TNE IN THE UK CONTEXT: The Campus Model

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Knowledge is global . . .
(. . . and always was!)

- General anaesthetic was first used in surgery in Japan in 1804

- Many significant developments in mathematics and astronomy originate in China

- Great progress in medical science relating to stomach cancer has been made recently in Singapore

- Meanwhile, the US and UK dominate the output of scientific papers in the world's top journals

International centres of learning

- The University of Bologna, created in the 12th century, attracted students from all over Europe to study law

- Similarly, the University of Montpellier, founded only slightly later, was an international centre for the study of medicine
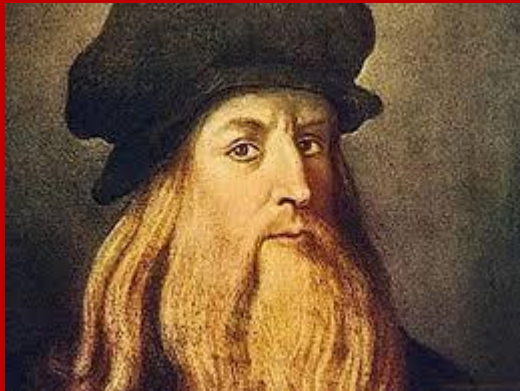

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- In the East, notably in India and China, centres of learning which drew students from far and wide date back to a time almost 1,000 years before the European model of the 'University' developed.

Scholars: 'world citizens'

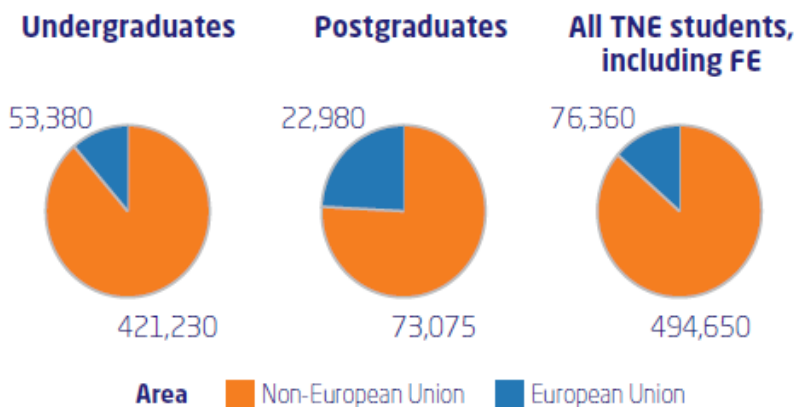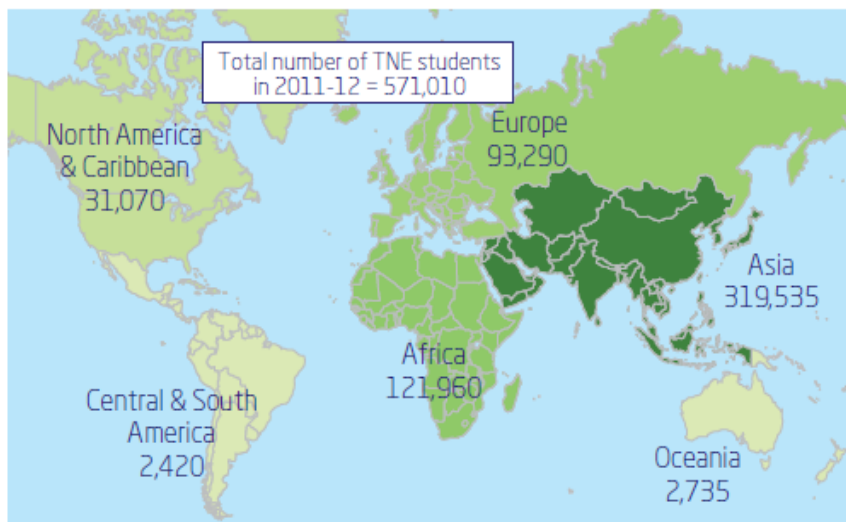**Leonardo da Vinci**

Erasmus

So: what has changed?

