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Evolution of TNE

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Presentation Overview

- Introduction
- The Need for TNE
- Challenges to TNE
- TNE in Practice
- Observations
- Critical Factors for Success
- Conclusion

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Introduction

- Existed for a long time - in varying forms
- Rapid growth from 1980s (OECD, 2005)
  - o University College of Cardiff & Monmouthshire from inception, 1883 to 1893 – entered students for the University of London Programmes
  - o Post-independence Malaya/Malaysia – skills and technical programmes – City and Guilds, Pitman.
- Internationalisation gave education global business characteristics – and we call it TNE

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The Need for TNE

Sending Country

- Rising income levels in developing countries
- Improvements in technology
- Rising cost and competitive funding
- Increasing intercultural skills requirements

Host County

- Increase access
- Develop human capital
- Build expertise
- Improve graduate/staff mobility/recognition
- Enhance R & D
- Support internationalization

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Ensuring that TNE programmes are of a high quality and that qualifications are recognised by employers and the further education sector is of critical importance to the success of TNE.

Challenges to TNE

- For the sending country/HEIs - to understand the local operating environment and the various approaches adopted by host countries to facilitate and manage TNE.

- For the host country/HEIs - to understand what they want to achieve from TNE and how to maximise the benefits that it offers.

Definitions of TNE

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Developing a robust definition for TNE is no easy task

How to strike a balance?

TNE in Practice: Main Delivery Modes

1. International branch campus

2. Franchise/twinning programmes

3. Articulation agreements

4. Double/dual programmes

5. Joint degree programmes

6. Validation programmes

7. Others

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TNE in Practice: Main Sending and Host Countries

Sending Country

- The United Kingdom
- Australia
- Germany

Host County

- China
- Hong Kong
- Malaysia
- Mauritius
- Thailand
- Vietnam

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Observations

1. movement largely North to South or from developed to developing countries

2. varying definitions reflect the cultural sensitivities and nature of the relationship between the host and the sending countries

3. most popular delivery modes reflect national TNE definitions which in turn reflect the national policies which are developed according to country needs

4. TNE is highly agile and evolutionary and will continue to develop

Critical Factors for Success

1. Identifying the right QA authority & gatekeeper
2. Acknowledging variations in learning and business cultures
3. Having the right amount of TNE regulations
4. Sustaining brand quality

Conscious effort required…

… or should nature take its course?

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Ministry to aid Pugsom students

Talks ongoing after John Hopkins pulls out

By PRIYA KULASAGARAN
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KUALA LUMPUR: The Education Ministry will work with Perdana University to resolve problems faced by its students at the Perdana University Graduate School of Medicine (Pugsom).

It was reported in an online portal yesterday

by the Academic Medical Centre Sdn Bhd (AMC), a subsidary of Chase Perdana Sdn Bhd.

Pugsom is one of the two medical schools under Perdana University, with the other being the Perdana University-Royal College of Surgeons in Ireland (RCSI).

The university is currently operating from its temporary campus near the Mardi headquarters in Serdang.

Conclusion

The future evolution of TNE is dependent on the recognition that:

1. sole reliance on physical recruitment of students for in-country study is unsustainable
2. TNE is an entrepreneurial activity
3. the access agenda is now reflected in 'supply and demand' equation
4. research and development is the added benefit to TNE
5. virtual schooling or its variation is the future of TNE

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