

FORUM SESSION SUMMARY

# HIGHER EDUCATION PARTNERSHIP FORUM SESSION SUMMARY

## FORUM RATIONALE

International collaboration is increasingly becoming a means of sharing and building a common agenda among higher education institutions, making higher education one of the most internationalised sectors in the world. Various international strategies have been employed and goals achieved at different levels. For example, TNE partnerships open up opportunities for local students to get into higher education, improve the overall quality of higher education programmes, and foster international understanding at national level. At student and institutional level, TNE is perceived to offer an affordable alternative to studying abroad for the whole programme, enhancing international outlooks and English language skills as well as increasing the capacity to conduct joint research.<sup>1</sup>

The British Council together with the Office of the Higher Education Commission has been supporting the development of higher education partnerships between Thai and UK higher education institutions in recent years, particularly involving TNE. This forum facilitates the sharing of a wealth of experience, accumulated first-hand by Thai institutions, including the obstacles, lessons learnt and the future of higher education partnerships.

## FORUM'S OBJECTIVES

1. To offer knowledge and experience sharing as well as networking opportunities between Thai and UK universities to further strengthen the delivery of TNE.
2. To discuss the challenges faced in the development and delivery of TNE and other higher education partnership programmes as well as the way forward.
3. To create an enabling environment for UK and Thailand to thrive in higher education partnerships.

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<sup>1</sup> Impacts of TNE on host countries: academic, cultural, economic and skills with implications for programme and provider mobility: British Council (2014).  
[www.britishcouncil.or.th](http://www.britishcouncil.or.th)

## SESSION SUMMARY

The following sections summarise each of the sessions at the forum, starting with the opening ceremony, including a welcome speech and opening remarks delivered by the event host. Key points arising from the presentations and panel discussion during the forum are also provided.

### SESSION 1: OPENING CEREMONY

The Higher Education Partnership Forum: UK-Thailand Transnational Education organised on 18 October was supported by the British Council and Office of Higher Education. Its aim was to share knowledge and experience, challenges and lessons learnt from a collaborative project between Thai and UK institutions in recent years. The forum discussed the future of higher education partnerships and further strengthening of the delivery of TNE. The forum also aimed to unlock international collaboration and challenges faced by Thailand and the UK. The forum is part of the Think TNE series being held in the East Asia region including China, Malaysia, Vietnam and Hong Kong. It is a major series involving UK TNE dialogue, bringing together professionals from across the region to discuss the future of TNE and share UK and East Asian expertise.

#### Welcome Remarks

*By Andrew Glass OBE, Director, British Council*

The British Council is the UK's international organisation for cultural relations and education worldwide. Our role is to provide opportunities for people, long-term connections and enhance trust between the partners we work with in the UK, including universities and other connections. In response to the Thailand 4.0 economic strategy and UK internationalisation agenda, our focus over the last two years and towards 2020 has been on three areas in Thailand: raising the level of English by working closely with the Ministry of Education, the internationalisation of higher education and scientific research activities, and working to develop a greater hub.

The theme of TNE today plays a responsible role in meeting the needs of UK and Thai universities, and encouraging international partnerships. We have been working with the Office of the Higher Education Commission to develop a TNE programme over the last two to three years, as well as economic mobility and provide an international environment for students and teachers in both countries. We started by working with selected universities in Thailand and have now extended the opportunity across the country to all universities.

This forum aims to share the knowledge and experience gained during TNE development and discuss the challenges facing TNE and the future of higher education collaboration generally.

## Opening Remarks

*By Dr Suphat Champatong, Secretary-General, Office of Higher Education Commission*

The higher education system in the world is today facing many challenges, including fewer students and a higher number of competitors encouraged by borderless technology. To strengthen the quality of teaching as well as the competencies of universities, collaboration between university and industry partners is very important.

In Thailand, there are many universities, varying in character in terms of autonomy, size and quality. I hope that this forum will provide a great opportunity for Thai universities to find collaborative partners to develop Thailand's quality of education, serving as a stage for sharing experiences on higher education for the benefit of all parties.



## SESSION 2: KEYNOTE ADDRESS

### 2.1. Key challenges for Thailand and how international higher education partnerships could help tackle them

*Assoc. Prof. Dr Bundit Thipakorn, Vice President for Education Development, KMUTT*



*Interesting talk about the challenges for Thailand and how TNE could help tackle them*

It is very difficult to talk about the challenges for Thailand and how TNE could help tackle them. What I would like to emphasise here focuses more on looking into the future rather than looking back to what has happened in the past, as things change every day. Solutions for the past may not be the solutions for tomorrow.

In the twenty-first century, openness is key. The world no longer has walls. There are four characteristics on which we need to pay attention, namely change, uncertainty, complexity and ambiguity. Change means that what you see today won't necessarily be there tomorrow — everything can change. Uncertainty means things can go either way. Ambiguity means things can have more than one meaning, with different perspectives giving a different meaning to the same thing. These characteristics are the challenges faced by Thai universities.

