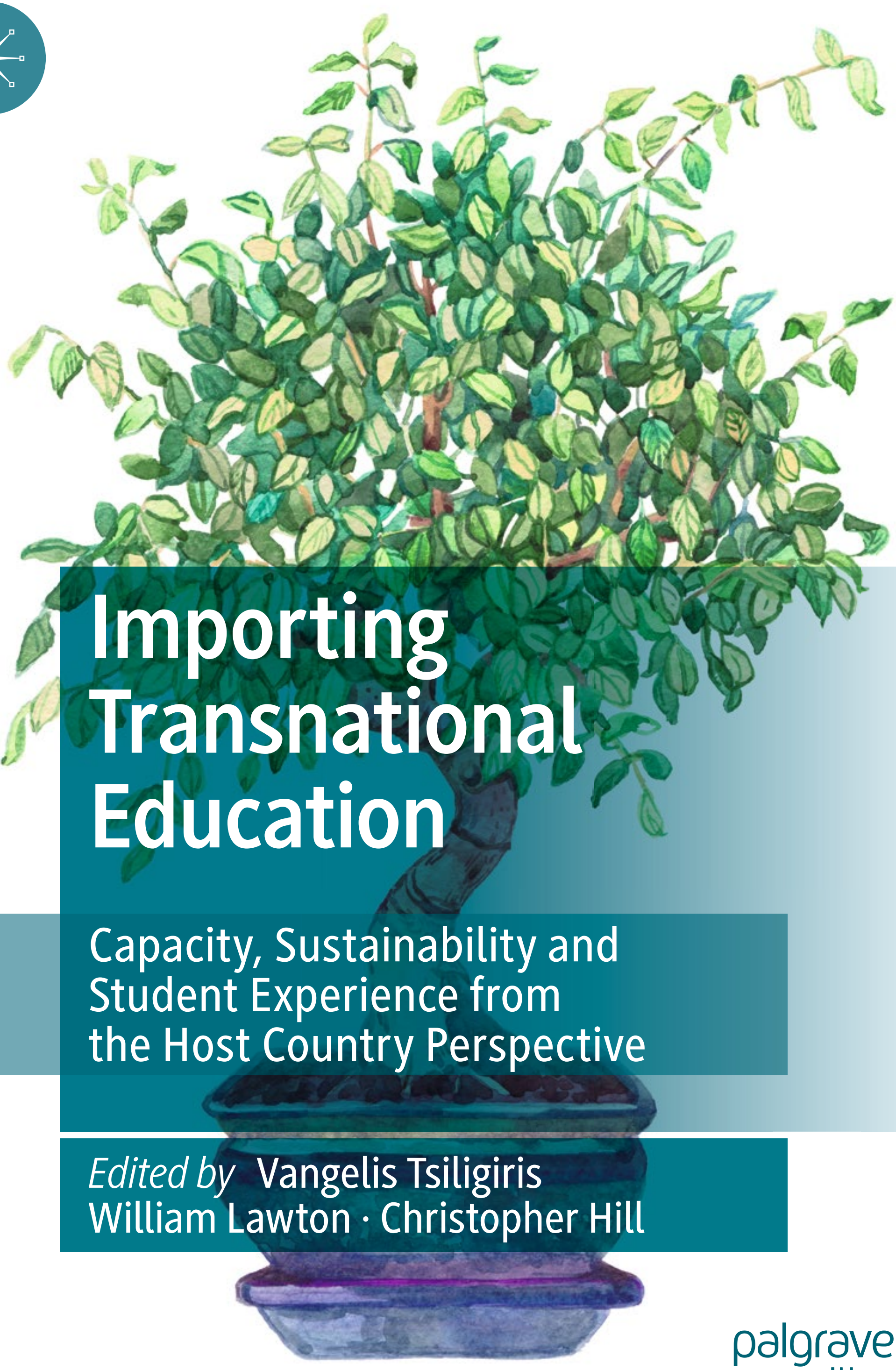

Importing Transnational Education

Capacity, Sustainability and Student Experience from the Host Country Perspective

Edited by Vangelis Tsiligiris
William Lawton · Christopher Hill

palgrave macmillan

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Foreword

In many cities around the globe you will encounter billboards announcing the presence of international universities and colleges dotted incongruously among the city's education precincts, shopping centers, suburbs and industrial parks. These cameo appearances by far-flung academic brands can be puzzling at first sight. How did the University of Upper Iowa come to be running programs here in Hong Kong? What is a Carnegie Mellon University campus doing here in the center of Adelaide? Why would Limkokwing University of Creative Technology want to be delivering programs here in Phnom Penh?

Exact numbers are hard to come by, but it is safe to say that there is something like a million students around the world enrolled on campuses and in programs of foreign universities. In recent years we have seen the emergence of an extensive body of literature on transnational education from the point of view of exporting countries and institutions, including the excellent preceding book by the same editors, *Exporting Transnational Education: Institutional Practice, Policy and National Goals* (Palgrave Macmillan, 2018). Scholars in Western universities with overseas operations have dominated the field, and most of the institutional research, typically led by quality assurance and export promotion agencies, has mostly emanated from, and reflected the interests of, exporting states.

This collection breaks with the mold by seeking to consider the experience of transnational education from the point of view of the host society, and in particular students and teachers. Educational researchers in most host countries have, until recently, appeared little exposed to, and little interested in, transnational provision. Leading researchers working in elite universities and research institutes have tended to see transnational education as low status and low quality alternatives, sometimes referred to as 'second chance' or 'demand absorbing' programs, catering to middle-class students who were not able to enter leading local universities. Meanwhile those in host countries with a more intimate experience of working with foreign programs are rarely engaged in educational research and publication, but instead tend to be program managers, teaching-focused academics and administrators. The editors are to be congratulated for bringing together an excellent group of scholars that are able to draw their extensive experience in transnational education to reflect on varied aspects of the impact of transnational programs and campuses on host societies.

It is crucially important to better understand how foreign higher education engages with host societies, for in the absence of robust research negative preconceptions and old biases tend to continue on unchallenged. These accounts often run as follows. Foreign providers take advantage of the desperation of students who can't access local institutions and can't afford to study abroad. They are simply low-quality demand absorbers who prey on the middle classes of middle-income countries, who seek international qualifications that will give them an edge in private sector employment.

As a result, despite transnational education's enormous potential, governments continue to impose serious regulatory obstacles including restrictions on foreign investment in education, workforce and migration restrictions and profit-repatriation controls, as well as compulsory curriculum and teaching material restrictions.

