REPORT
BUILDING PARTNERSHIPS THROUGH TRANSNATIONAL EDUCATION
2016

NOVOTEL BANGKOK SIAM SQUARE
BANGKOK THAILAND
21–22 MARCH 2016
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EXECUTIVE SUMMARY

The conference on higher education policy dialogue: Building Partnerships through Transnational Education, hosted by British Council in collaboration with the Office of the Higher Education Commission (OHEC) and Thai research universities opened on 21st March 2016 at Novotel Bangkok Siam Square, Thailand.

The conference on higher education policy dialogue: Building Partnerships through Transnational Education, hosted by British Council in collaboration with the Office of the Higher Education Commission (OHEC) and Thai research universities opened on 21st March 2016 at Novotel Bangkok Siam Square, Thailand. More than 80 participants, policy makers and representatives from higher education institutions and international affairs, attended this one and half day conference from 21 – 22 March 2016 which mainly focused on sharing UK and East Asia case studies in the context of transnational education (TNE) and also provided opportunities for academics and scholars to share experiences and learn from the UK and East Asia. This policy dialogue continues the process of developing new collaborative models for UK-Thai TNE that actively develops partnerships that are so critical to success.

The opening ceremony commenced with a welcome remark delivered by Mr. Pred Evans, Programme Director, British Council Thailand, followed by a brief information and summary of the purpose and the development of TNE projects, operated in cooperation with OHEC and 9 Thai research universities, aiming to increase educational standards in Thai and UK institutions, contributing towards the internationalisation of universities and economic benefits of both countries involved. In January of this year, the UK President Forum on TNE was held in London with 70 academics coming together to discuss and exchange ideas. Many TNE partnerships between institutions were agreed, with the seed-funding awarding ceremony to be taken place at the following session. The higher education policy dialogue held in Bangkok was the final activity of the first phase of this project to share learning and best practices for TNE with experts and speakers from the UK, Vietnam and Thailand coming together to share valuable experience. The next session is TNE seed funding signing ceremony between the UK and Thailand aiming develop nine new TNE programmes between the UK and Thailand on the cooperation and development of various TNE projects.

The first session of the conference started with the presentation of keynote speaker Prof. Tony Downes, Provost and CEO of University of Reading, Malaysia, on the topic of “TNE in the UK Context, the campus model”. He explained the background of TNE and evolving factors in TNE including the growth of higher education, particularly in South East Asia, the Middle East and China. He also touched upon the definition of TNE as defined by HE Global and by British Council, the issue of globalisation, the top 20 countries for TNE activities (of which Malaysia was the leader, followed by Singapore and China) and gave information on action plans for the running of a branch campus model of University of Reading successfully in Malaysia through lessons learned and the importance of adapting to major cultural changes and re-thinking of national roots, loyalties and priorities.

In the afternoon session, Dr. William Lawton, International Higher Education Consultant for ACU Internationalisation Steering Committee, took the floor to present an overview on the topic of “Research findings: Transnational Education partnerships between Thailand and the UK”, a review and analysis of the potential for further bilateral engagement. His presentation focused on the traditional definition of TNE, the number of international students in the UK, Australia and Germany (all of which grew significantly between 2010 and 2013 in terms of enrolments and mobile students), TNE delivery modes and collaborative modes, and building partnerships through TNE collaborative degree programmes between Thai and foreign higher education institutions. He also shared the results of OHEC surveys from 2011 and 2013 on the number of TNE students who graduated with collaborative degrees, rising from 92 to 159 degrees within the last two years. In terms of collaborative programmes, out of total 157 programmes provided between 2011 and 2013, 60 were with Chinese institutions. The rest of Dr. Lawton’s presentation focused on the evolution of TNE, the opportunities matrix group for TNE in 2013 (in which Thailand and Vietnam were put in Group 3 – average), survey and interview questions for Thailand and the UK which has been made in December 2015, expected outcomes of TNE engagement, main subject areas of interest in Thailand, an assessment of the challenges for TNE from a UK perspective, and an analysis of ASEAN integration, in which Malaysia and Singapore were leaders.

Following this, Dr. Duong Mong Ha, Rector of the VN-UK Institute for Research and Executive Education made his plenary presentation on the topic of TNE case-studies from East Asian countries in which he gave an overview of TNE best practice in Vietnam, touching on the background of higher education in Vietnam and the development of Transnational Education partnerships in Vietnam. Some interesting issues raised included the high number of students compared to the insufficient numbers of teaching staff and qualified lecturers, the lack of funding and resources, outdated infrastructure and teaching methods, higher education strategies in Vietnam, reform management and governance, new model university projects including the University of Danang model, different delivery modes and 2015 statistics for joint programmes and TNE in Vietnam. Dr. Duong Mong Ha also focused on various issues, namely the issue of regulations and decision making, quality assurance, government policy, the potential for TNE growth in Vietnam and possibilities for future partnerships.