For Thai universities to cope with these challenges, they need to educate students in such a way as to enable them to adapt to working in the future as all these characteristics can change the way they work, the way they make decisions and the way they live. The universities need to give them knowledge about what is yet to come.

In addition, Thai universities are also facing challenges brought about by the upcoming “Thailand 4.0”. Students have to deal with four key aspects simultaneously: people, data, things and process. Digital transformation is the key to this challenge as when we talk about industry 4.0, we mean dealing with a digital culture. This digital culture changes how we work, how we make decisions and how we deal with life. There are many changes in the shift from analogue to digital and culture is among them.

In the past, people were educated based on what we “knew” so that they could create new ways that were more efficient. People studied to acquire both knowledge and intellect. Today we are dealing with the “unknown”. People must learn how to live in an unknown world. They need to learn to create innovations and boost growth. Education is no longer about learning to acquire knowledge but about being someone, and developing character. This is the key challenge for higher education — transforming the approach to teaching from learning to know, to learning to be. Thai universities still lack experience in how to develop something new, and how to deal with things that we have never experienced. We need a partner to help us in these areas.

Today, with the Thai government asking us to produce new types of human resources or what we call “Thais 4.0”, Thai universities are facing another challenge — how to produce these people within the next 20 years. Specifically, Thais 4.0 are scholars expected to have global competency and able to blend local and global cultures; what is known as the “global Thai”. Another challenge relates to the industrial sector. Many industries still have no idea about the type of competent graduates they will need and which technologies they are going to adopt in the longer term. They only follow the flow of technology, and that changes every day. As a result, Thai universities need to be able to identify what kind of human characteristics they need to build on to serve the needs of Thai society.

Finally, I would like to leave one question out there. Can we redefine TNE based on digital culture? The definition of TNE we have today might not fit the circumstances of the future — in other words, can it be redefined in such a way so as to serve Thai society?



## Q&A

**Q:** In my opinion, the younger generation is ready to change. They are well equipped and adapt to digital technology. However, the main challenge from my experience concerns the teachers. They are no longer able to lead or give advice to students on what to do or become after graduation. So, the question is: How can we change the teachers?

**A:** We need a new model to change the way teachers define the meaning of higher education. Teachers need to leave their comfort zone and be ready to change. In addition, we need to build an ecosystem that provides a learning culture rather than a teaching culture. Learning from experts and networks outside is another key solution.

**Q:** The government is trying to set up a new Ministry for Research and Higher Education. Do you think this can help develop higher education in Thailand?

**A:** In my opinion, if the new ministry still operates in the same old way, with the same structure, it will not help. What is important is to build a new model and ecosystem. The new ministry must be willing to learn new things and change. We can help each other to develop higher education by forming a cluster of networks to work together.

## 2.2. TNE Common framework data analysis to inform policy, regulation development and enrolment planning

Kevin Van Cauter, Senior Adviser (Higher Education Partnerships), British Council



The traditional definition of TNE provided by the OECD in 2005 refers to the educational programme delivered by a university in country A for consumption by the students in country B. However, we need to look to widen the benefits of TNE and broaden its reach so that it becomes much more about partnership and the way in which programmes are delivered around the world.

Looking into the context, there has been an increasing demand for higher education globally. However, there is also a challenge here on how to maintain the quality of education and fund it on an appropriate scale. Many more countries are also open to higher education and many more students are mobile across the world. There is uncertainty in the UK, for example regarding the UK leaving the European Union. These are factors affecting and challenging the development of TNE.

In terms of UK TNE, 710,000 students are taking the programme around the world. This is a large number. Over the last decade, the number of international students taking the programme through TNE has been growing much more significantly than the number of international students in the UK. This is a shift in how UK TNE is delivered to international students. More and more students are taking the UK TNE programme and it is playing an ever-increasing role in UK universities and the UK's



internationalisation strategy.

In the UK context, many factors come into play in relation to TNE. They include slow growth in the international student agreement, a debate on the module of TNE in terms of socio-economic value, education value and how this is being measured, a growing demand for TNE in the last decade, a TNE perspective on mitigating risks of falling incoming numbers, a growing trend of TNE globally, an opportunity provided by TNE for those who are unable to access higher education, a view on TNE as the first choice for high education quality, and the importance of the local partner in delivering the student experience. As for the trend from the UK perspective, this is about an increased partnership role with support for host countries' national priorities through TNE, including Thailand. It also concerns a more partnership-led model of TNE and more research-led universities engaging in TNE. TNE is seen as a priority institutionally and part of the UK's internationalisation strategy. This large set of motivations drive support for UK TNE.

For UK TNE, UK universities can deliver all of the following models and there is no restriction for universities on which modules they deliver and where they deliver them. Validation is a model for which a partner designs its own programme, but the award is from the UK. Franchise is a model run by a partner overseas in the same way. The joint award and dual award model are quite common in Thailand, with the award developed jointly by the two universities. Other common models include in-country or the "flying" faculty in which UK teachers fly out and teach the programme, involving distance learning, blended delivery and overseas campuses. TNE can benefit both the institution and student. For the institution, it can reach new students, diversify education programme delivery and develop a brand/reputation for the quality of education. For the student, it means gaining a more international outlook, intercultural competencies, analytical thinking skills and employment ability skills.