At a systemic level, there is much to learn about the contribution TNE makes to boosting the supply of higher education, and the characteristics of provision in each place. This is important, since national education statistics often overlook foreign programs and branch campuses. Some of the chapters in this collection make important contributions to such questions. What impact does TNE have on access to international qualifications, and what types of young people are enticed to these programs and why? What are the career outcomes of TNE graduates and what contribution do they make the national competitiveness, and the productivity of the enterprises that employ them?

At the institutional level, more research is needed on how transnational teaching partnerships can foster innovation and build productive working relationships between teachers and researchers. This is important because, transnational partnerships are seen by many governments and institutional leaders as a way of exposing local universities and colleges to new ideas from abroad, in the hope that working together closely will lead to the adoption of administrative and teaching practices from overseas universities that have been selected because they are considered to more advanced. This is a nice idea, but the research on what happens in practice is scant, and many of the chapters in collection do make a valuable contribution to deepening our understanding of whether such capacity-building potentials are realized.

The travel restrictions arising from the COVID-19 pandemic have severely disrupted many of the five million or so students who are undertaking higher education programs abroad. As universities switched to remote learning and encouraged students stuck at home to commence their degrees online, a wide range of longstanding regulatory impediments to cross-border program delivery have become quickly apparent, such as firewalls, cumbersome approvals processes and non-recognition of online degrees. The expansion of transnational education is an obvious solution to the current crisis, and we live in hope that detailed research on host society experiences, such as the studies in this volume, will help a wide range of stakeholders to better understand its potential.

Melbourne, VIC, Australia　　　Christopher Ziguras

Contents

Notes on Contributors

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Christopher Hill has worked in transnational education since 2008, establishing graduate schools in both Malaysia and Dubai. His research interests include TNE and its impact on national systems; the role of online learning; and the development of international education and the student experience in the global arena. Christopher is a Fellow of the Higher Education Academy, a Specialist for the Hong Kong Council for Accreditation of Academic and Vocational Qualifications, an Adjunct Researcher for the Higher Evaluation and Accreditation Council of Taiwan and Senior External Examiner for the University of Westminster in Tashkent. He hosts the Think Education podcast that provides a platform for reflection and discussion on research practice and teaching and learning within higher education.

Juliet Hinrichsen has extensive experience of educational development, gained in several UK universities. In her current role as Head of Academic Professional Development at Sheffield Hallam University, UK, she leads on professional recognition and continuing professional development. Juliet is a Fellow of the Staff and Educational Developer's Association (SEDA) and a Principal Fellow of the Higher Education Academy (HEA).

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Vicky Makellaraki is International Academic Coordinator in Queen Margaret University, Edinburgh. She has an insight into the demands of TNE provision with more than 10 years of hands-on experience in the delivery, effective operational management and development of international partnerships in both home and host countries in the UK and Greece. Her research is aimed at quality enhancement and the equitability of the TNE student experience.

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Fotis Papageorgiou was awarded a PhD in Philosophy in 2011 and has held senior management positions in HE institutions ever since, specializing in UK TNE. He has been the Director of Metropolitan College's Piraeus Campus and a member of the College's Executive Committee since 2015. Fotis has significantly contributed in expanding MC's portfolio of partnerships at both institutional and faculty levels and was recently appointed as MC's Director of Teaching, Learning and Student Experience.

Michael Peak leads the international education research at the British Council. He has experience of researching international higher education since 2005, and has been integral to British Council research projects including investigating the motivations of prospective international students and forecasting international student mobility. He established the British Council's 'Shape of global higher education' study which measures and benchmarks the internationalisation activities of over 50 national systems.

Anh Pham is an associate research fellow and teacher of youth work at the College of Design and Social Context at RMIT University, Melbourne. She has researched international higher education since 2010 and worked in the community sector since 2011. Pham has researched and been involved in advisory work on transnational education, with a focus on internationalisation strategies, cultural exchanges, community youth engagement, and graduate employability.

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Marty Wright is the Academic Head of the Institute for University to Business Education at Glasgow Caledonian University. Entering her 28th year of education development and delivery she has extensive national and international experience in work-based enhancements which include service redesign, the upskilling and reskilling of the workforce and very importantly rewarding employees with qualifications commensurate with their roles and responsibilities. Investment in Human Capital through education only brings benefits to organizations and we have a growing evidence base to authenticate that claim.

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Introduction

William Lawton, Vangelis Tsiligiris,
and Christopher Hill

The Time Has Come: Capturing the Local Impacts of TNE Activities

Over the past 30 years transnational education has grown dramatically, both in scale and geographical reach. In 2018–19 there were 850,000 TNE students studying on UK and Australian university programmes delivered overseas (HESA 2020; DESE 2020). TNE activity has now

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spread around the world, including more recently to North Africa, Sub-Saharan Africa and South America (Ramos and Wake 2019).

Universities in exporting countries have differentiated their TNE activities to reflect their risk appetite, availability of resources, and more widely, their internationalisation strategies. As result, in the post-2010 period we witnessed the development of TNE activities beyond the popular models of franchising, validation and offshore presence. There are several examples of dual and joint-degree arrangements, hybrid delivery, and other fractional offshore delivery models, mainly aimed at prioritising the soft benefits of transnational collaboration.

Parallel to the differentiation in TNE types, there is a growing awareness around sustainability which is mainly expressed through the promotion and adoption of the United Nations Sustainable Development Goals (SDGs). Several universities have incorporated into their strategic plans the commitment to meet certain SGDs - primarily those related to the environment and climate change. However, in the past few years there has been a growing public discussion about the need to consider the impact of universities in the realisation of a wider set of SGDs, and particularly those related to access to education (SDG 4), promoting decent work and economic growth (SDG 8), and reducing inequalities (SDG 10).

TNE is seen by many (Choudaha 2019) as the vehicle that allows universities in developed economies to contribute towards these goals and hence facilitate their role as global social enterprises. Others (Rizvi 2019), however, argue that the shift in the agenda towards the soft aspects of internationalisation is a way for economically advanced countries to mask the need to retain access and control in offshore markets. The impact of TNE in host countries is therefore a contested topic which can polarise the academic and research community.

There is clear shortage of studies on the impacts of TNE in host countries. Indicative of this gap is that, according to the Web of Science search, between 1970 and 2020 there were only six academic papers published that contained the keywords 'Transnational Education and Impact' in their title (Web of Science 2020). To close this gap, we present this book as the first comprehensive collection of works around the impacts of TNE in host countries. Moreover, the aim of this book is to capture the different forms of impact beyond the quantitative measures of student mobility and income generation. The chapters in this volume attempt rather to reveal the wider impacts that TNE has on local institutions, students, and communities.

