

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

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# THE DEVELOPMENT MALAYSIAN HE

ITEM	1967	2007
Public Universities	1	20
Private Universities and University-Colleges	0	33 <sup>a</sup>
Foreign Branch Campuses	0	4
Private Colleges and HE institutions	<b>2</b>	<b>488<sup>b</sup></b>
Polytechnics	0	24
Community Colleges	0	37
Students (postgraduates)	4,560 (398)	873,238 (45,888)
Malaysian Students studying abroad	n/a	54,915
Population age 18-24	n/a	3,474,200
Note: a.excluding local branch campuses b.including local branch campuses Source •1997 data: Interim Report to the Higher Education Advisory Council, 1974. •2007 data – Ministry of Higher Education, <a href="http://www.mohe.gov.my">www.mohe.gov.my</a> .		


# Introduction

## Presentation Themes

- ▶ TNE South East Asia (SEA)
- ▶ TNE Malaysia, Policies, Regulations and Guidelines
- ▶ Realities
- ▶ Challenges and Opportunities

# TNE South East Asia

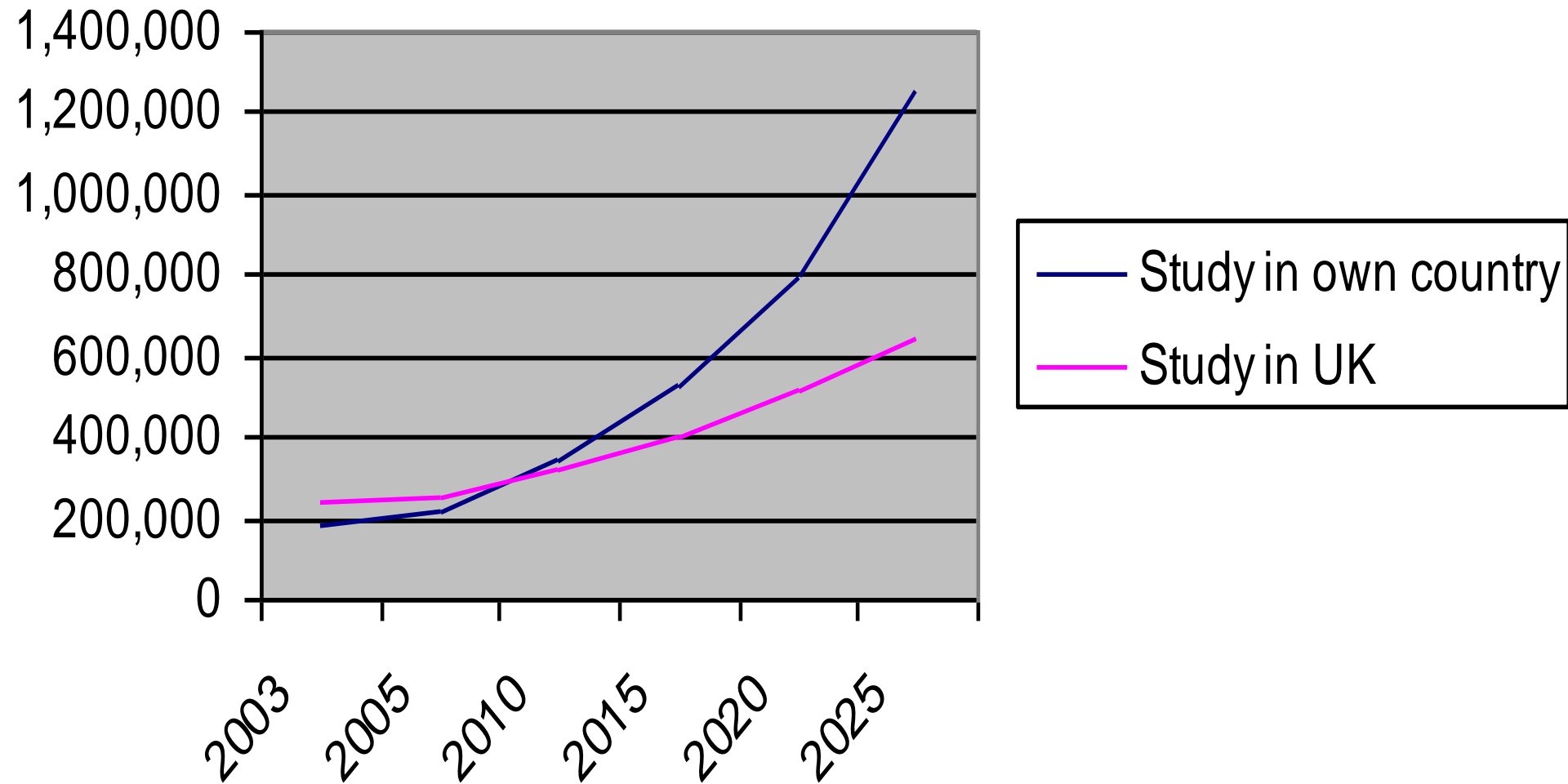
# SEA Context

- ▶ Where are the new markets for Cross-Border Higher Education in SE Asia?
  - ▶ Are there any commonalties 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?
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# 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



# 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

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