After that, the Vice-President of Chulalongkorn University, Assistant Prof. Dr. M.R. Kalaya Tingsababdh outlined her presentation, focusing on the existing types
of degrees awarded in higher education in Thailand, including dual/double degrees, collaborative degrees, joint degrees and branch campuses. She also went through each degree type in detail, and followed with an analysis of desirable outcomes, focusing on internationalisation of students and faculty members, research collaboration and eventual financial gain.

The last session of the first day was the Panel Discussion on Transnational Education and Impact on Economic and Social Development. The four speakers included Dr. Chiriya Pinthong from Rangsit University, Dr. Suparak Suriyanikietkaew from Mahidol University, Dr. Psit Leatham from Chiang Mai University and Mr. Jon Pike from University of Westminster, UK, as well as Prof. Troy Heffernam, International Centre Director at Plymouth University. His speech focused on new models of TNE, and the benefits for the host country, partner country and students. He also covered the internationalisation of UK and Thai universities, and their growing reputation for developing TNE. He also explained the triple WIN model, in which the first ‘win’ was for Thai universities, the second ‘win’ was for UK universities and the third ‘win’ was for students. Then he moved to talk about relationship development between partner institutions, including building trust, links and communication. He also spoke about the definition of ‘validation’ in different contexts, followed by a presentation on various case studies detailing the implications for TNE at Thai universities, looking at TNE projects in various countries with lessons for Thailand including China, Brazil, Switzerland, Mauritius, Hong Kong, Sri Lanka and Qatar. Finally, he went into more detail regarding different categories of TNE: double degrees, dual degrees, global degrees, UK Outward Flex respectively.

The last session of the day was a group discussion on TNE. All participants were divided into five themed groups: leadership and management, partnership building, student experience, academic development and sustainability. The workshop was run with three sessions of 20 minutes each for discussion in each group, and once each session over, participants moved to another table of their choice to continue the discussion, where a moderator summarised the details of the discussion, concluding and forwarding the details to everyone via email.

The conference came to an end with closing remarks by Mr. Van-Cauter.

From the perspective of a student, studying for a highly respected degree closer to home – or at home – may be very attractive.

This was followed by the keynote speech for Day 2, delivered by Prof. Troy Heffernam, International Centre Director at Plymouth University. His speech focused on new models of TNE, and the benefits for the host country, partner country and students. He also covered the internationalisation of UK and Thai universities, and their growing reputation for developing TNE. He also explained the triple WIN model, in which the first ‘win’ was for Thai universities, the second ‘win’ was for UK universities and the third ‘win’ was for students. Then he moved to talk about relationship development between partner institutions, including building trust, links and communication. He also spoke about the definition of ‘validation’ in different contexts, followed by a presentation on various case studies detailing the implications for TNE at Thai universities, looking at TNE projects in various countries with lessons for Thailand including China, Brazil, Switzerland, Mauritius, Hong Kong, Sri Lanka and Qatar. Finally, he went into more detail regarding different categories of TNE: double degrees, dual degrees, global degrees, UK Outward Flex respectively.

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BACKGROUND AND CONFERENCE DESCRIPTION

The UK is a world-leading provider of transnational education (TNE) programmes, with approximately 360,000 students actively enrolled in such programmes overseen by around 80 per cent of UK Universities, as a result, UK TNE is expanding across the globe. According to British Council’s 2013 research paper “The Shape of Things to Come – the Evolution of Transnational Education”, Thailand is defined as a country with considerable potential to develop its own TNE programmes.

Recognising the potential of expanding TNE models in Thailand, British Council is proposing support for the delivery of one-year, two-phase TNE programmes designed to increase education links between Thai and British institutions which could help provide solutions to national policy and market challenges, and contribute to an internationalised environment and economic benefits for both the UK and Thailand.

The programmes will be delivered by British Council in collaboration with Thailand’s Office of the Higher Education Commission (OHEC) and nine Thai research universities:

- Chulalongkorn University
- Kasetsart University
- King Mongkut’s University of Technology Thonburi
- Mahidol University
- Suranaree University of Technology
- Chiang Mai University
- Prince of Songkla University
- Thammasat University
- Khon Kaen University

To further this aim, in conjunction with OHEC, British Council held a series of policy dialogues on the role of TNE in developing higher education for the benefit of partner institutions, students and stakeholders, culminating in this regional policy dialogue: “Building Partnerships through Transnational Education”. Over 80 policy makers and representatives from higher education institutions attended this policy dialogue which mainly focused on sharing UK and East Asian case studies in TNE, and also provided opportunities for academics and scholars to share experiences.