The first part of the book explores the impact of TNE in host country capacity building and sustainability. The latter relates to both the sustainability of TNE partnerships and the link of TNE impact to the SDGs.

In Chap. 2, Morris Williams, from the University of West England, proposes a conceptual framework for improving and understanding quality assurance, staff development priorities, and capacity building in TNE. The chapter introduces and discusses the concept of 'relational capital' as a key factor for understanding and tackling the challenges in TNE provision from a host country perspective. The study draws on evidence from Sri Lanka but the discussion of findings explores the wider ramifications and the applicability of the conceptual framework in different TNE models.

Drawing on the experience of a UK-Botswana partnership, a group of authors from the UK in Chap. 3 outline an approach to the demonstration of equivalence through professional recognition. This approach is predicated on an assumption of equality in the professional capability of partner staff. Some of the benefits of this approach to the TNE partner are outlined and the impact on the home institution in the development of its intercultural practice is illustrated.

In Chap. 4, Ahmed Baghdady from the Qatar Foundation reflects on the historical development of international branch campuses (IBCs) in Qatar. The chapter explores the direct and indirect impact of IBCs in the capacity building of Qatar's higher education sector. Also, the author considers how the presence of foreign universities has influenced the reforms in the Qatari government scholarship system and the research capacity of Qatar.

In Chap. 5, Fotis Papageorgiou, Vicky Makellaraki, and Vangelis Tsiligiris present primary evidence from Greece to evaluate the impact of TNE with particular reference to UN SDG 4. The findings suggest that TNE has had a positive impact in enabling access to good quality higher education in Greece in three respects: (1) affordability; (2) access to courses not available in the domestic HE system; and (3) the use of the host country language in delivery and assessment. This case study suggests that TNE promotes access to good quality higher education and creates a number of benefits for direct participants and wider stakeholder groups with direct reference to SDG 4.

In Chap. 6, Anh Pham, from RMIT University in Melbourne, reflects on the developments in the domestic higher education sector and the TNE activity in Vietnam. The chapter explores how growing outbound student mobility has shaped the demand and competition in the TNE market. Also, the chapter investigates the impact that TNE, as imported capacity, has made on participation in international higher education and discusses the possibility for TNE to offer the skills experiences for national workforce development and the future of Vietnam.

In Chap. 7, Janet Ilieva, Lotus Postrado, and Micheal Peak explore TNE impacts in the Philippines with particular focus on capacity building in domestic higher education institutions. The chapter outlines the models of TNE that best support governmental and higher education ambitions in the Philippines. Drawing on a literature review, secondary data analysis, an assessment of policy documents, and primary data collection from HEIs, the chapter concludes that while the push towards TNE in the country was initially government-led, a growing number of HEIs see TNE as means to develop institutional capacity.

The aim of Chap. 8 is to demonstrate how importing UK higher education into Nepal can improve prospects, not only for graduates but also for the local community. Wendi Bloisi and Vince Hargy reflect on evidence gathered through personal interviews with current TNE students and TNE graduates at three private colleges in Nepal. The analysis of the evidence reveals that current TNE students are able to demonstrate their hopes and aspirations for their futures. TNE graduates demonstrated that by having an international education they were better placed in the employment market and able to progress faster in their careers than if they had studied for a local degree. TNE graduates were also able to support families and communities to be more economically productive.

In Chap. 9, Elisabeth Wilding and Daguo Li reflect on the case study of NUIST-Reading Academy, a joint education institute in China, to explore how it contributes to staff development capacity building and innovative practice in this TNE context. The concept of knowledge management is used at individual and organisational levels to frame the discussion of the process of knowledge sharing and creation. The analysis of the qualitative primary data indicates a positive impact of staff development programmes offered by the UK institution on the engagement of local staff in knowledge creation through innovative pedagogical practices. Design and organisational challenges that impede the process are also identified and the chapter concludes with recommendations for future developments.

In Chap. 10, a team of authors from Westminster International University in Tashkent, Uzbekistan (WIUT), discuss the gap in the knowledge on the impacts of TNE in host country research activity. The authors suggest that TNE is focused on teaching infrastructure and activity, while there is no framework to validate research. The case of WIUT suggests that TNE host institutions can reverse the maxim, 'teaching pays, research costs'. The chapter highlights the key prerequisites for TNE host institutions to achieve the right balance between teaching and research activities.

In Chap. 11, Nitesh Sughnani from the Knowledge & Human Development Authority in Dubai first places that jurisdiction's trajectory as a major TNE host in historical context. The impacts over time of the branch campus model in the Dubai free zones is discussed. The government's motivators for TNE included both economic diversification and serving the educational needs of a large expatriate population. The chapter covers beneficial impacts on access to higher education, skills development, the internationalisation of the domestic HE sector, and economic growth.

The second part of the book focuses on the impact of TNE on student experience in host countries. This is an issue of growing importance, both from an exporting institution (UUKi 2019) and policy maker/regulator (QAA 2019) perspectives. This part includes four chapters (11–14) that include evidence from South Africa, Hong Kong, Malaysia, Germany and India.

In Chap. 12, a team of authors from Glasgow Caledonian University (GCU) presents a distinctive example of TNE in South Africa. This is a work-based blended learning in Railway Operations Management (ROM) delivered in a partnership between GCU, the Institution of Railway Operators, Transnet Freight Rail (TFR) of South Africa, and the

University of Johannesburg. A longitudinal evaluation of the programme fuses partner, alumni and current student perspectives around the personal and organisational impacts of the ROM programme. These include increased confidence, increased respect within the organisation and a better understanding of the railway value chain. Graduates of ROM bring benefit to TFR through enhanced problem-solving abilities and a wide pool available for succession planning.

In Chap. 13, Anthony Manning from the University of Kent explores student views and examples of impact on the student experience, based on the perceptions of postgraduate students who have studied on a joint programme of the University of Kent and Hong Kong Baptist University. The chapter examines the opinions of students on their academic skills development and the extent to which their studies through this form of TNE has enhanced their employability prospects and intercultural awareness. The investigation also explores students' views of their sense of connection and affiliation with both institutions involved in the delivery of the degree. Recommendations are presented so as to be relevant to other TNE providers when considering mechanisms to enhance engagement with collaboratively delivered TNE.