International programmes and provider mobility form the developed framework of TNE which places more emphasis on partnership. After conducting policy research in many countries, including Thailand, we identified a problem of terminology chaos. As a result, we tried to categorise TNE into a simple framework and have come up with six categories under two types of provision. The two types of provision are independent TNE, in which the foreign sending HEI is responsible for curriculum qualification; and external QA and collaborative TNE, in which both foreign sending and host HEIs are responsible for curricula, qualifications and/or external QA. The former provision includes a franchise programme, international branch campus and self-study distance education, while the latter includes partnership programmes, joint universities and distance education with a local academic partner.

A better understanding of different models of TNE would help in terms of building the development partnership. Being able to establish a common understanding around TNE, better data collection, and planning for the impacts would make a difference in helping to develop partnerships over time.

## SESSION 3: PRESENTATION (10.00 – 10.40 HRS)

### 3.1. Presentation of “Strengthening and sustaining partnerships – a collaboration that sprung from research partnership into a joint degree”

Prof. Steven W Edwards, Principal Fellow of the Higher Education Academy, University of Liverpool



*Highlighting the key approach for partnerships by Prof. Steven W Edwards*

### Partnership as a Key Approach in Liverpool

The question of why is much more important than the question of how or the process of developing TNE partnerships. At the University of Liverpool, partnership is the key approach and important for research as well as benefitting students and many of its international partners. The university has an extensive network of research-led partnerships such as Xi'an Jiaotong-Liverpool University in China with 12,000 students a year and partnerships in online study programmes with 10,000 online students. With the intertwined link between research and teaching, students can benefit from research collaboration, resulting in more than 8,000 research publications.

### Experience in Thailand

TNE partnerships and collaboration between the University of Liverpool and Thai universities are processes that have gradually expanded. Through the invitation of one Thai PhD student, several

universities visited in 2008 and 2009 to explore such collaboration. The advantages of TNE in Thailand include the fantastic facilities for environmental and ecological studies and many shared research interests such as human diseases, infectious diseases, etc. The partnerships provide an opportunity for both students and staff through exchanges and research collaboration. They started with a joint biotechnological research project that saw students from Liverpool working alongside researchers in Thailand on the application of research in the food production industry. This later expanded to include partnerships with different universities, such as the jointly funded PhD programme with Mahidol University and the signing of an MoU with Chulalongkorn University. The partnership with Chulalongkorn University has continued to expand; going from a joint PhD programme in Biotechnology and Biomedical Science to a Dual PhD in Biotechnology and Bio-informatics.

### **Mutual Benefits and Deep Partnerships**

TNE can create many mutual benefits for different parties. The significant benefits for Liverpool students coming to Thailand include the good facilities and resources in environment and food production. The students also have an opportunity to build new friendships, develop cultural awareness and employability skills as well as overcoming the challenges of working abroad. The staff can also benefit from skill exchanges and research collaboration. There are opportunities for developing collaborative research projects such as Grand Challenge Research Funding, where international partners are required to work together on addressing global issues through research, Newton Funding and more. There are also a lot of publications as a result of international partnerships. The partnership between the University of Liverpool and Chulalongkorn University is called a “deep partnership”, under which both parties can enjoy mutual benefits and look to the future.

In summary, to strengthen and sustain TNE partnerships, we need to consider the mutual strengths and opportunities of partners, to think of wider benefits beyond the programme itself (e.g. institutions and wider society) and develop partnerships that give broader benefits to staff and students.

***“Think broadly, think of mutual benefits and there will be more chance of success!”***

### Q & A

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**Q:** Are there any challenges?

**A:** Yes, there will be challenges such as financial issues, administrative issues and language issues. These will be discussed further in the next session.

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**Q:** What would you suggest for a small local university thinking about mutual benefits with an international university?

**A:** If you want to develop a new programme, for example, to address Thailand 4.0, you need to think about the quality and number of staff you have. Firstly, you can see if the universities in Thailand can help and collaborate with you to achieve your goal or not. If not, and if you have contacts with universities in, say, the UK or US, you need to find the right partner with whom you can share visions and expertise.

**Q:** What is your criteria for selecting partners?

**A:** The key questions are “Why do we need to do it? What do we gain from it?” You need to think about what you need to achieve from it and must have a vision first. Then try to see where the gaps are and why you need to get the new partners. It takes a long time to consider and approve TNE partnerships. But once you have been successful in building one partnership, it will be easier to build the next.