## 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

## **Independent and locally supported distance learning**

Heriot-Watt and Leicester MBAs

## **Flying teacher programmes**

Manchester and Warwick MBAs

## **Twinning and franchising agreements**

Sheffield Hallam University

## **E-learning/ fully on-line**

University of Liverpool MBA,  
RCN/City/Leicester/Ulster health

## 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 Malaysia: Policies, Regulations and Guidelines



# 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

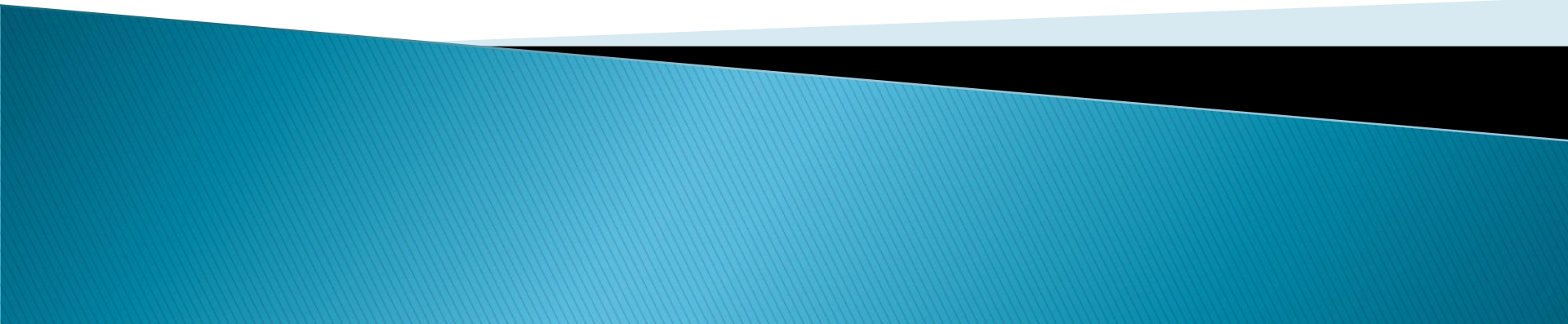
- ▶ QA Agencies – MQA, QAA
- definitions and terms e.g. learning hours, semesters
- Variation in approach: ‘compliance’/‘just follow only’ in contrast to ‘autonomy’, staff qualifications
- Curriculum: foreign as against local contents
- Jurisdiction – QAA oversees quality of UK partner

# 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


## Opportunities

- ▶ Must have understanding between home and local as to requirements of students and nation
- ▶ International experience – added value
- ▶ Future of TNE will not be constrained by existing models

## Opportunities

- ▶ Lower end of provision must meet minimum requirement to ensure quality perception of Malaysian HE
- ▶ Losing sight of national agenda to chase Edu HUB dream
- ▶ What will the next stage of TNE be

# 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
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Terima Kasih

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