In Chap. 14 Fabrizio Trifiro' from UK NARIC considers how quality assurance challenges are preventing globally interconnected communities to fully harness the progressive potential of innovative forms of education provision such as TNE. Drawing on the author's experience of quality assuring TNE and engaging internationally to facilitate the development of shared understanding and solutions to the quality assurance challenges associated with TNE, the chapter unpacks the rationale behind recurrent obstacles to the acceptance of and lack of recognition of different forms of TNE provision and qualifications. The discussion concludes that the main single factor behind these obstacles is a restrictive understanding of the student experience and its relation to learning outcomes. The key recommendation put forward is to de-link the modality of learning from the expected learning outcomes of a programme of study. This, as suggested by the author, could help unleashing the full potential of TNE provision to help host locations meeting the skills needs of their communities.

In Chap. 15, Sarah Williamson and Alexander Heinz from King's College London discuss three case studies of short courses overseas. First is a Berlin-based programme for a UK widening participation audience that discusses civic agency and how experiential learning can link back to students' own perspectives. Second is group of subsidised courses delivered in India that enable local students to experience international education. Third is an annual programme ('Dialogues on Disability') in which disabled students become drivers for policy change. The discussion argues that meaningful international partnerships are vital for success and considers impacts on students, flying faculty and institutions.

In the concluding chapter, we summarise the key findings of each of the chapters of the book in relation to the different types of impact in host countries. Our discussion emphasises the key elements of local impacts across the key domains of TNE. As part of our conclusions, we identify a range of areas on the local impacts of TNE where further research is vital in the future.

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Part I

Capacity Building and Sustainability

2

Capacity Building in Transnational Education: A Relational Capital Framework

Morris Williams

Introduction

TNE is one of many features of internationalisation in higher education. *Internationalisation* may be distinguished from *globalisation* as activities undertaken by governments, academic systems and institutions and even individual departments to deal with globalisation (Altbach and Knight 2007). A key distinction between the two concepts is that of control. While globalisation and its impacts are beyond the control of any one actor or set of actors, internationalisation can be seen as the specific policies, programmes and strategy for governments and institutions to respond to the demands being made of them by globalisation (Altbach et al. 2010). Individual HEIs therefore respond to globalisation through 'practical strategizing' (Marginson and Van der Wende 2007) by undertaking some of the many activities that fall under the umbrella term 'internationalisation'. These might be efforts to 'internationalise' the

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curricula, market and recruit internationally, establish research consortia and, for some, the development of TNE initiatives.

The report, *The Scale and Scope of Higher Education Transnational Education* by the British Council (HEGlobal 2016) provides a comprehensive account of the TNE that the UK delivers based on a survey of 54 HEIs. The report finds that there are only 15 countries in the world where the UK does not offer any TNE and that four in five UK HEIs that commented on their future plans intend to expand their TNE provision in the period to 2020. The report concludes that there is 'great diversity to delivery models, partnerships, strategic approaches and characteristics in UK outgoing higher education TNE' (HEGlobal 2016, p. 6).

The perspective of this chapter is that TNE, in which an institution in one country awards their degrees to students studying in another, is intrinsically an inter-organisational and inter-cultural phenomenon. As such, TNE has relationship and communication challenges with the potential for misunderstandings and contested meanings impacting on its key processes, such as the conduct of quality assurance. Many people involved in TNE provision at both sender and host institutions will have experienced these challenges and taken pragmatic steps to address them.

It is the intention of this chapter to present the conceptual framework and how it might be used to generate practical changes. Some examples of such steps are provided in the conclusion.

The focus is on the relationships between the parties in TNE (sender/host). The conceptual framework underpins the reasons for the importance of relationship management and communication.

Quality Assurance in TNE

The central tenet of quality assurance in TNE is that the sender institution requires the implementation of, and compliance to, a code of practice at a host institution where ideas, concepts and frameworks of quality assurance may be different.

The focus of the research which has led to the development of the framework is on quality assurance in TNE. It explored the understanding and perceptions of staff in three institutions engaged in TNE (one in the

UK and two in Sri Lanka). An argument is developed which places the concept of relational capital, built through socialisation, at the heart of effective quality assurance in TNE. Through the development of relational capital, shared meanings and values that are essential for achieving quality assurance in TNE can be developed and maintained.

Quality assurance in the UK has been described as the system 'designed to secure the quality of teaching and the standard of awards in higher education institutions' (HEFCE 2014).

Fiona Crozier, Head of International for the QAA, writing about the UK's capacity to export HE and the opportunity it offers UK universities, highlighted the critical importance of quality assurance regimes and the UK's participation in wider European and global quality authority alliances to the continued growth of UK TNE (Crozier 2015).

Quality assurance systems in TNE are a key element in the comparability and maintenance of standards and quality of the delivered programmes and for the identification and prevention of malpractice. They commonly require the host institution to adopt the practices of the sending/awarding institution which requires the compliance of the host institution and its staff implementing those practices. In the UK, the Quality Assurance Agency has taken a lead in stating that institutions engaged in managing HE provision with others must implement 'robust' procedures to ensure collaborative arrangements are effectively managed and overseen by the awarding body. These are designed to mitigate the risks of such provision and protect the interests of all students regardless of where they are studying or their mode of delivery (QAA 2013, B10).

The 2016 report on TNE by the British Council and UK HE Global highlights quality assurance as a key challenge for universities, regulators and policy-makers. Providing education across borders, it proposes, exposes UK universities to varying degrees of reputational risk. The report suggests that partnership arrangements may be undermined by the 'principal/agent' problem with the partner colleges (agents) having different objectives (e.g. profit maximisation rather than academic quality) from the awarding UK universities (principals) (HEGlobal 2016).

Martin (2016) considers that the growth of TNE has increased opportunities for corruption and fraudulent diplomas and credentials and sees quality assurance systems as protecting the processes of HE services as well as risks to academic integrity such as plagiarism and academic misconduct.

Quality assurance can be seen as a "configuration of control" within and between organisations that can be achieved in a number of ways (Jermier 1998). In discussing the purpose of quality assurance, Brown (2004, 2013) distinguishes between a purpose focused on accountability – in the sense of compliance with standards and rules – and a purpose focused on improvement secured through constructive and professional dialogue. The former approach is often seen as one in which quality is an emergent property of a well-developed and implemented process. In other words, compliance with the process leads to 'quality', or that quality is the outcome of a process carried out to plan.