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### 3.2. Presentation on “Key success factors in international higher education collaboration — a case study of the TNE programme for Thai studies”

Dr Nitinant Wisawaisuan, Dean, Pridi Banomyong International College, Thammasat University  
*Internationalisation at Thammasat University*



*Key success factors introduced by Dr Nitinant Wisawaisuan*

Thammasat University has a number of university-to-university partnerships including 99 international curricula and more than 300 MoUs with 40 countries, covering research exchanges, faculty exchanges and student exchanges. Internationalisation at Thammasat University started back in 1969 when the US-based Rockefeller Foundation supported capacity development and further studies for faculty members of the Faculty of Economics. Later, some partnerships developed into international and dual degree programmes, for example, a dual degree programme in Engineering with Nottingham University and a joint master’s degree in Thai studies with the SOAS.

## *Key Success Factors in International Collaboration*

Six key success factors have been identified for international higher education collaboration.



*Key Success Factors in International Collaboration*

**1) Establishment of the Partnership.** There are several aspects to consider in terms of establishing the partnership. Firstly, we need an institutional mechanism such as a well-defined vision and mission for the university as well as leadership support. Secondly, we need to have long-term commitment, understanding, trust and mutual benefit. Mutual benefit is the key element to success. International education is not a zero-sum game, it must be a win-win game and offer long-term gains. It involves a long-term investment and commitment, and with trust and understanding, mutual benefits will be derived. Thirdly, strengthening an existing partnership can create a new collaboration. We need also to think about collaboration beyond universities such as with industries, alumni, government agencies and the diplomatic community.



**2) Assurance of a Happy and Safe Stay.** We need to provide the necessary information and support for students and staff to ensure their safety during the exchanges.

**3) Curriculum Development.** Firstly, we need to think about admission strategies for identifying potential students such as Pridi Banomyong International College Academy where talented high-school students recognised as having potential are recruited for the programme. Secondly, development of quality assurance is required for outcome-based learning. Thirdly, the credit transfer system has to be flexible enough because we can never find completely identical subjects in two institutions. There needs to be room for equivalency of two subjects. Finally, the curriculum development must give sufficient room for learning in the different subjects and context.

**4) Promotion of Faculty Academic Excellence.** As teachers are the bottleneck of education, we need to design an ecosystem or environment for promoting interaction, communication and participation among professors, faculty members and visiting scholars.

**5) Extensive Learning Support** to help students and give them a better chance of learning.

**6) Efficient Internal Administration with Capacity Building.** Human resource development for supporting staff is the most critical element in helping the international programme to become successful.

### ***Success in PBIC-SOAS Collaboration***

Pridi Banomyong International College (PBIC) has developed a dual degree programme in Thai studies with the SOAS, and the core-competency approach is used to bring out the maximum mutual benefits from the curricula of both universities through the strengths of extensive public-private partnerships and high capacity of the faculties for research in various specialised areas. The programme aims to educate good global citizens with knowledge and understanding of diversity, analytical thinking, intercultural communication skills, and adaptive capacity to solve real-life problems. The key concept of this programme is to try to move from knowledge transfer and knowledge exchange to knowledge for change. However, the key challenge is that this programme needs to seriously think about how to link with the local community and benefit it.

## SESSION 4: PANEL DISCUSSION

### TACKLING COMMON ISSUES IN TNE DEVELOPMENT (09.15 – 10.00 HRS)



*The panellists discussed four common issues in TNE development: the double degree programme, English proficiency, tuition fees and scholarships, and credit transfer.*

Question 1: What are the key challenges to the process of double degree programme development?

#### **Prof. Steven W Edwards**

The first challenges in setting up a partnership are that the procedures must be in good stead for developing a partnership. We need to think about both universities where many questions are raised before the process starts. These questions include the reputation of the university we work with, facilities they have, whether they can deliver a programme based on UK standards, safety of staff and students, as well as other risks involved in the process such as financial and budget issues. This process can take quite some time. Then, we need to consider the advantages, benefits, needs and risks as well as solutions to those risks to ensure that the programme we are developing meets real market demand and can be developed further.

## **Jon Pike**

Challenges can emerge even before the process of discussion begins such as finding the right people to talk to within the partner institution. Knowing the right people to talk to could help bring universities together, provide opportunities to develop understanding of the processes Steven talked about, finding complementary curricula as well as a credit transfer system that will work, and identifying the market demand level that may exist. These factors all have to fit into the university's strategy and should be considered in the early stages of collaboration.

## **Dr Sarawut Jansuwan**

From my experience in logistics studies, the challenge of developing a double degree programme is that not many people know about TNE and the courses it provides. In addition, programmes on logistics management in Thailand have a low number of students. However, logistics are becoming more important, as can be seen from the introduction of a new "S-curve scheme" under which the government places logistics as one of its key subjects. The scheme provides the opportunity for people graduating from logistic programmes to work abroad or in multinational companies and various kinds of industries, and it is worth working on the programme with partners abroad and particularly in the UK, where there are many specialists and experts in this field. However, as both Steven and Jon have said, we need to prepare how to work together.

## **Assoc. Prof. Dr –Ing. Thira Jearsiripongkul**

The Faculty of Engineering at Thammasat University has previously faced the challenges mentioned by the panellists. We spent two years matching the curricula and looking at ways to maintain standards. Our problem is language. However, in the past few years, we no longer have these problems, as we have introduced a system to improve the scheme.