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DAY 1: MONDAY 21ST MARCH 2016

SESSION 1
Welcome Remark
Delivered by Mr. Pred Evans, Programmes Director, British Council Thailand

The Programmes Director of British Council Thailand, Mr. Pred Evans, acknowledged the presence of distinguished guests and groups of higher education institutions from Thailand, East Asia and the UK.

Regarding the UK-Thailand Transnational Education Development Project, which was developed in collaboration with the Office of the Higher Education Commission and research universities in Thailand, Mr. Evans emphasised the project’s objectives, and iterated the surrounding developments, including scoping studies, creation of mutual conversation on transnational education in the UK President Forum, as well as building partnerships between institutions through TNE seed-funding. Mr. Evans maintained that the project emphasised the history and mission of British Council, and this meeting provided an opportunity to share learning and best practices in regards to partnership through TNE.

He trusted that this conference would turn out to be productive, stimulating and achieving a stronger partnership between universities in Thailand and the UK.

SESSION 2
Transnational Education Development Project: TNE Seed-Funding Awarding Ceremony

This session covered the TNE seed-funding awarding ceremony, including the signing of documents for nine TNE programmes between Thai and UK universities. The recipients of the TNE seed funding award for 2015-2016 were:

1. University of Liverpool
2. University of Reading
3. University of Strathclyde
4. University of Sussex
5. University of Westminster
6. The University of Birmingham
7. University of Reading
8. The University of Birmingham
9. Queen Mary University

After the signing ceremony, delegates from the nine TNE seed funding programmes participated in a jigsaw event with their co-partners, reflecting the close and long-term collaboration among them.

DELIVERED BY THE HIGHER EDUCATION POLICY DIALOGUE: BUILDING PARTNERSHIPS THROUGH TRANSNATIONAL EDUCATION
Session 3
Transnational Education in a UK Context and the TNE Campus Model
By Prof. Tony Downes, Provost and CEO of University of Reading, Malaysia

Professor Tony Downes from the University of Reading Malaysia delivered his keynote presentation on the changes in education models over time. He maintained that education was an international idea, and with advancements in communication, change in disposable income and ease of mobility and globalisation, there have been considerable transformations in the scope of education.

In terms of TNE, Professor Downes provided a definition, enumerated facts and figures and explained the key economic drivers for education hubs. He noted that with the growth of TNE, there had been an increase in the number of higher education hubs, both regionally and globally. While universities in the UK are motivated to attract foreign students, they are limited by constraints surrounding immigration in admissions of foreign students. As a result of growing concerns in immigration legislation in their home country and changes in global demography, many universities have extended their presence in foreign countries through the branch campus concept.

Professor Downes explained that incentives such as cost advantages of delivery of world class education, academic development and raising brand awareness were all important drivers for the growth of TNE programmes. He highlighted the different models and types of branch campus activities, and maintained that the prospect of long-term success varied according to the type of activity. Citing the example of the operation of the University of Reading in Malaysia and its dependencies, Professor Downes highlighted the important considerations on TNE through branch campuses including finance, intellectual property, human resources, and approach of brand. He pointed out that appropriate strategies, financial motivations, quality of teaching and the reputation of the institution are important in the success and sustainability of the institution. Professor Downes emphasised that independence from the home country university, in regards to the local legislation, human resources, research agenda, career expectations of staff and size and agility was necessary; however, in terms of brand, governance, quality assurance, leadership and management, control must be retained to maintain the credibility of the university.

During the session, Professor Downes shared his suggestions and lessons learnt in connection to the agenda behind the establishment of a branch campus in a different region from the home country. He also noted that there are opportunities in the branch campus model of education; however, considerations of the culture of the host country, as well as shift in priorities for host countries are important to operate the model more effectively.

Q & A Session

Question

How can British Council persuade British students to study in Asia?

In delivery of the branch campus model in Malaysia, have there been any interventions by the host country government?

How do you incorporate the notion of transformative education (such as the sustainable development model of Thailand) into the education system of the university?

What is the potential for partner universities with regards to the double degree programme, taking the example of the University of Reading, Malaysia?

How does EduCity work in terms of structure, facilities and resources?

Answer

There are UK universities that encourage students to study overseas, however, it is a long process and requires action from the government. Changes in perceptions of students and their families, as well as the necessary infrastructure like the student loan system, are the important factors to consider when encouraging students to study in Asia.

The campus in Malaysia conducted a mapping study regarding the transferability of skills and occasionally, there are issues in creating an understanding of the model among the authorities. Since the university contextualised their programmes as per the culture and requirements of Malaysia, it has not been much of an issue for the delivery of the programmes there.