- Communications
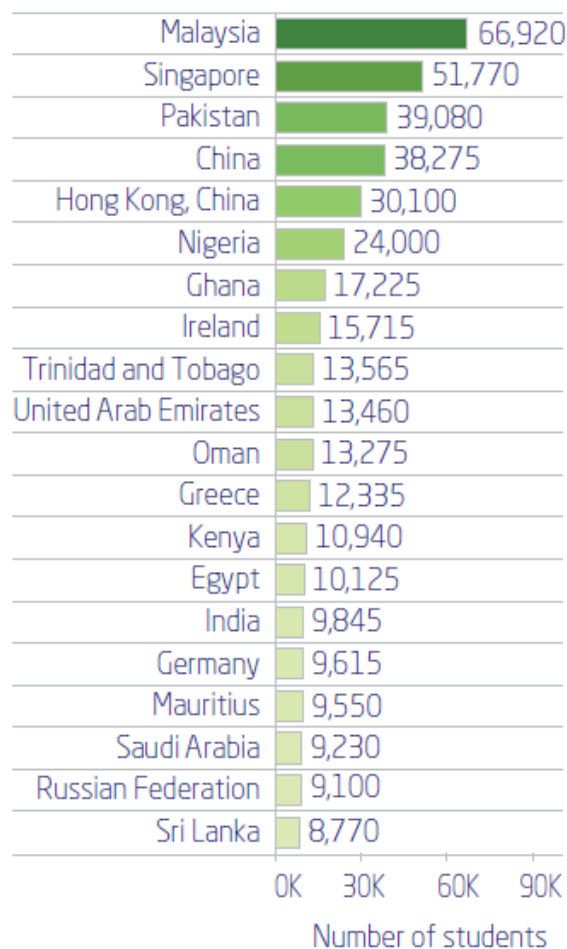
- Disposable incomes

- Possibility of 'instant' travel

- ***Globalisation***

TNE – A Refresher

- HE Global definition:

- "... education delivered in a country other than the country in which the awarding institution is based."

- The British Council definition:

- "...the general principle ... that students can study towards a foreign qualification without leaving their home country."

Total number of TNE students in 2011-12 = 571,010

North America & Caribbean 31,070

Europe 93,290

Central & South America 2,420

Africa 121,960

Asia 319,535

Oceania 2,735

Undergraduates

53,380

421,230

Postgraduates

22,980

73,075

All TNE students, including FE

76,360

494,650

Area — Non-European Union — European Union

Top 20 countries of activity

Country	Number of students
Malaysia	66,920
Singapore	51,770
Pakistan	39,080
China	38,275
Hong Kong, China	30,100
Nigeria	24,000
Ghana	17,225
Ireland	15,715
Trinidad and Tobago	13,565
United Arab Emirates	13,460
Oman	13,275
Greece	12,335
Kenya	10,940
Egypt	10,125
India	9,845
Germany	9,615
Mauritius	9,550
Saudi Arabia	9,230
Russian Federation	9,100
Sri Lanka	8,770

Number of students

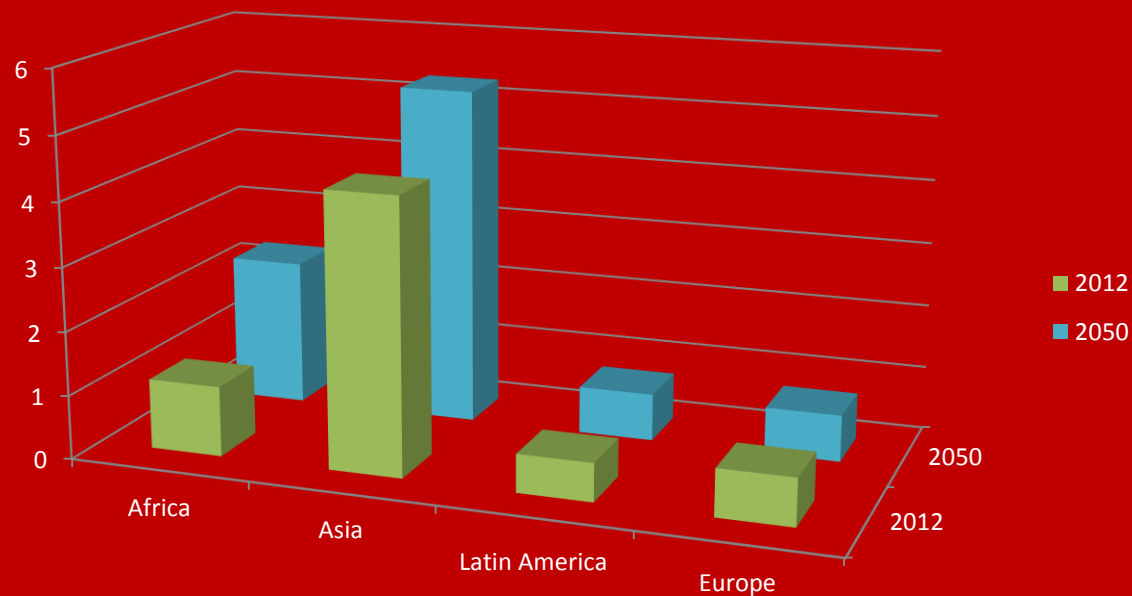Source: HESA (2013) Aggregate Offshore Record

