Government.



1. Improve teaching staff
2. Innovation
3. Open foreign campuses
4. Promotion of teaching and learning

### **Quality Assurance and Recognition**

- Quality assurance of foreign providers setting up in Vietnam is an issue. There is evidence of foreign providers setting up high cost/low quality programmes in Vietnam. Currently there is no capacity in Vietnam to deal with this. Could provider countries set up a commission to regulate such providers and to check quality? Could the BC do this? (BC can give quality statements about public institutions but not about private providers. This policy is the same whether the institution is in UK or overseas)
- Bureaucracy is highly centralised but a number of conflicting initiatives in the QA area mean that the framework for QA is virtually non-existent. Lack of vision from the ministry was mentioned as being a problem.
- Currently the process to get approval is lengthy but after approval there is no checking – this puts the market open to being ‘spoiled’.
- The market is expanding rapidly and change is hard to predict.

### **Experience of Benchmarking**

Vietnam perceptions of the process of benchmarking: Self-Assessment seen by staff as the need to cover-up. Outcome of QA process led to a categorisation of Level 1/Level 2. Overall seen as a benefit to teaching staff, but less so for support staff such as IT/HR who see it as a box-ticking exercise. Also can lead to a cycle more Phds leads to more budget, leads to more research excluding other institutions

## **10. UK**

### **Government targets**

- UK increase from 40% to 50% of 18-23yr old students in higher education

### **Quality assurance and recognition**

- QAA has guidelines for institutions not programmes and self accreditation is a process rather than an outcomes check – quality is therefore ‘embedded’ in the institution. This has been the case since the Higher Education act in the 1990’s.
- There was discussion of the role of professional bodies vs QAA and the tension between them – what has happened is concordance between guidelines with professional bodies becoming more ‘QAA-like’



## Strategic Issues

- **Change is taking place in terms of student dynamics and the economy.** The UK needs to develop a knowledge economy and students need to develop cultural awareness.
- **Need to identify bogus institutions**
- **Assessment and accreditation important**
- **Stats: Pop. 60m, 150 universities, 40% of population attend Higher Education.**
- **Huge value for students in work based learning within a framework** e.g. students going to China for one module of their degree. Embedding work skills into learning is important. Chinese students also want to come to the UK to work in business but a framework is needed for that learning
- **Challenge to ensure it is not just one way, the UK pushing outwards.** Need to ensure that UK students bring their experience of cultural awareness/working in different environments back to the UK. Declining numbers of students going to Europe, increase in students going to English speaking countries.
- **Need to track Alumni.** What jobs are they doing? Where? Does TNE make people more employable?
- **QAA looking at whole area of dual degrees, single joint awards, credit transfers.** With PhDs this is less complex. With undergraduate degrees QAA advocates a focus on outcomes and the assessment of outcomes rather than on contact hours or length of study. Other countries are also moving towards this way of thinking.
- UK International students continue to grow but research students falling back.
- **PIECEMEAL OPPORTUNISM => strategy** -Not necessary consistent or well thought out strategy.[Also AUS]
- UK QA position similar to Australia in that regulation is at recipient end not at source end. Concern that this presents a risk to provider countries (bad practice reflecting on UK).

## How do we take this forward?

- Originally UK “pushed out” but the world has changed. Now need to look at mutual benefit, what the host country can offer to UK institutions.
- Over 5-10 years the relationship between the provider institution and host country becomes part of the fabric of the host country
- The focus of the relationship between providers and host countries should be on outputs not inputs



- Institutions need to detail their approach to TNE in their mission statements

### **Experience of benchmarking**

UK relayed experiences of Association of Commonwealth Universities. A staged system

1. Benchmarking of Processes
2. Self-Assessment against Criteria
3. Panel of Experts meet to evaluate against criteria.