The university conducts assessments to understand the needs of the country in terms of necessary skills to determine and shape the programmes accordingly.

Issues surrounding financial structure for the double degree programmes as well as difficulties regarding control over the degree are the main issues that need careful attention, effort and negotiation.

The EduCity model depends on a critical mass of students and the management’s appetite for risk. It is also to be noted that despite difficulty, continuous effort, shift in management structure and compromise of the relevant authorities contribute in the operation of this model.
SESSION 4
Research findings: Transnational Education Partnerships between Thailand and the UK:
A Review and Analysis of the Potential for Further Bilateral Engagement
By Dr. William Lawton, International Higher Education Consultant, ACU Internationalisation Steering Committee

The International Higher Education Consultant of the ACU Internationalisation Steering Committee, Dr. William Lawton, focused on the definition, delivery method, methodology and analysis of findings in connection with TNE, especially in the context of Thailand. Dr. Williams and his team conducted surveys with the 56 Thai universities and universities in the UK about TNE potential collaborations. Dr. Williams also explained the relationship between the economic changes in Asian countries and the increase in collaborative degree programmes, especially between China and the US.

As regards the findings of the survey, it was found that Malaysia and Singapore had a head start in terms of TNE, although Thailand was also an important destination for student recruitment. There are several challenges for the expansion of TNE in Thailand include bureaucracy, a lack of information on what Thai institutions want, limited resources, political instability, the language barrier, and a lack of knowledge of legislative and quality assurance frameworks. Thai market and Thai higher education sector aspirations were also recorded in the findings of the survey. Dr. William emphasised that the universities in the UK did not incorporate ASEAN integration into the context of TNE programmes. He noted that the future of TNE contained three elements, namely: partnerships, online and distance learning, and articulation of progression arrangements. Through seed funding, and discovering and developing new partnerships, new opportunities in TNE are possible.

TNE OPPORTUNITIES MATRIX GROUPS (2013)

<table>
<thead>
<tr>
<th>GROUP 1 Well above average</th>
<th>GROUP 2 Above average</th>
<th>GROUP 3 Average</th>
<th>GROUP 4 Below average</th>
<th>GROUP 5 Well Below average</th>
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<tbody>
<tr>
<td>Hong Kong</td>
<td>Qatar</td>
<td>Botswana</td>
<td>Brazil</td>
<td>Nepal</td>
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<tr>
<td>Malaysia</td>
<td>South Korea</td>
<td>Bahrain</td>
<td>Indonesia</td>
<td>Sri Lanka</td>
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<tr>
<td>Singapore</td>
<td>China</td>
<td>Mexico</td>
<td>India</td>
<td>Nigeria</td>
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<tr>
<td>UAE</td>
<td>Mauritius</td>
<td>Oman</td>
<td>Russia</td>
<td>Spain</td>
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<td></td>
<td>Thailan</td>
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<td>Turkey</td>
<td>Vietnam</td>
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GROWTH IN ENROLMENTS AND MOBILE STUDENTS

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<tr>
<td>Internationally mobile students (million)</td>
<td>1.1</td>
<td>1.1</td>
<td>1.3</td>
<td>1.7</td>
<td>2.1</td>
<td>3.0</td>
<td>4.1</td>
<td>4.5</td>
</tr>
<tr>
<td>Global tertiary enrollments</td>
<td>51.2</td>
<td>60.3</td>
<td>68.7</td>
<td>81.7</td>
<td>99.9</td>
<td>139.0</td>
<td>181.7</td>
<td>198.6</td>
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<tr>
<td>Internationally mobile students as % total</td>
<td>2.1%</td>
<td>1.8%</td>
<td>1.9%</td>
<td>2.1%</td>
<td>2.1%</td>
<td>2.2%</td>
<td>2.3%</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

- Growth in internationally mobile students mirrors the growth in global tertiary enrolments overall
- 98% of students are not internationally mobile: reached via TNE

(Source: Prof. Nigel Healey – chart)

Q & A SESSION

QUESTION

What is it about Vietnam that is attracting the attention of STEM students?

WHAT IS IT ABOUT VIETNAM THAT IS ATTRACTING THE ATTENTION OF STEM STUDENTS?

Vietnam has been developing its capabilities in several subjects, including English and Maths. The country focuses on quantitative studies as well as English language proficiency, which create a distinct advantage for Vietnamese students compared to Thailand. A disciplined approach from government authorities in Vietnam is a visible challenge to Malaysia as an education hub.

What is the standard definition/common language of TNE?

WHAT IS THE STANDARD DEFINITION/COMMON LANGUAGE OF TNE?