### Questions 2: How do you tackle the issue of credit transfer?

## **Jon Pike**

In the UK, we give out different maximum credits at master level. At the bachelor level, we also have a variation in the number of credits per module or what other people may call a course or subject. It is important to work carefully with your partner to determine the potential for a double degree programme.

### **Assoc. Prof. Dr –Ing. Thira Jearsiripongkul**

The number of years in which students are requested to finish their bachelor's degree is different between the University of Nottingham and Thammasat. As students at Nottingham have to take an A level course for three years, Thammasat students who have finished their second year of study will not be put into the third year at Nottingham when they go to study there. Proper matching of curricula and credits between universities is therefore important.

### **Prof. Steven W Edwards**

Credit transfer is less problematic at the bachelor level. This is because, under the 2+2 programmes, students spend two years at their home university and two years at Liverpool. Since students have already obtained two years, we don't have to transfer any credit as this is stated in the degree classification. However, if students stay at their home institution for the entire period then we need to look at the credit, provide the equivalent and undertake the mapping process.

It is important to consider that each country's credit system will be different. The key, therefore, is flexibility and a can-do attitude to make it work. We also need to bear in mind that a UK degree requires a minimum number of credits to get the award, so students sometimes have to take more credits than they actually need to satisfy the requirement. At the postgraduate level, it is sometimes more difficult to deal with credit transfer, but here again, we need to have a can-do attitude. In addition, it is important that students match the learning outcome.

### **Dr Sarawut Jansuwan**

We also operate a 1+1 programme; one year in Thailand and one year in the UK. However, here too, we face differences in the credit system. For example, one credit in the UK is equal to ten hours which includes lectures and self-studying. Therefore, we need to prepare mapping and be flexible enough in matching the course and credits, as mentioned by Steven. It is also important that we match the expected learning outcome with that of the programme.

Question 3: As it is more expensive to study in the UK, how can institutions overcome the barriers faced by students who face the financial difficulty of studying in the UK?

### **Assoc. Prof. Dr –Ing. Thira Jearsiripongkul**

The tuition fees at the University of Nottingham are about ten times higher than those at Thammasat and tuition fees at UK universities go up every year. Because we have partnered with the University of Nottingham for almost 20 years, all our students who go on to study at Nottingham receive a 25% discount on tuition fees and 15% above that if they are top students. These scholarships are all awarded from the University of Nottingham.

## **Prof. Steven W Edwards**

The reason we decided to partner with Chulalongkorn University in 2010 was because we knew students from Liverpool would go to study there either for six weeks, one year or perhaps more. As the development of the Chula programme reconciled with our development of the integrated master programme, it gave us flexibility in terms of how we could teach students in the final year. The selling point of our programme is that it allows students to come here and take part in research while working on their degree. And key to that is while the students are here, they are working on the Liverpool module which is assessed by Liverpool. So, we are able to negotiate with our administrators and convince them that we gain much benefit from our outgoing students in terms of the credit that will be transferred and for which we are not being charged by Chula in the same way as from Chula to Liverpool on the basis of equivalence. However, Chula students can also get scholarships from other institutions, for example, the Jubilee awards. Still, setting up an arrangement to offer tuition fees exemption or exceptions for student exchange remains difficult, as it is based on the evidence that Liverpool will gain benefit from outgoing students.

## **Jon Pike**

The main question being debated is why the university should give out money. For me, what is the point of having a partner unless you have some special arrangement/relationship? It depends on the vision and strategies of your institution, especially from the top. If the executives do not see it as worthwhile, then we are in trouble. One of the other things is the differential in fees between here and there, and the fact that the fees go up every year. As a result, the gap is getting wider and bridging that gap is becoming a bigger issue than in previous years. Universities are also facing increasing pressure to show what they get in return and the international market is regarded as having a vision of subsidising domestic professionals. These are facts that will not change in the near future.

## **Dr Sarawut Jansuwan**

These tuition fees and scholarships are what we need to talk about with our partner. In our case, both universities agreed to apply a combined discount. To elaborate, while students in the past had to pay full fees to get one degree, now they get two degrees for the same price.

Question 4: As English proficiency is one of the most important barriers, what do we need to do to create an incentive for students to come into the programme and how can we develop this skill?

## **Prof. Steven W Edwards**

With our partner university in China, we realised that this was going to be an issue. It is the issue of how to get a large number of students who still need to get qualifications to come and study in the UK. The quality of English is not only set by the university but also the UK government as a step towards allowing

students to get visas to come into the country. What we did in China was to list English as part of the curriculum. Students are requested to pass a module in English. From my experience with English teaching or training in Thailand, it is up to students to find that outside their courses. Therefore, you might need to think about having English as part of the curriculum or utilising an English agency with the necessary expertise and flexibility in Thailand.

### **Jon Pike**

For me, getting an IELTS is a starting point. I believe that there is a hole in the market where students are just focusing on IELTS. I think students should also be subject to a special course to learn about England as well as the language to prepare them before they arrive in the UK.

