

TRANSNATIONAL EDUCATION A GUIDE FOR CREATING UK-THAILAND TNE PARTNERSHIP

In partnership with



THE HIGHER EDUCATION POLICY IN THAILAND

Thai higher education policy puts prime focus on enabling universities to strengthen their higher education capacity. One route to attaining this is by providing access to knowledge and innovative practices through international collaboration. To achieve this goal, Thai universities collectively offer 141 collaborative degree programmes:

No.	DEGREE CONFERRED	LEVEL			TOTAL
		BACHELOR' S	MASTER' S	PH.D.	
1	Joint degree	3	2	1	6
2	Dual degree	30	20	18	68
3	Degree awarded by Thai HEI	37	22	8	67
	Total	70	44	27	141

Information collected by the Office of Higher Education Commission

What is Transnational Education?

The general principal of transnational education (TNE) is to provide access for students to study towards a foreign qualification without leaving their home country, meaning that programmes of education and providers can cross national and regional borders. In practice, there are many different delivery mechanisms for TNE programmes such as validation, articulation, franchising, independent provision via international branch campus (IBCs) or collaborative provision via joint or double degrees. Some arrangements can involve multiple or overlapping modes of delivery.¹

¹ TNE definition can be found from https://www.daad.de/medien/hochschulen/projekte/studienangebote/2014_e003_tne_study_final_web.pdf

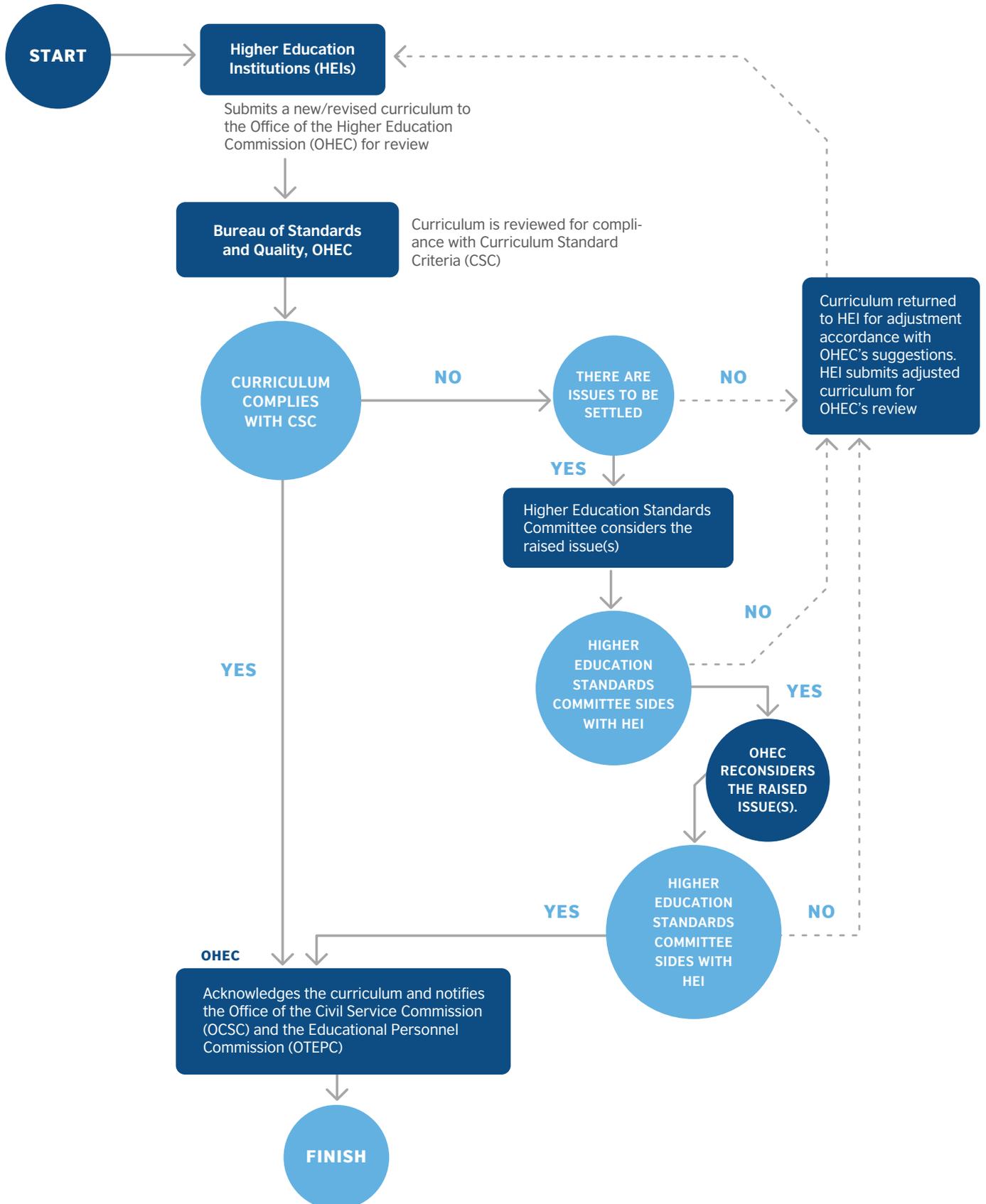
The following are TNE models which currently operate in Thailand. Any prospective TNE programmes intending to operate in Thailand need to guarantee that a Thai degree will be awarded at the end of the course.