The lack of a precise definition of TNE is not an impediment, and focusing on the essence of TNE is more important than dwelling on having a common definition of TNE.
SESSION 5

**Plenary presentation: TNE Case Studies from East Asian Countries**

By Dr. Duong Mong Ha, Rector of the VN-UK Institute for Research and Executive Education

Asst. Prof. Dr. M.R. Kalaya Tingsabadh, Vice President, Chulalongkorn University

Chairperson: Mr. Kevin Van-Cauter, Senior Higher Education Advisor, Internationalisation, Education and Society, British Council

The Rector of the VN-UK Institute for Research and Executive Education of the University of Danang, Dr. Duong Mong Ha, presented a case study on TNE development and practices in Vietnam. In Vietnam, every year almost one million students graduate from high school. However, the capacity of universities is only 300,000. Dr. Ha stressed that higher education (HE) is a priority for Vietnam, yet the limited resources and modules and lack of a national qualification framework is encouraging the government to pursue reform in HE, develop TNE and implement New Model University projects. With regard to TNE in Vietnam, it is commonly understood as joint programmes between national universities and universities abroad. The government of Vietnam acknowledges the importance of TNE, and to accommodate growing demands, the country has established partnerships with various universities in Europe, the USA, Australia, and Asia, while relaxing regulations covering TNE. Dr. Ha mentioned that in the year 2015, there were a total of 365 joint programmes delivered in various disciplines, particularly BBA and MBA degrees. In the context of the joint TNE programmes between Vietnam and the UK, there were 55 programmes for which only 7,100 students with a minimum score of 6.5 in IELTS were eligible to join. On issues related to regulations and decision making in TNE in Vietnam, Dr. Ha informed that the government of Vietnam prioritises international education collaborations and had issued a decree to tighten regulations and ensure the quality of educational investments and cooperation in TNE programmes. Dr. Ha concluded that Vietnam was an attractive market for international education and TNE was a significant factor in the higher education system of Vietnam.

The Vice-President of Chulalongkorn University, Assistant Prof. Dr. M.R. Kalaya Tingsabadh gave a presentation on her perception of TNE. Regarding the recent establishment of double degree programmes with Japanese universities, Dr. M.R. Tingsabadh mentioned that Chulalongkorn University was pursuing similar programmes in related disciplines with thesis options. Chulalongkorn University has different arrangements for double degree programmes at Bachelor’s, Master’s and Doctoral levels and different approaches as per the duration of each programme are available for each double degree programme offered by the university. Dr. M.R. Tingsabadh maintained that internationalisation of students through international programmes had helped in enhancing English language skills of students at secondary level and increased the quality and competency of university level students. Partnerships with European universities have also aided in producing competitive, qualified and resourceful graduates, creating more meaningful opportunities for them.

Dr. M.R. Tingsabadh also proposed that transnational education is only a means; there must also be an objective of education that produces knowledge for the benefit of society. In addition to providing opportunity to learn and gain, TNE programme must aim to share knowledge to benefit mankind and bring equity, human dignity and peace to society.
SESSION 6
Panel Discussion: Transnational Education and Impact on Economic and Social Development
Mr. Kevin Van-Cauter, Senior Higher Education Advisor, Internationalisation, Education and Society, British Council
Dr. Chitriya Pinthong, Vice-president, Rangsit University
Dr. Suparak Suriyanikietkaew, Lecturer, College of Management, Mahidol University
Mr. Jon Pike, Director of Internationalisation at Westminster Business School, University of Westminster, London
Chairperson: Dr. Pisit Leeahtam, Dean of the Faculty of Economics, Chiang Mai University

British Council’s Senior Higher Education Advisor, Mr. Kevin Van-Cauter, provided an overview of the work of British Council in TNE. TNE in the UK has seen significant growth and in all its forms, it has increasingly contributed to scientific development in host countries. Mr. Van-Cauter emphasised that trends in partnerships are evident and TNE has developed as a way of developing partnerships between institutions. He also highlighted how there has been a shift in the way the UK delivers education to international students; two thirds of all international students now receive their education outside the UK. In order to assess the impact of TNE in host countries, British Council commissioned a study focusing on the perception of students and employers towards TNE. The findings across all subjects showed that students accessing TNE across degrees were able to address their skills gap, develop professional skills, earn more and improve their career trajectory. The socio-cultural impact in general was positive, as students enhanced their intercultural skills through international exposure. The results were divided into four categories: academic, skills, and economic and socio-cultural impact. In regard to the academic impact, Mr. Van-Cauter noted that TNE increased the access to and quality of higher education for local students. With regard to skills, the study noted that attributes such as career prospects, critical thinking, and a positive and higher value in terms of employability were associated with TNE. The findings across all subjects showed that students accessing TNE across degrees were able to address their skills gap, develop professional skills, earn more and improve their career trajectory. The socio-cultural impact in general was positive, as students enhanced their intercultural skills through international exposure. The regulatory framework in the host country appears crucial to the development of TNE, and case studies from Malaysia, the UAE and China highlight that its impact matched national policy rationale of enhanced quality and teaching methods (in Malaysia), improved skills (in the UAE) and quality control (in China). To conclude, Mr. Van-Cauter stated that TNE was evolving and TNE students see it as a positive opportunity for career development. The output of TNE outweighs its risks and it is beneficial at both academic and stakeholder level.