The risk for TNE is that processes for conducting quality assurance in TNE may lead to 'perhaps more compliance than continual improvement' (British Council and DAAD 2014, p. 33), which the British Council and Deutsher Akademischer Austrach Dienst (DAAD) regard as a risk if understanding of, and commitment to, quality assurance is not shared and embraced. In such a situation, people may simply do what they are told to do and do it to a level necessary to "tick the box" but without necessarily understanding the values behind the process. It is of interest, then, for TNE projects to ask how the constructive and professional dialogue recommended by Brown can be conducted across many miles and cultures. According to the British Council and DAAD, 'quality assurance and accreditation are two of the most hotly debated topics in TNE' (2014, p. 33). This is due, in part, to the growing volume of TNE provision and in part to the reported concerns regarding the robustness of the quality assurance systems.

TNE, often implemented within post-colonial, cross-cultural environments, and within local HE systems which may be facing internal challenges, may be a sensitive issue. It may, in some contexts, be appropriate to import a well-developed and implemented process and see it complied with locally. In other contexts, or in tandem, the development of a shared "quality culture" with shared meanings might be developed to create a 'normative' system of control in which people are intrinsically motivated to carry out quality assurance processes and to commit to a process of reflection, enhancement and continuous improvement.

Methodology

Focus of the Research

The author of this chapter works in TNE at a UK university. The focus of this research is at an institutional level where the programmes are awarded and delivered and where institution staff carry out quality assurance through a defined process.

Using data collected via structured interviews at two institutions in Sri Lanka and at one in the UK, the study explored the understandings and perceptions held of the quality assurance process and its legitimacy by those staff enacting the process at both sender and host institution. The research design recognised, and took into account, the researcher's own role and position of power inside the collaboration and the research context.

The analysis was undertaken within a conceptual framework developed from inter-firm relationships, inter-cultural communication and inter-cultural competence literature and the key components are summarised below.

Relationships in TNE

All practitioners of TNE are engaged in cross-institutional relationships when initiating, developing, implementing and ending TNE partnerships. The individual contexts and practices will differ as each institution will take their own decisions with regard to their engagement with TNE, the models they develop, the practices they instigate and develop and the roles they create through which the relationship is conducted.

There is a substantial body of research, much of it deriving from the scale and early adoption of TNE by Australian institutions, that focuses on understanding the practice of TNE, usually through case studies, and recommending guidance on how that practice might be conducted (Heffernan and Poole 2004, 2005; Keay et al. 2014; Kosmützky and Putty 2016; Lim 2008; Martin and Stella 2007; Naidoo 2007; Smith 2010; Ziguras 2011).

Heffernan and Poole (2004) conducted research into 10 Australian case studies of TNE in Malaysia, Singapore and Hong Kong in response to quality issues in offshore programmes and deterioration in, or termination of, partnership processes. Their findings highlight the significance of key relationship factors: shared vision, communication, trust, commitment and culture. They identify low internal commitment within the Australian university, a failure to identify key roles and responsibilities of the partner and the departure of key personnel as critical factors in TNE relationship success. In a later study, Heffernan and Poole (2005) examined the critical success factors for effective international partnerships and identified effective communications structures as key. They argue such structures enable the development of shared meaning, trust, higher commitment between relationship partners, resolving of disputes and alignment of perceptions and expectations, all pertinent to the conduct of quality assurance. Reviewing the literature at the time, they argued that effective relationships were amongst the most critical and least studied elements of international education partnerships.

The research reported in this chapter puts the core concept of relational capital at the heart of understanding effective inter-organisational relationships.

Relational Capital

The extensive literature on inter-firm relationships and relationship development and management is one that has focused on the ways in which firms manage the supply process and, through those processes, have dealt with complexity and globalisation. It is pertinent to examine that literature for theories and concepts that can help understand TNE.

Cousins and Menguc (2006) point to the importance of socialisation between individuals as a mechanism to achieve integration in supply chain management. Socialisation is said to form bonds and ties as individuals share information and understand how each other works thereby helping to build a culture of mutual commitment. They identify socialisation mechanisms such as cross-functional teams, exchange of personnel across projects, visits, conferences and team-building exercises to foster communication and relationship building. Such socialisation is a mechanism to facilitate knowledge exchanges within and between firms and inter-organisational learning. They argue that communication should be established through both informal and formal links from ad hoc telephone conversations to regular meetings. They find a strong correlation between socialisation and operational communication leading to improved performance and contractual compliance through increased relational competencies.

The outcome of socialisation is said to be 'relational capital', argued as being distinctive from, although related to, the concept of social capital (Still et al. 2013).

In their formative study, Dyer and Singh (1998) argue that an important area of analysis for understanding competitive advantage is the relationship between firms. Relational capital is seen as comprising assets, knowledge, capabilities and governance processes created through a firm's relational resources with other firms that could not be generated by either firm on its own.

Still, Huhtamaki and Russell state that relational capital is value that is created and maintained by having, nurturing and managing good relationships (2013). They argue that relational capital is:

- a key contributor to the success of quality in inter-organisational relationships;
- central to the development of shared meanings, understandings and trust;
- created through processes of socialisation.

An example of the application of the concept of relational capital is given by Cricelli and Greco (2013) who conducted a study into relational capital and performances in inter-university research consortia. They consider relational capital as representing an organisation's relations and knowledge exchange with its stakeholders. They conclude that consortia with better relationships, as specified by indicators of 'closeness' and 'betweenness' in social network analysis, perform more successfully than those with lower levels.

Miocevic (2016) argues that the process of developing such long-term relationships is complex and requires time, effort and investment, especially when partners come from different cultures and business environments. The development of relational capital requires an investment, both economic and social.

The concept of “relational capital”, and its creation through socialisation activity, is proposed as a key factor in understanding TNE. Its creation through socialisation is, however, costly in the context of TNE. The development of relational capital is through the relational and intercultural competencies of those engaged in such work who are often located many thousands of miles apart.

Relational Competences and Competencies

Relational competence is described as an organisation’s ability to purposefully and actively build, maintain and develop collaborative relations and to contribute to their effective social functioning (Pauget and Wald 2013).

In their examination of the strategic supply chain, Cousins et al. (2008) distinguish between *competences* and *competencies*. Competences are organisational outputs or roles required to fulfil organisational goals. Competencies are the characteristics of the individual which result in effective performance in a role. Boyatzis (1982) develops the competencies required for a range of ‘competence clusters’ such as leadership, people management, a focus on others and specialised knowledge. For any such cluster, individual competencies can be grouped into four types (Cousins et al. 2008). Looking at these, we can see implications for the management of TNE provision:

Natural: underlying traits and personality dimensions, for example, sociability, engagement, empathy and ready communication with people from TNE partner. These competencies are seen to be difficult to develop and therefore individuals should be selected if they are judged to possess natural competencies seen as critical to the key competences for the relationship.

