Transnational Higher Education in Southeast Asia: Realities, Challenges and Opportunities

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1. HELP University College, Malaysia
2. Sunway University, Malaysia
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4. University Malaya, Malaysia
5. British Council, Malaysia.
<table>
<thead>
<tr>
<th>ITEM</th>
<th>1967</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Universities</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Private Universities and University-Colleges</td>
<td>0</td>
<td>33(^a)</td>
</tr>
<tr>
<td>Foreign Branch Campuses</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Private Colleges and HE institutions</td>
<td>2</td>
<td>488(^b)</td>
</tr>
<tr>
<td>Polytechnics</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>0</td>
<td>37</td>
</tr>
<tr>
<td>Students (postgraduates)</td>
<td>4,560 (398)</td>
<td>873,238 (45,888)</td>
</tr>
<tr>
<td>Malaysian Students studying abroad</td>
<td>n/a</td>
<td>54,915</td>
</tr>
<tr>
<td>Population age 18-24</td>
<td>n/a</td>
<td>3,474,200</td>
</tr>
</tbody>
</table>

Note:
a. excluding local branch campuses  
b. including local branch campuses

Source  
Introduction

Presentation Themes

- TNE South East Asia (SEA)
- TNE Malaysia, Policies, Regulations and Guidelines
- Realities
- Challenges and Opportunities
TNE South East Asia
Where are the new markets for Cross-Border Higher Education in SE Asia?

Are there any commonalities or success factors in developing a thriving cross-border HE market?

Is the attempt to mimic the Bologna process to create harmonisation across SE Asian HE systems a praiseworthy goal or an unachievable dream?
The SE Asian Context

- Mature and emerging markets
- Demographic diversity
- Regulatory landscape
- Motivations for government and institutions
- New models
- Is TNE a good thing for SE Asia?
Global demand for UK Higher Education

- **Study in own country**
- **Study in UK**
How many students and programmes?

408,000 international students enrolled on UK HE delivered overseas in 2009 (HESA 2009/10)

1,536 current TNE programmes, with a further 222 programmes planned for the following academic year (DIUS 2008)
## Students Studying on UK programmes outside the UK

<table>
<thead>
<tr>
<th>Country of activity</th>
<th>2008/09</th>
<th>2009/10</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malaysia</td>
<td>42535</td>
<td>48255</td>
<td>13.4%</td>
</tr>
<tr>
<td>Singapore</td>
<td>40360</td>
<td>42715</td>
<td>5.8%</td>
</tr>
<tr>
<td>Hong Kong (SAR)</td>
<td>22170</td>
<td>24135</td>
<td>8.9%</td>
</tr>
<tr>
<td>Pakistan</td>
<td>23145</td>
<td>23570</td>
<td>1.8%</td>
</tr>
<tr>
<td>Nigeria</td>
<td>15670</td>
<td>16930</td>
<td>8.0%</td>
</tr>
<tr>
<td>China</td>
<td>15010</td>
<td>14785</td>
<td>-1.5%</td>
</tr>
<tr>
<td>Ireland</td>
<td>13975</td>
<td>14155</td>
<td>1.3%</td>
</tr>
<tr>
<td>Ghana</td>
<td>13420</td>
<td>13640</td>
<td>1.6%</td>
</tr>
<tr>
<td>Greece</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trinidad and Tobago</td>
<td>13080</td>
<td>11230</td>
<td>-14.1%</td>
</tr>
</tbody>
</table>
Different approaches to overseas delivery

There is much debate surrounding the terminology surrounding UK courses delivered outside of the UK.

Many terms are used including distance learning, in-country delivery, twinning, collaborative programmes, e-learning, franchising etc.