Dr. Chitriya Pinthong from Rangsit University discussed the impact of TNE on the economic and social development of Thailand. Taking her own experience of studying economics in the UK as an example, Dr. Chitriya highlighted the struggle to adapt to the culture of a foreign university, language barriers, and acclimatisation. In spite of this, she believed that there was still an inevitable positive gain in terms of employability, and students should be encouraged to join such programmes.

Dr. Suparak Suriyanikietkaew from Mahidol University highlighted the issues of sustainability in the field of management. She pointed out that leadership skills, resilience, adaptability and cross-cultural learning were important qualities associated with TNE.

Mahidol University has partnered with Macquarie University, Australia as well as other Thai universities for its Doctoral programme in Sustainable Development. Director of Internationalisation at the University of Westminster, Mr. Jon Pike supported the results of the British Council study and at the same time warned of the risks involved in TNE, both financially and in terms of reputation. He noted the set of constraints and policies prior to investing in TNE and stressed that the ultimate beneficiaries of TNE should be the students rather than stakeholders.

Chairperson and Dean of the Faculty of Economics at Chiang Mai University, Dr. Pisit Leeahtam shared his view of the developments of his university’s TNE partnership with six universities across Asia. He elaborated on the new Master’s degree programme for students from Myanmar and emphasised the need to recognise cross-cultural understanding among students from across the ASEAN region.

COMMENT

• There was a suggestion to collect anecdotes of the experience of students taking TNE degrees.
• It is not only the students who gain from TNE, teachers also get to learn from the students.

One outcome of TNE is also mutual respect between teachers and students.
CONCLUSION OF DAY 1

The policy dialogue on building partnerships through TNE primarily focuses on the overarching objective of creating and managing partnerships in transnational education. Day 1 sessions focused on the modalities, arrangements and approaches taken in connection with TNE. Case studies from Thailand and Vietnam indicated that TNE is becoming increasingly popular, not just to produce a qualified and better skilled workforce, but also to resolve constraints in these countries in regards to higher education infrastructure. It was noted during the presentations that students as well as employers valued the TNE experience, in regards to international exposure, skills enhancement (both soft skill and language skills), value of the degree and career progression. Good suggestions on partnership collaboration, sharing of best practices both within and outside ASEAN and the positive impact of TNE were reflected in the meeting.

DAY 2: TUESDAY 22nd MARCH 2016

SESSION 1
Summary of Day 1
By Mr. Kevin Van-Cauter, Senior Higher Education Advisor, Internationalisation, Education and Society, British Council

Mr. Kevin Van-Cauter summarised the proceedings of the previous day. He noted that the awarding ceremony had been a good start to the event, as it had highlighted the developing partnership between the UK and Thailand. His keynote speech focused on the definitions, implications and impacts of TNE and its delivery methods. The session on research findings provided an overview of the TNE partnership between the UK and Thailand, in addition to the UK perspective on Thai higher education. In regards to the case studies, Mr. Van-Cauter noted that Vietnam has an interesting model of joint programmes and it is a strong contributor who welcomes TNE as a part of the national education system. In Thailand, the four types of TNE currently delivered show that dual and double degrees dominate, and internationalisation and research collaboration are desired outcomes of TNE. Mr. Van-Cauter reiterated that TNE has had positive impacts and is able to meet the demands of host countries. Citing the discussions, he highlighted that TNE largely focuses on students and their experiences and it is necessary to develop TNE to add benefit to all relevant stakeholders.

Finally, Mr. Van-Cauter explained that practical solutions should be the main focus for TNE discussions and that there should be a collective response to improve and develop the volume and quality of TNE between the UK and Thailand.
SESSON 2
Keynote Speaker, Day 2: New Models of Transnational Education
By Prof. Troy Heffernan, International Centre Director, Plymouth University

Professor Troy Heffernan compared experiences of TNE from across the world, highlighting different models and their implications for Thailand. He strongly emphasised that TNE required relationship-building between institutions and partnerships required commitment based on trust (competency, contractual and goodwill trust) and open, honest, timely and culturally sensitive communication. Professor Heffernan cited the benefits of TNE for both students and partner countries along with his research that highlighted that international exposure to the global environment was critical in the holistic development of students. The key in setting up successful international partnerships is through the triple ‘win-win-win’ model (one ‘win’ for Thai universities, one ‘win’ for UK universities and a third ‘win’ for students).