Acquired: knowledge and skills including professional knowledge and experience, for example, associated with TNE and quality assurance processes.

Adapting: competencies regarding an individual's ability to deal with change and ambiguity, for instance, the requirement to operate across institutions and cultures in TNE.

Performing: observable behaviours that are produced as a result of the combination of the previous three clusters. For example, in TNE these might be chairing partnerships academic award boards, problem solving, development planning and managing TNE exit.

Inter-Cultural Communication and Competency

Inter-cultural communication is concerned with behaviours when members of two or more cultures interact (Gudykunst 2000, cited in Otten et al. 2009). It is concerned with the interaction and relationship between meaning, language and beliefs, values and attitudes. The idea has arisen that there is such a skill-set as 'inter-cultural communicative competency' in which individuals can become more skilled in their inter-cultural communications.

Using the key concepts from this literature, the research explored how communication in the quality assurance process is conducted between staff in both participating institutions. The research explored whether the inter-cultural communication competency might be an important component in the socialisation processes leading to the development and maintenance of relational capital.

The Conceptual Framework[1]

Using the above literature, a conceptual framework has been developed and used to frame the research questions conducted through interviews at the institutions. A focus on relationships came from initial interviews

[1] Feedback on this conceptual framework is welcome and the original thesis, detailing the research design and findings, is available at Williams, M. 2018. *Quality Assurance in TNE*. DBA Thesis, University of Bath, Bath, UK.

in Sri Lanka, where face-to-face communication was seen as critical by the host institution staff, both academic and administrative, in learning how to deliver the provision and its quality assurance process. While the vocabulary of the framework was not used in the interviews, the findings showed strong correlation between the expressed feelings, experience and ideas of the participants about quality assurance processes and its challenges and the conceptual framework.

Two contributing models were developed from the research findings.

In Fig. 2.1 the individual competencies of those occupying the roles (competences) of each organisation are set out and can be used as a discussion tools with a view to identifying staff development needs and building capacity in both the sending and host institution. The proposed

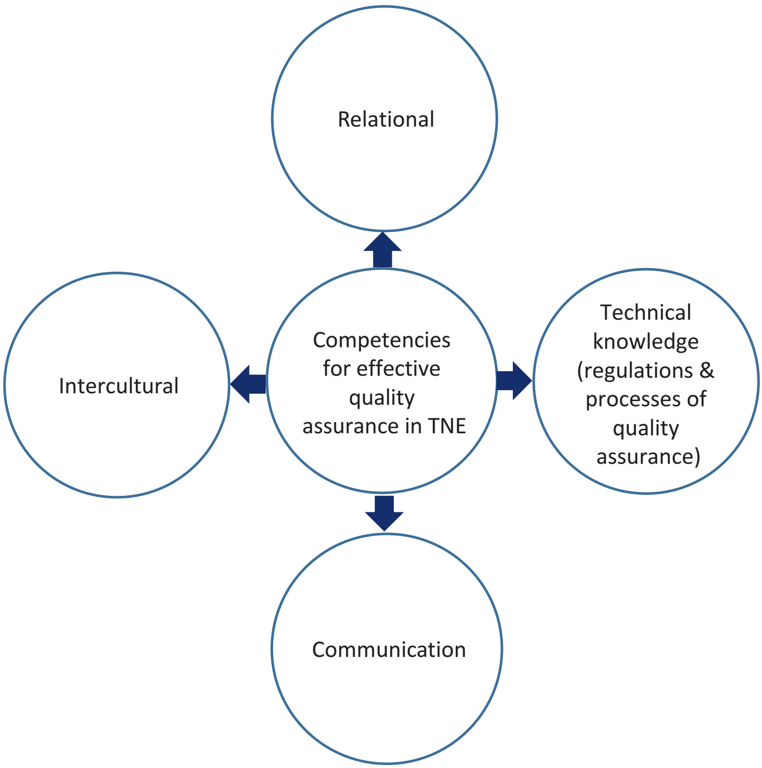

Fig. 2.1 Competencies for effective quality assurance in TNE (Williams 2018)

value of this model is to enable organisations to discuss and develop the presence of individual competencies and to address any needs through the appointment or development of staff to key roles.

Figure 2.2 shows the relationships between three key factors; firstly, organisational resources, especially finance and the impact on employment of staff and their allocation to competences, visits, staff exchange and staff development, which are often not equal between institutions. The research found staff visits were much more frequent from sender to host than from host to sender. The second factor is, the competences or roles required (leadership, relationship management and operations). These are mainly not full-time roles held by a single individual. More often, individuals will have many other roles competing for their time and attention. The third factor related to the individual competencies required for the role holders in both the sending and host institution (as shown in Fig. 2.1) and the extent to which those competencies are held

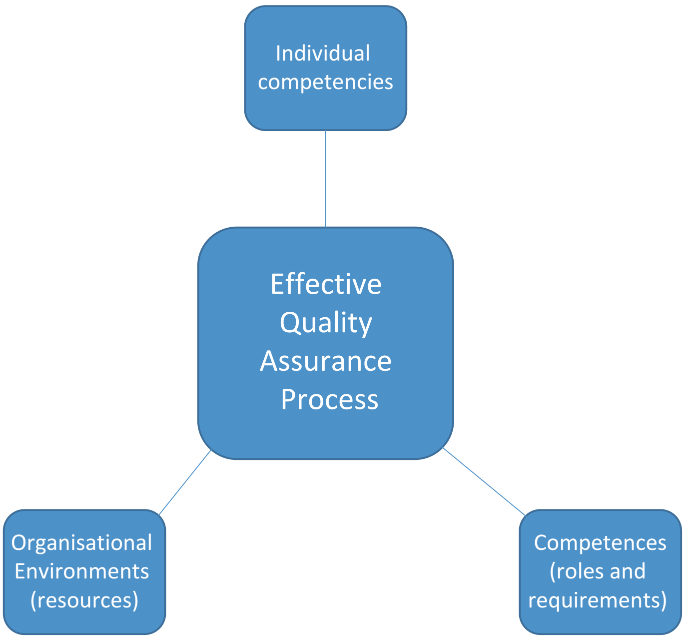

Fig. 2.2 Factor congruence for effective performance of quality assurance process in TNE (Williams 2018)

by individuals. This model can be used to discuss and develop the key role competences and the required competencies of the role holders.