UK HE International Unit – Facts & Figures 2013
In 2014 China overtook Singapore – otherwise little change

The Growth Of Higher Education "Hubs"

- Geographic centres to which students are drawn from different countries – so not just catering for students from the host country

- Some are global – USA, UK, Australia

- Some are or aspire to be regional – UAE, Singapore, Malaysia

Key economic driver

Major changes in global demographics

Legend:
- 2012
- 2050

Chart categories: Africa, Asia, Latin America, Europe (measured along 2012 and 2050 axes, y-axis 0 to 6)

Source: World population sheet 2012 – Carl Haub [measured in billions]

The branch campus model

There are something like 230 branch campuses world-wide*

*   Cross-Border Education Research Team. C-BERT Branch Campus Listing (Update 27 January, 2016). [Data originally collected by Kevin Kinser and Jason E. Lane]. Available: http://globalhighered.org/branchcampuses.php Albany, NY

Foreign invaders

- There are now 5 UK universities operating in Malaysia

- There are also 2 Australian universities

- Foreign 'invaders' are also present in their own right or in partnership, particularly in the Middle East, and in China, Singapore, and throughout Asia

Supply-side Tensions

- Universities see potential for growth by participating in an enlarged market

- Governments count foreign student income among invisible exports

- Universities and governments seek to solve funding problems by charging fees to foreign students and from the scale effects of having bigger institutions

But . . .

- The issue of "foreign students" can become tangled up with broader concerns about immigration, especially during periods of economic difficulty

- Governments see research / knowledge-creation as a public good; so that there are concerns about losing competitive advantage by educating our would-be competitors

So . . .

From the perspective of a university, unlimited growth of international student education in one's own country may become problematic if not impossible.

Demand-side tensions

- I may be able to get better quality education by shopping around and going abroad

- Overseas experience will look good on my CV

BUT

- Will my qualification be recognized / understood at home?

- Will I be able to cope with the language / cultural adjustments and study all at once?

So, equally . . .

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

Why branch campus TNE?
(looked at from both sides)

- Financial reasons

- Academic development

- Brand

How not to . . .

- Don't assume anything about how higher education works in the host country: your assumptions will almost certainly be wrong

- Don't just turn up, put up your sign, and expect students to flock through the doors

- Don't look for short term gains or immediate proof of sustainability

Models for branch campus activity

- Partner with a local university or college

- Partner with a local company, which may not be directly involved in education

- Wholly owned by the 'mothership'

Types of Branch Campus Activity Vary

- Single discipline/faculty

- Teaching only

- Full-function university

The consequences of this decision will be far-reaching: we have taken the view that economis of scale, risk management and academic staff quality inevitably lead to the 3rd option.