The ‘win’ for Thai universities was possible when there was an alignment in strategy, business case, opportunity for development and availability of resources, competency and capability in maintaining TNE partnerships. The ‘win’ for UK universities could be established when there was aligned strategy, business case, and competent TNE partners who understand the value of internationalisation, as well as the boundaries of TNE and partnership QAA. For TNE to be a ‘win’ for students, however, critical factors like student experience, development of knowledge and competencies (such as cultural understanding and skills) must be considered.

Professor Heffernan highlighted the different types of TNE and emphasised that the UK universities generally consider the validation concept of limited partnership with teaching only relationship. Taking the case studies of Plymouth University’s existing and potential TNE programmes with universities in Brazil, China, Hong Kong, Mauritius, Qatar, Sri Lanka and Switzerland, Professor Heffernan explained the different models of TNE programmes and highlighted the “dos” and “don’ts” when establishing a TNE partnership.

Q & A SESSION
QUESTION
The triple win model is very impressive. Is it also possible that there is an additional win for the community and other local partners, making it a four win situation?

ANSWER
Burning issues in global context, including climate change, war and so on, have shifted the attention of the world. The impact of research is making an important contribution to society and the addition of the fourth win is a good suggestion.

WHAT IS VALIDATION?

The validation process of QAA in the UK involves institutional development through mapping, monitoring of the learning outcomes of the partner university and delivering UK courses overseas when learning outcomes match the learning outcome of the UK university.

COMMENT

QAA is valuable to many institutions around the world. Even though there are some difficulties in the bureaucratic aspect of QAA, given the value provided by the QAA, there should be a dialogue between universities and the government to streamline and maintain systems of QAA.

There was also a suggestion that the outreach of TNE should be broadened to include partnerships with schools, so that younger students can broaden their mental horizons from an early age.
SESSION 3
Group discussion on Transnational Education

This session dwelled on five themes of TNE, namely: leadership and management, partnership building, student experience, academic development, and sustainability. Participants were divided into five groups over three sessions, with each session lasting about 20 minutes. Each group included one moderator to take notes and summarise the discussion at the end of each session. Moderators’ notes were then sent to Dr. William Lawton, who collated and emailed these notes out to participants along with presentation slides for reference after the conference.

The outcomes of the group discussion are summarised below:

**Theme 1: Leadership and Management**
The key points raised during this discussion included the broad vision of leadership starting with small steps. It was agreed that partnerships could be enhanced by identifying strengths at the beginning of the partnership and developing thorough plans for further development. The group included the concept of leadership “L” and “l” level and maintained that communication and values of a partnership are important aspects in leadership and management of TNE. The role of leaders is to inspire and involve all relevant people in the process of the partnership.

**Theme 2: Partnership Building**
Three desired outcomes for partnership building in TNE were identified. Firstly, establishing criteria for finding a suitable partner through e.g. curriculum match, research expertise, appropriate links with industry, thought processes in reference to national interests of both countries, and university ranking. Secondly, the signing of MoUs between universities. Finally, guidelines on maintaining partnerships (building and nurturing trust, due diligence, lifecycle of partnerships through exchange of students).

**Theme 3: Student Experience**
The definition of student experience was noted during the group discussion followed by a focus on the culture of learning, learning style differences, facilities and teaching methods (on this point it was noted that it was noted that teachers must be ready to adapt to holistic teaching and learning styles). The development of soft skills as a result of TNE was discussed, focusing on internationalisation and TNE as a process of personal development. Global citizenship, cross-cultural understanding, interactions between academic and cultural experience and expectations of students were discussed as well.

**Theme 4: Academic Development**
Five wide ranging areas were discussed during this session and clear challenges were identified in matching different curricula and credit systems, regulatory systems (including differences in philosophies and frameworks of TNE systems), issues of quality assurance and the varying English language ability of students. The fifth aspect discussed was course approval and the differences between Thai and UK universities in this respect. Thai institutions can learn certain good practices from UK universities.

**Theme 5: Sustainability**
Two questions on sustainability were addressed, including the implementation of TNE activities after the end of seed fund coverage, and information dissemination. It was noted that activities must start at earliest opportunity, with the partner university providing close technical support to the host university. Information dissemination can be made through case studies, social media, face to face communication and forums. All relevant stakeholders, including parents and university officials should be involved in these processes. Support from industries and government can be considered as well to support ongoing TNE programmes long-term. Other possibilities to enhance sustainability include summer school programmes and interdepartmental harmonisation of TNE activities.