TYPE OF TRANSNATIONAL EDUCATION PROGRAMME	DEFINITION
1. ARTICULATION	The UK higher education institution(HEI) recognises a programme of study in a partner institution as being equivalent to a stage of one of its own programmes. Once completed, students then join the UK HEI's programme at previously identified point. Students could complete a programme of study in another country (e.g. a diploma) enabling them to join a programme in the UK (e.g. year 2 of an undergraduate degree).
2. JOINT-AWARD	The award is given jointly by two (or more) HEIs. The model is generally implemented by peer institutions whereby each institution contributes a portion of the programme delivery and arrangements are jointly agreed between institutions.
3. DUAL/DOUBLE AWARDS	An award is given by the UK HEI and one or more partners.
4. DISTANCE LEARNING	Students study a UK programme remotely, either by paper or by online resources and access to virtual learning environments (VLEs).
5. BLENDED DELIVERY	This is becoming increasingly more common. It generally involves a mix of flying faculty from the UK HEI, tutorial support from a local partner and the use of e-learning, usually via the UK HEI's VLE.

Establishment of an international branch campus is permitted in Thailand, in accordance with the Foreign Business Act of 1999 and Private Higher Education Institution Act of 2003 (revised 2007).

For more information, please visit www.inter.mua.go.th , go to “Download” and select “Knowledge Sharing”.

Process of Approval for a TNE Programme in Thailand:



HOW TO GET TRANSNATIONAL EDUCATION PROGRAMME APPROVED IN THE UK?

UK universities are independent, autonomous bodies with degree awarding powers. As degree awarding bodies, they have responsibilities relating to the delivery of TNE programmes.

The UK quality assurance agency (QAA) sets out these responsibilities in the UK Quality Code for Higher Education Chapter B10²

The fundamental principle underpinning all arrangements for delivering learning opportunities with others is that the UK degree-awarding body has ultimate responsibility for academic standards and the quality of learning opportunities, regardless of where these opportunities are delivered and who provides them.

The principal responsibility of the degree-awarding body is for the academic standards of any awards granted in its name (whether these are in the form of academic credit or qualifications), as well as for the accuracy of any formal transcript or record of achievement confirming these standards are set and maintained for higher education qualifications in the UK and sets out what is expected of degree-awarding bodies in setting, delivering and maintaining the academic standards of the

QAA reviews

QAA reviews the partnership arrangements that UK higher education institutions have made with organisations in other countries to deliver UK programmes. QAA also review programmes delivered on the overseas campuses of UK institutions.

It is important to note that it is not QAA's role to review or accredit partner institutions outside the UK.

How is Review of Transnational Education carried out?

Review of Transnational Education is carried out according to the same principles and processes as our review methods for higher education institutions:

- it is a peer review, evidence-based process.
- the UK higher education institution provides a briefing document describing its overseas provision.
- overseas review usually involves a one-day visit of a review team to the UK institution to meet staff and students, and a similar visit to the partner institution overseas.

QAA conducts reviews on a country by country basis. As well as reviewing the partnership arrangements of institutions, QAA will also gather information about the activities of UK institutions in a particular country. Reports are produced about individual institutions' arrangements, and often an overview of UK higher education in a particular part of the world.

²<http://www.qaa.ac.uk/publications/information-and-guidance/uk-quality-code-for-higher-education-chapter-b10-managing-higher-education-provision-with-others1#.VuHyu1VFBLM>

WHY TRANSNATIONAL EDUCATION MATTERS:

Providing Institutions

- TNE diversifies education programme delivery and reaches new students.
- Brand/Reputation development for the quality of education provision.

Host countries

- Academic impacts: significant knowledge transfer via quality assurance processes, teaching and assessment methods and programme management.
- Skills impacts: skills gaps in labour markets are addressed, especially at Master's level, where evidence shows employers engaging favourably with TNE graduates.
- Socio-cultural impacts: underscores the importance of English language and intercultural competence.

Students

- Experience of a globally recognised award and international experience.
- Acquisition of employability skills and qualities for enhanced career prospects and a more promising future.
- Opportunities to develop analytical skills and intercultural competency.
- Affordable access to high quality education programmes at home.

UK TNE Facts and Figure:

363,500
TNE STUDENTS
WERE ACTIVELY
STUDYING
AT UK
HE INSTITUTIONS
DURING
THE 2013-2014
ACADEMIC YEAR.

160,000 + MORE
STUDENTS WERE
DOING TNE IN
2013-2014
COMPARED TO
2007-2008.

64%
OF STUDENTS
WERE FROM
THE ASIAN
CONTINENT

75%
OF THE INCREASE
IN STUDENTS CAN
BE ATTRIBUTED TO
PARTNERSHIP
ARRANGEMENTS
BETWEEN
UK AND FOREIGN
INSTITUTIONS.

UK degrees in Thailand

Thai and UK higher education institutions co-deliver 10 collaborative degree programmes, one joint degree and nine dual degrees, in seven Thai universities.

There are five programmes conducted at Bachelor's degree, two programmes at Master's degree and three programmes at Ph.D. level.

Partner UK universities includes:

- University of Liverpool
- University of Warwick
- University of Brighton
- Liverpool John Moores University
- University College London
- University of Sussex
- University of Glasgow
- Birmingham City University
- University of Nottingham

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