### **Dr Sarawut Jansuwan**

It is important to set a minimum level for IELTS as students have to use English in their studies and daily life when they arrive in the UK. However, we may need to set it a little lower, though not too low, in order to first attract a higher number of students. Students can then learn more when they have free time in the first semester. We can use the resources of our university such as the language and communication schools, both of which have teachers who are keen on English to develop student English skills.

### **Assoc. Prof. Dr –Ing. Thira Jearsiripongkul**

We encourage students to improve their English by establishing an English course during the first two years.



## SESSION 5: PRESENTATION SESSION

### HIGHER EDUCATION PARTNERSHIP: LOOKING INTO THE FUTURE (11.40 – 12.30 HRS)

#### 5.1. Branch campus: the case of the University of Nottingham

Diane Chee, Chief Marketing Officer, University of Nottingham



*Learning from the case of the University of Nottingham*

#### **Background of University of Nottingham Malaysia**

The University of Nottingham (UoN) has been in operation for more than 200 years with three different campuses in the UK, Malaysia and China. The University of Nottingham Malaysia was founded 18 years' ago and has 5,000 students consisting of 85 nationalities. At the government's invitation and in line with the 2020 Vision for Malaysia as an educational hub, as well as a strong vision of university leadership in terms of internationalisation, the UoN set up the Malaysia campus to provide opportunities for students to have an affordable quality education (£7,000–10,000 per year), and create UK style education as well as the Nottingham experience for students.

## ***Unique Position and Research Experience***

Research is also a priority for the UoN Malaysia. With its unique position as a UK university based in Malaysia, the UoN Malaysia has been able to develop several interesting research initiatives. For example, Crops for the Future Research Centre, supported by the Malaysian government and with EU funding, has conducted a series of research studies into unutilised and resilient crops in Malaysia and other parts of the world, including Africa, in order to tackle global concerns about food security. The university has also worked with the World Bank and the Bangladeshi government to train about 8,000 teachers and policymakers in Bangladesh in order to fill the 2,700 government vacancies.

With its different strengths and locations, the university also encourages internal collaboration and exchanges among the three campuses. The UoN has student exchange programmes between the different campuses and organises the Tri-campus Mini Olympic Games to promote cultural sensitivity and help students experience different cultural settings without paying any additional tuition fees.

## ***Challenges***

One of the biggest challenges faced by the UoN Malaysia is that it needs to operate according to the regulations of both Malaysia and the UK, and these might well conflict. Therefore, the university needs to adapt to the context and find a balance through conversation and negotiation. Today, due to the growing number of TNE institutions in Malaysia, they have more bargaining power to negotiate with the government on regulation compliance.

## **Q&A**

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**Q:** Do you have any suggestions for the Thai government regarding key challenges on regulations?

**A:** The question to ask is why you need it? Priority is important — to increase student numbers or expand research. TNE operates outside ordinary norms. Once we have a vision for TNE, we need good supporting staff who share the same vision. We need to speak with everyone across the entire university in order to engage in TNE.

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## 5.2. Why institutions choose to develop a TNE degree programme and their future aspirations

### 5.2.1 Dr Kanin Salao, Faculty of Medicine, Khon Kaen University



*Hearing from Khon Kaen University about their future aspirations in TNE development*

The Faculty of Medicine, Khon Kaen University developed its TNE partnership with the University of Manchester in late 2017. One of the first questions we had to think about was “Why do we have to do TNE and what do we need to do to start up the TNE programme?” In terms of motivation, the university wanted to go for internationalisation, to produce graduates capable of working overseas, to attract more students from neighbouring countries (e.g. Laos, Myanmar and Cambodia) and promote the university’s ranking. Therefore, we needed to identify a partner who could support us to achieve such goals and the University of Manchester, which ranks 44th, was identified.

The university also needs to look at both its own strengths and those of potential partners to fill the gaps. In the case of Khon Kaen University, its strengths are specimen richness and biodiversity in its area, fieldwork, a strong community and outreach programme. It looks for complementarity such as international reputation/recognition, quality in curriculum, cutting-edge technologies and twenty-first-century skills (e.g. multi-nationality, communication, interactive learning and innovation) from its international partners.

The TNE programme at the Faculty of Medicine, Khon Kaen University started with research

collaboration on PhD programmes and later expanded to the Dual PhD Programme. The aspiration is to produce graduates with professional skills, who fit well with the medical hub strategy set out in Thailand 4.0. Despite being in the early stages of its TNE programme, some challenges have arisen, such as questions regarding the sustainability of the programme, discrepancy in tuition fees between Thailand and UK, and the competence of students and staff, especially in English competence.

#### 5.2.2 Jon Pike, Director of Internationalisation, Westminster Business School, University of Westminster



*The director presenting how the University of Westminster develops its TNE strategy*

#### ***The Changing Context of International Higher Education***

The changing context is the main driving factor for the University of Westminster (UoW) in developing its TNE strategy. UoW has been attracting Thai students for the past two decades, especially in marketing and international business. However, growing competition in the higher education sector, leading to a decrease in the enrolment of students from Thailand, has made the university adapt its international strategy to explore and develop partnerships in various geographical targets including Thailand under the previous leadership of the university.