CLOSING REMARK:
Mr. Van-Cauter provided a timeline of proposed next steps to support the development of TNE between Thailand and the UK, such as quality assurance workshops focusing on a UK model of QAA.

In terms of summarising this policy dialogue, important issues such as cultural differences, academic styles and opportunities for TNE were highlighted.
KEY SURVEY RESULT
FROM THE HIGHER EDUCATION DIALOGUE:

Building partnerships through Transnational Education on 21-22 March 2016, Novotel Bangkok Siam Square

**This event met my expectation**

- Strongly agree: 43%
- Agree: 49%
- Neither agree nor disagree: 8%
- Disagree: 5%

**I have acquired new knowledge or skills through this activity**

- Strongly agree: 51%
- Agree: 44%
- Neither agree nor disagree: 5%
- Disagree: 0%

**Overall, this was a high quality event**

- Strongly agree: 46%
- Agree: 49%
- Neither agree nor disagree: 5%
- Disagree: 0%

**Recommendation scores**

- 10: 22%
- 9: 22%
- 8: 16%
- 7: 13%
- 6: 11%
- 5: 11%
### MEDIA COVERAGE

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สหอ.อิมมานูเอลวิลด์ไลน์
ยกรอบการศึกษาไทย-อุกกาล

มาแต่เรื่อยๆ กล่าว ผู้อธิบายความมีค่า
เคาน์เตอร์ ประเทศไทย ที่ มีการ
สนับสนุนศูนย์ศึกษาเครื่องมือประยุกต์ใช้
และสุขภาพ หลากหลาย เทปที่นิยมที่จะ
ร่วมมือด้วยศูนย์ศึกษา โดยไม่ใช่ที่
เกิดการพัฒนาหลักสูตรที่มีประโยชน์
ต่อการพัฒนาศักยภาพ และศักยภาพของ
ที่ส่วนประเทศ โดยทำตามแนวคิด
ที่สนใจและให้ความคิดเห็น
ได้ประโยชน์

ด้านละอวสาน

บน บัตร สินค้า

Section: First Section/คุณิต
วันที่: 25 มิถุนายน 2569
ธนที่: 25
คอลอิน: 90.60
ราคา: 92.40
Ad Value: 101,680
PRValue (x3): 305,040
คอลอิน: 1,900

เดินทาง

Section: First Section/คุณิต
วันที่: 25 มิถุนายน 2569
ธนที่: 25
คอลอิน: 23.12
Ad Value: 31,212
PRValue (x3): 93,636
คอลอิน: 1,900
THEMES FOR GROUP DISCUSSIONS ON TNE PARTNERSHIPS

TUESDAY 22nd MARCH 2016

Theme 1: Leadership and management
• What are the challenges of leadership in partnerships of equals?
• How important is it that the leadership articulates the reasons for TNE partnership engagement for the models of engagement chosen?
• What are some best practices in leadership management in Thai/UK partnerships?
• Requirements of regulatory bodies in Thailand and the UK: Are there conflicts or duplications?

Theme 2: Partnership Building
• How do you select the right partners? What criteria go beyond the rankings?
• What drives successful TNE partnerships? What are the best practices in partnership building and management?
• What could regulatory bodies in Thailand and UK do to facilitate partnership building?
• Requirements of regulatory bodies in Thailand and UK: Are there conflicts or duplications?

Theme 3: Student Experience
• Are there any conflicts or different expectations between Thai and UK providers relating to the student experience?
• Student engagement in UK/Thailand partnerships: differences in approaches, challenges and good practice.
• Student feedback in UK/Thailand partnerships: differences in approaches, challenges and good practice: how do you best keep student experience under regular review/monitoring?
• Ensuring comparable student experiences: challenges and best practice as they apply to partnerships of equals in particular.
• Students’ self-identity in UK/Thailand partnerships: do they feel like students of both institutions?

Theme 4: Academic Development
• Challenges and best practices in developing joint academic partnerships between UK and Thai providers.
• How do you ensure compatibility of modules and overall curricula?
• Areas of possible misunderstanding and reciprocal areas of strength, in academic matters between Thai and UK providers.
• How do you best keep teaching under regular review/monitoring?
• Are there any challenges related to different regulatory/QA systems? If so, how could UK/Thai QA bodies better cooperate to facilitate high quality UK/Thai provision?

Theme 5: Sustainability
• What practical measures need to be taken to ensure sustainability of partnerships once the seed funding period has finished?
• What can be done to spread commitment to partnerships in the long term?
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