- **The University of Reading Malaysia opened its doors in 2013 and in 2015 moved to a purpose-built campus at EduCity Iskandar in Johor, Malaysia**

- **It is a wholly-owned subsidiary of the University of Reading in the UK, and its ambition is to be a full-function University**
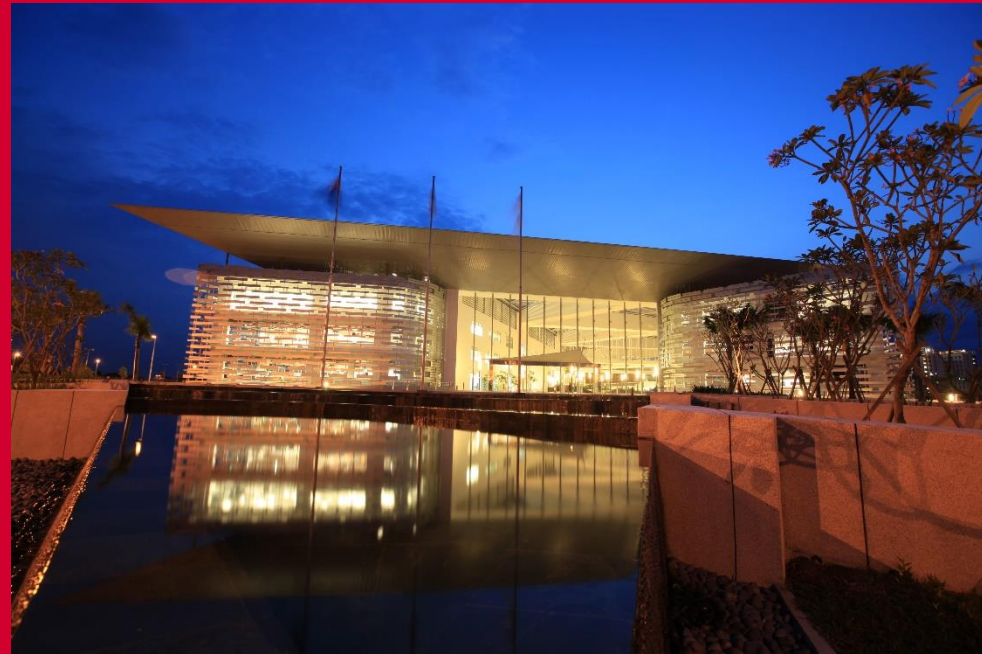
Some Key Dependencies

◆ Financial:
it will usually be the case that the parent body (whatever that might be, whether wholly-owned by the parent institution or by a JV with a local partner) has to subsidize losses made in the early years of the branch campus

◆ Intellectual property:
if the branch campus offers degree programmes which were developed at and are deleivered at the parent body then continuing support over course-content and almost certainly quality-assurance will be required

◆ Staff (and therefore HR):
there will be a desire and possibly a requirement to have a number of seconded staff from the mothership; they may need to be replaced and will need to be supported appropriately

◆ The Brand:
we have to be honest with ourselves – it is why we were invited (they like our parent's genes!)

Reasons for Control

- Strategy:
branch campuses don't 'just happen' – the mothership almost certainly thought it was a good, strategic thing to do. If so, it ought to want to make sure that the good strategic reasons for establishing somewhere else are not lost from view

- Financial:
as previously described; and/or, if the strategy related to an income-generating motive with surpluses being repatriated there will be a desire to make sure that happens

- Teaching quality
if the mothership owns the programmes being delivered then it will be (and ought to want to be) responsible for maintaining quality

- Reputation

The 'Need' for Independence

- The local regulatory framework
  Some things have to be done the host country's way . . .

- The local HE market
  Recruitment and marketing activities are sensitive to local and regional conditions, and what works 'back home' may not work in a host country – or worse, may be inappropriate

- The local research agenda
  Research grant criteria and research accountability/measurement may well be different
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- Meeting staff career expectations

- Size and agility

Areas for Retained Control

- The Brand

- Governance

- Quality Assurance

- Leadership and Management

Some positive suggestions

- Open your doors (and your mind) to the world [This applies to States as well as HEIs]

- Decide why you are doing it, and keep to it

- Identify sensible target markets

- **Partner well** (and work with local regulators)

- Exploit western recognition of the **Asian Century** phenomenon

Lessons Learned

- Not everyone at the mothership will be interested in the branch campus and its activities

- Creating a sense at the branch campus of being part of something bigger requires thought and effort

- The mothership will find some of the constraints of having a branch campus frustrating

- A visit by VERY senior people to the branch campus is a good thing (no, really, it is . . . !)

- The ambiguity of 'We' . . .

Conclusions

- It's not for everyone

- It requires a major culture change

- It's as much in the mind as on the ground

- It requires a re-think of national roots, loyalties and priorities