## ***Development of Partnerships in Thailand***

Partnership development in Thailand started slowly and it was difficult to establish an appropriate level of contact with Thai universities. With the support of the British Council and Office of the Higher Education Commission in developing dual degree education programmes between Thai and UK universities, since 2016 our double degree programme in digital business and entrepreneurship at UoW has experienced a boost, as it fits well with the Thailand 4.0 strategy.

## ***A New Internal Challenge and Looking into the Future***

However, the new changing context has posed another challenge and caused disruption in the TNE partnership development process. Under the leadership of the new Vice-Chancellor, the university management has been restructured from five faculties into three colleges/schools. Changes in personnel and strategy have created uncertainty concerning the process. In order to look forward, a period of reflection has been suggested to assess the possibilities within the new context of a changing management system and explore opportunities for new research and mobility opportunities as well as ways to achieve sustainable partnerships and programmes in the long run.

## **Q&A**

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**Q:** Will Brexit have any impact on the Tripartite collaboration (Thailand, UK and EU universities) through EU funding?

**A:** At least TNE is not as complex as Brexit! We do not know but there will quite possibly be a longer transition time. You need to plan for the eventuality, and when it is going to end. There is an implication for UK universities and we probably have two to three years to prepare.

**Q:** What kind of characteristics or capacity should a university have in order to participate in TNE? (resources, interests, criteria)

**A:** There needs to be a lead from the top, a requirement to see its strengths, chain of command/communication, good relationships and communication with quality assurance, implement it and then sustain it. It's quite a complex process.

# ANNEXES

## 1. PROGRAMME

Event date and time: THURSDAY 18 OCTOBER 2018, 09.00 – 13.00 HRS

Event venue: PINNACLE 1–2, 4TH FLOOR, INTERCONTINENTAL HOTEL, BANGKOK

Time	Programme
08.45 – 09.00 hrs.	Registration
09.00 – 09.15 hrs.	Opening ceremony and group photo  Welcome remarks Andrew Glass OBE, Director, British Council  Opening remarks Dr Suphat Champatong, Secretary-General, Office of the Higher Education Commission
09.15 – 10.00 hrs.	<b>Keynote</b>  <b><i>Key challenges for Thailand and how international higher education partnerships could help tackle them</i></b> <ul style="list-style-type: none"><li>• Assoc Prof Dr Bundit Thipakorn, Vice President for Education Development, KMUTT</li></ul> <b><i>TNE Common framework — data analysis to inform policy and regulation development and enrolment planning</i></b> <ul style="list-style-type: none"><li>• Kevin Van Cauter, Senior Advisor (Higher Education Partnerships), British Council</li></ul>
10.00 – 10.40 hrs.	<b>Presentations</b>  <b><i>Strengthening and sustaining partnerships — a collaboration that sprung from a research partnership into a joint degree</i></b> <ul style="list-style-type: none"><li>• Prof. Steven W Edwards, Principal Fellow of the Higher Education Academy, University of Liverpool</li></ul> <b><i>Key success factors in international higher education collaboration — a case study of the TNE programme on Thai studies</i></b> <ul style="list-style-type: none"><li>• Dr Nitinant Wisaweesuan, Dean, Pridi Banomyong International College, Thammasat University</li></ul>
10.40 – 10.50 hrs.	Refreshments



## 2. SPEAKER PROFILES



**Assoc. Prof. Dr Bundit Thipakorn**  
**Vice President for Education Development**  
**King Mongkut's University of Technology Thonburi**

Prof. Bundit Thipakorn received a PhD in Electrical and Computer Engineering from the University of Missouri, Columbia, USA. He is an associate professor in signal and image processing at the Department of Computer Engineering, King Mongkut's University of Technology Thonburi (KMUTT), and currently Vice President for Educational Development at KMUTT. With over 20 years' experience in teaching engineering students, his passion in engineering has been transformed into several educational development initiatives, driving a continuous, collaborative and transformative effort at KMUTT and higher education in Thailand. Bundit's current focus is on student learning improvement towards twenty-first-century skills and competency development.

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**Kevin Van Cauter**  
**Senior Advisor (Higher Education Partnerships)**  
**British Council**

Kevin is the Principal Consultant for Higher Education at the British Council, where he leads their work in the areas of Transnational Education (TNE) and partnerships around the world.

For over a decade, Kevin has been regularly asked to produce articles on UK TNE and student mobility and given presentations at conferences on the subject all over the world. His recent research includes: the Impact of Transnational Education on Host countries (2014), Transnational Education Data Collection Systems: Awareness, Analysis and Action (2015), TNE: A Classification Framework and Data Collection Guidelines (2017), and The Challenges and Approaches to Internationalisation in CLMV (2018, forthcoming).