Together the two models can be used as triggers to consider a range of issues pertinent to each individual TNE project such as the appropriate number of staff and the balance between full and part-time/visiting staff (resources), the roles into which they are deployed (competences) and the individual competencies which might be natural or acquired and will need development, especially in the critical areas of relational and inter-cultural competencies.

The overall conceptual framework in Fig. 2.3 is based on the development of relational capital as an essential pre-requisite for effective quality assurance.

Moving from left to right in the framework, resources, time and infrastructure lead to interaction (by multiple means: telephone, email, video conferencing) which needs to be built on through face-to-face socialisation.

Through this process, trust, shared meanings and understanding are developed over time which, in turn, creates relational capital which

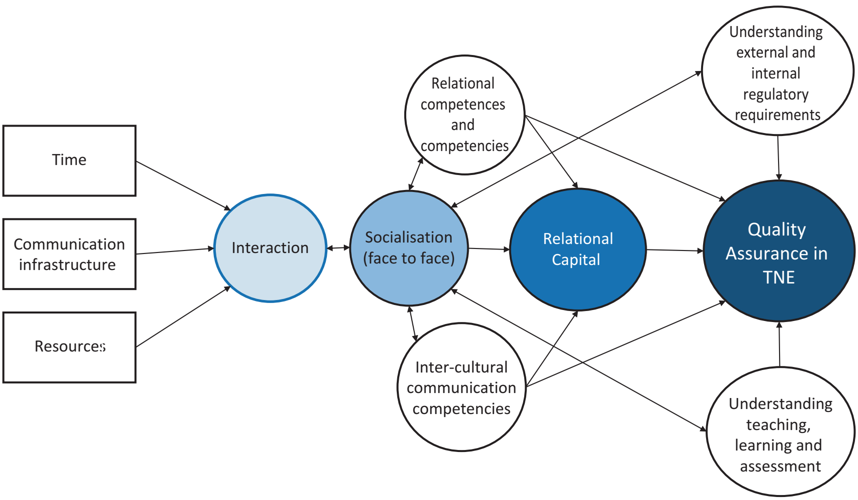

Fig. 2.3 Quality assurance in transnational education: a relational and competency framework (Williams 2018)

contributes to effective quality assurance through the development of shared meaning and values.

Socialisation and the building of relational capital is improved through the design of key roles (relational competences) and the competencies (both relational and inter-cultural) of the role holders in the unique setting of each TNE project. Key knowledge, on regulatory processes and the teaching, learning and assessment of students in higher education, is essential contextual knowledge held by role holders in appropriate configurations to enable the quality assurance process to be conducted.

Discussion

Choices taken in the approaches, models and practices of TNE impact on capacity building for host institutions and their staff. A range of governance issues within the remit of quality assurance processes include measures such as academic appeals and complaints processes, fair recruitment, selection and admissions processes for students, academic integrity guidance and procedures and the provision of accurate and transparent information. Close working in TNE partnerships can assist in the development of capacity building in all these areas. To achieve this requires conscious decision making and resource allocation by the providing institution and investment in relationships.

In 2005 UNESCO published their Guidelines for Quality Provision in Cross-Border Higher Education. These guidelines marked a milestone in the collaboration of qualification agencies globally as a response to the growth in TNE. The context was a perceived 'education deficit' in the receiving countries, including the need for capacity building, skill development and better quality and diversity of HE provision. Naidoo (2007, 2010) discusses how the strengthening of HE as a vital engine of economic success faces a lack of resources and expertise in developing countries and requires capacity building, quality and standard assurance and comparability between state and private sector (Naidoo 2010).

Throughout the growth in TNE there has been a commercial imperative and reality in TNE which ensures close scrutiny of costs and balance sheets (McBurnie and Ziguras 2007; Lane and Kinser 2011). As TNE can be interpreted as part of the commodification of HE as a traded service (Naidoo 2007; Ziguras and McBurnie 2008), institutional approaches to face-to-face socialisation in TNE will be influenced by how the institutions perceive quality assurance.

Socialisation, and the building of relational capital and the costs associated with it, may not be perceived as an important priority by either party if their perspective on quality assurance is the requirement of the hosting institution to simply comply with the rules, regulations and procedures of the sending institution. Likewise, socialisation will not be prioritised unless it is able to be associated with a benefit for the relationship and that may be difficult to demonstrate. If capacity building is a desired outcome then this research argues that TNE projects will benefit from developing an approach to quality assurance that develops relationships and shared understandings and requires investment.

Conclusion: Capacity Building in Host HEIs

The conceptual framework provides a lens with which to look at any individual TNE project. Any practitioner in TNE will recognise the importance of communication and relationship building and it is intended that this framework can help substantiate that case, trigger important discussion and enable the development of relational capital assets of the TNE relationship including trust, commitment, sustainability and shared meaning and values about quality and the student experience. Through the formal and informal sharing of knowledge and skills, the capacity of the host institution to succeed in the global HE market can be built. Indeed, such an approach to TNE might sufficiently empower local HE institutions to the extent that TNE may be a transitionary phenomenon in some settings.

Institutions have choices in how they implement TNE. The transplant of rules, procedures and processes can be done with or without investment in relational capital. If capacity building is a goal, then this chapter argues investment in relational capital is key.

What practical steps does this framework suggest individual TNE projects might implement? The following arise from both participant responses in the research and application of the conceptual framework.

- Socialisation through face-to-face meetings, both formal and informal, must be built into the relationship, especially in the early days;
- Socialisation must be costed in to business models;
- Socialisation should be legitimate for all levels of staff, albeit attached to events such as staff development, team building and examination boards;
- Socialisation visits should be two way;
- Key roles, especially in relational management should be identified and filled with people with the right skills sets and high turnover of staff in those roles should be avoided;
- Training for individuals in those roles at all organisational levels should include inter-relational and inter-cultural competencies;
- Training should include developing understanding of the strategic purpose and benefits of TNE for staff at all levels;
- Over time, face-to face-socialisation can be partially replaced with other communication methods, both formal and informal,
- A robust communication infrastructure (email, telephony, video conferencing, one-to-one and group discussion) should be in place and clear communication structures and protocols established, especially those that welcome and encourage host to sender communication and enquiry;
- Communities of practice at both the sender and host should be established and resourced to build relational capital and practice in TNE provision including quality assurance.

Each TNE project will need to contextualise these recommendations to their own circumstances.