The terms are used by UK institutions to mean different things and are often used interchangeably.
Many different approaches…. Delivered to the same academic standard

**Branch campus**
University of Nottingham

**Flying teacher programmes**
Manchester and Warwick MBAs

**E-learning/ fully on-line**
University of Liverpool MBA, RCN/City/Leicester/Ulster health

**Independent and locally supported distance learning**
Heriot-Watt and Leicester MBAs

**Twinning and franchising agreements**
Sheffield Hallam University
**Importance of TNE**

Provides access to a UK qualification for a wider range of students than traditional methods can reach and meet goals of increasing access. This has allowed UK institutions to tap into new markets which can be defined as the new emerging middle class in country + third nationals who are drawn to educational hubs such as Singapore, Malaysia and Hong Kong due to the number of UK qualifications available on offer.

The more successful programmes develop a wider and deeper range of partnerships beyond the delivery of the programme.

Have influence in globally significant regions and assist governments in developing own capacities.
TNE Partnerships

- Programmes (not partnerships) regulated by MoHE and MQA through approval, provisional accreditation and accreditation

- No provisions on the selection of TNE partners.

- QA duplication by home HEI and MQA, also by professional body (e.g. JASB) and QAA UK.
Regulating TNE – For Quality

national QA system – sufficiently ready and has the capacity to QA TNE

- rigid, moderate and liberal

- Compliance-based system – ticking of boxes

- Balancing (1) control and institutional autonomy, (2) developmental against regulatory
Regulating TNE: Meeting national needs

- Bringing in the ‘best’ – relative ‘pile high, sell low concept in HE’
- Meeting the varying demands for HE
- Need for S & T – higher operating cost/capital
- Meeting demands viz brain drain
Regulating TNE – How much is too much?

- have mutual recognition agreements with foreign QA agencies/professional bodies
- provide autonomy via institutional audit where possible
- Implement without fear or favour
- Support private sector TNE encourage and facilitate staff and student exchange and R & D
Realities of TNE
How UK partners have been selected

- Personal contacts
- Through educational agencies
- Premium on British qualifications – historical connections and local counselling
Knowledge of local system, processes, regulations

- QA Agencies – MQA, QAA
  - definitions and terms e.g. learning hours, semesters
  - Variation in approach: ‘compliance’/‘just follow only’ in contrast to ‘autonomy’, staff qualifications
  - Curriculum: foreign as against local contents
  - Jurisdiction – QAA oversees quality of UK partner
Dual Awards: Quality and Recognition

Perception that quality/recognition is better for foreign programmes rather than local

- Curriculum design
- Teaching strategies
- Assessment
- Staff qualification and experience
- Management
- Quality assurance
- Non-registration of some local tuition providers
Challenges and Opportunities
Challenges

- Governments cannot fully regulate TNE but can introduce policies
- Immigration issues
- Government level of involvement and policy direction?
- Who do you know?

Challenges

- Attract top level HEIs
- Need local HEI who is more than just a college
- Long term conglomerate with financial stability
Challenges

- Is there such a thing as strategy?

- How do we define sustainability?
  ◦ Based on individual relationships?
  ◦ Issue of cost?
  ◦ Ministry regulating policies?
  ◦ Balance commercial vs long term learning curve and transfer of best practice
<table>
<thead>
<tr>
<th>Opportunities</th>
</tr>
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<tbody>
<tr>
<td>Must have understanding between home and local as to requirements of students and nation</td>
</tr>
<tr>
<td>International experience – added value</td>
</tr>
<tr>
<td>Future of TNE will not be constrained by existing models</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Opportunities</th>
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</thead>
<tbody>
<tr>
<td>Lower end of provision must meet minimum requirement to ensure quality perception of Malaysian HE</td>
</tr>
<tr>
<td>Losing sight of national agenda to chase Edu HUB dream</td>
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<tr>
<td>What will the next stage of TNE be</td>
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</tbody>
</table>
Concluding Remarks

- Malaysian TNE – contributes substantially to the national HE and economic agenda

- The Malaysian practices are often reflected in SEA

- Regulation should not hinder TNE development

- Partnership works best with mutual recognition and understanding

- The challenges may be overcome with ‘on time’ strategies and thus allow maximisation of opportunities
Terima Kasih

Acknowledgment

Transnational educational policies and practices: A study of selected Malaysian and UK HEIs, 2009–2011, Funded by Ministry of Higher Education, Malaysia, Top – Down Research Grant 2009