Specialist areas include:

- Transnational Education (TNE)
- Education partnerships
- Student mobility (inward and outward)
- Research on international higher education, with particular focus on TNE
- International distance and e-learning.

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**Prof. Steven W Edwards**  
**Principal Fellow of the Higher Education Academy**  
**University of Liverpool**

Steven Edwards obtained his BSc and PhD from the University of Wales, Cardiff and has spent periods of research in Brussels, Philadelphia, Cardiff and UMIST before moving to Liverpool. He has developed a number of international research and training partnerships (e.g. with Chulalongkorn University, Chiang Mai University and Khon Kaen University in Thailand: Bicol University, Central Luzon State University and University of the Philippines Los Banos). These partnerships include joint and dual award master and PhD programmes. Steven was formerly Head of the School of Biological Sciences, Head of the School of Life Sciences, and Head of the Institute of Learning and Teaching, Faculty of Health and Life Sciences. He was also involved in programme development and quality assurance at Xi'an Jiaotong-Liverpool University (XJTLU), Suzhou, being Chief Institutional Moderator for five years.

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**Dr Nitinant Wisawaisuan**  
**Dean, Pridi Banomyong International College**  
**Thammasat University**

Dr Nitinant Wisawaisuan is currently Dean at Pridi Banomyong International College, Thammasat University and a former Assistant to the Rector for International Public Relations at Thammasat University. She has been involved with the British Council TNE project in Thailand since 2015, working with the SOAS on the Thai Studies programme. She has extensive experience with overseas institutions. Nitinant conducted research on European Enlargement, Trade Integration, Non-Tariff Measures: A Case Study of US versus EU regions, Market Access for SMEs (ASEAN-Europe FTA), New Economic Order and Implications on Thailand, ASEAN Experiences on Central Asia Regional Economic Cooperation, Spatial Disparities, Income Inequality and Economic Development. She received a PhD in Land Economy from the University of Cambridge.

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**Dr Sarawut Jansuwan**  
**Director, Logistics Management Graduate School**  
**of Applied Statistics**  
**National Institute of Development Administration**  
**(NIDA)**

Dr Sarawut Jansuwan has been the Logistics Management Programme Director since 2015 and is currently Associate Dean for Administrative Affairs at the Graduate School of Applied Statistics (GSAS), NIDA. Sarawut received a PhD in Civil Engineering from Utah State University, USA, specialising in freight transportation systems. He has recently become a member of the National Legislature Sub-committee on long-term strategic logistics and transportation planning. He has also served as a consultant for several government agencies on logistics and transportation. His research expertise includes transportation and supply chain management, network analysis and logistics simulation.

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**Jon Pike**  
**Director of Internationalisation**  
**Westminster Business School,**  
**University of Westminster**

Jon is a Principal Lecturer at Westminster Business School, University of Westminster. He has been Course Director of the MA Marketing Communications programme, Director of Post Graduate Studies and, most recently, Director of Internationalisation. Throughout these roles, he has been heavily involved in developing TNE opportunities in South and Southeast Asia and is familiar with the inherent challenges involved in such activities.

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**Assoc. Prof. Dr -Ing. Thira Jearsiripongkul**  
**Dean, Faculty of Engineering,**  
**Thammasat University**

Assoc. Prof. Dr -Ing. Thira Jearsiripongkul is Dean at the Faculty of Engineering, Thammasat University with extensive teaching experience as a lecturer in the field of engineering. He received a PhD in Applied Mechanics (Dynamics) from Technische Universität Darmstadt, Germany. His doctoral thesis topic was “Squeal in floating caliper disk brake: a mathematical model”. He has also been involved with the development of several research studies and publications as a reviewer, instructor, international programme committee member and technical consultant.





**Diana Chee**  
**Chief Marketing Officer**  
**University of Nottingham Malaysia**

With 16 years of experience leading a diverse, dynamic team and managing large budgets to deliver recruitment and collaborative university strategies, Diana began her career in 2002, focusing on partnerships, business development and international marketing. She later joined the University of Nottingham Malaysia in 2006 as Head of International Marketing, handling student recruitment from more than 80 countries. Diana was later promoted to the Head of Corporate Marketing, managing public relations, communications, branding, traditional and digital marketing before being appointed as Chief Marketing Officer in April 2018.

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**Dr Kanin Salao**

**Lecturer, Microbiology, Faculty of Medicine  
Khon Kaen University**

Kanin has been secretary of the Medical Microbiology programme since 2016 at the Faculty of Medicine, Khon Kaen University. His research has focused on cellular immunology to better understand the roles of innate immune cells in the pathogenesis of opisthorchiasis and development of cholangiocarcinoma. By using a flow cytometer, he measured various innate immune cell functions both with whole blood and isolated purified innate immune cells, including monocytes, neutrophils, eosinophils and monocyte-derived macrophages. Kanin’s current research focuses on the identification of “high responders” and the response of innate immune cells to infection, generating higher levels of pro-inflammatory mediators and hence a higher risk of developing opisthorchiasis and cholangiocarcinoma.

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