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3

Developing Collegial Approaches to Teaching Quality in TNE Partnerships: The Case of Professional Recognition

Byron Brown, David Graham, Juliet Hinrichsen, and Paddy Turner

Introduction

Transnational Higher Education (TNE) has witnessed phenomenal growth over the last twenty years (Levatino 2017; Heffernan et al. 2018) to the extent that many institutions include this form of education business as one strand of their internationalisation strategy and a major income stream (HEGlobal 2018). However, TNE partnerships have been increasingly criticised for being problematic and fundamentally unequal. Branch (2019) reviews the criticisms of such partnerships on grounds which include the economic (financial, marketisation); the operational

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(infrastructure, resourcing, efficiency); the educational (breadth and depth of offer, instructor quality, functional rather than transformative objectives); and the political (neo-liberal ideology and imperialism). Leung and Waters (2013) analyse how providers from the Global North/West tend to reproduce colonial power hierarchies through differential positioning of Global South/East partners as less 'capable' on several fronts, including modern teaching methods. The pedagogical relationship between UK universities and their TNE partners has been criticised for being transactional and vertical, rather than collegial and transformational (Healey 2013).

At the same time, the external environment has placed new emphasis and consequence on teaching quality. In England, for example, the introduction of the Teaching Excellence Framework (TEF) with its three-tier rating generates financial and recruitment implications to institutional teaching quality (BIS 2016). The metrics in the TEF consider quality from the student perspective (the National Student Survey), demographic profiles in relation to learner outcomes and consideration of quality enhancement approaches through an institutional narrative. In this sense the TEF goes beyond quality assurance and defines a broader, if arbitrary, notion of teaching excellence. What is meant by 'quality', therefore, is both complex (Gibbs 2010) and high-stakes. This means that expectations between TNE partners need to be calibrated not only around the instrumental elements of quality assurance, which may be captured by documentation or processes, but also in terms of 'on the ground' classroom practice. Balancing the need for home institutions to demonstrate both quality assurance and more nuanced forms of teaching quality which centre on the student experience, whilst developing mutually beneficial and trusting relationships, is challenging. One approach to this has traditionally been staff development (Bovill et al. 2015). However, there is a danger of reinforcing the perception of deficit, hence substantiating the criticism of western imperialism (Killick 2018; Bovill et al. 2015; Keevers et al. 2014). The dilemma, then, lies in meeting the needs of the regulatory environments whilst respecting the cultural values and norms of both parties.

Teaching Quality and Teaching Qualification

One of the trajectories of teaching quality management has been a significant sector shift from a sole focus on disciplinary expertise to developing the competence of academic staff to teach an increasingly diverse range of students in a variety of modes. This shift is represented in the UK by the growth of academic careers frameworks which include teaching and learning practice routes to promotion, including to the professoriate (Locke 2014; AdvanceHE 2017); the growth and establishment of academic qualifications for new teaching staff, including the new Academic Professional Degree Apprenticeship (UVAC 2016); and the collection and public availability of comparative institutional data on academic staff teaching qualifications. The Botswana Qualification Authority (BQA) has recently introduced a mandatory teaching qualification requirement for post-compulsory educators, so for both institutions in this partnership teaching qualification is a relevant benchmark.

The Professional Standards Framework for Teaching and Learning in Higher Education

The approach to the teaching qualification of academic staff in recent years in the UK has been predicated on a framework known as the UK Professional Standards Framework (UKPSF) which enables teaching practice to be benchmarked across the sector. The UKPSF was developed by the Higher Education Academy (HEA, now incorporated as AdvanceHE) in consultation with the sector (HEA 2011). It sets out the scope of academic practice in relation to teaching and learning on two axes: first, the Dimensions of Practice, covering the activities, core knowledge and professional values of a competent practitioner (breadth); and second along with the range, impact and leadership aspects of the practitioner role (depth), aligned to four Descriptors (Associate, Fellow, Senior and Principal Fellows). Professional recognition as a fellow of the HEA carries associated post-nominals: AFHEA; FHEA; SFHEA and PFHEA. In the UK these are recognised by the Higher Education Statistics Authority (HESA) as a formal teaching qualification. Institutions may be accredited by AdvanceHE to offer HEA qualification to their staff, known as professional recognition, by one of two routes: taught and experiential. Both routes satisfy the quality assurance element of a professional framework (to ensure that it recognises practitioners with the requisite knowledge and competence) and both are developmental (the process itself enhances practice and sets the holder on a path towards further development). However, there are important distinctions in each of these routes and these are at the heart of this initiative.

Positioning of TNE Staff: Development Versus Recognition

There are two main ways in which institutions provide for their staff to gain HEA fellowship: taught and experiential (Table 3.1).

A number of institutions offer HEA fellowships to their international partners through an accredited taught route. This is a means of ensuring equivalence in teaching quality and, importantly, teaching practice. However, it may also construct experienced partner staff as less qualified to teach than experienced host staff as they are included with *ab initio*, inexperienced home staff. The aim in this pilot was to position TNE partners on an equal footing from the beginning of the partnership by including them within the internal experiential route.

The Partnership

Sheffield Hallam University (SHU), like many of the modern post-1992 UK universities, identifies and works with strong overseas strategic partnerships as one aspect of its internationalisation strategy. Botswana Accountancy College (BAC), Gaborone, Botswana started collaborating with SHU in 2014, firstly via a curriculum sale of services, followed by an enhanced franchise model to deliver four Undergraduate Business and Accounting courses and a range of Postgraduate taught provisions. The total number of students enrolled is around 400. As with most overseas partners, BAC's risk is mitigated through the collaboration with other

Table 3.1 Comparison of routes to fellowship

	Taught route	Experiential route
Context	New to HE teaching; may be mandatory and/or probationary requirement; External or internal staff	Experienced staff who teach directly or who are in a learner support role; Internal staff (partner institutions if accredited by AdvanceHE for this purpose)
Purpose	To prepare participants to undertake their role effectively	To recognise prior experience with a formal teaching qualification
Qualification	Credit-bearing postgraduate academic course; AFHEA or FHEA on completion	All four descriptors, depending on the institutional accreditation profile
Eligibility	Specified minimum teaching hours to ensure that participants will have an appropriate context to draw from and apply their learning to	Varies, but typically 1 year full-time equivalent (FTE) for AFHEA; 3 years minimum FTE for other descriptors
Status	Participants are normally registered as students	Participants recorded and processed as staff using normal staff protocols
Content	Syllabus determined by providing institution within a national context	User generated, drawn from practice
Support	Course tutors	Designated institutional team and/or mentors
Assessment	Varied per module. Normally includes a teaching observation Designed to meet course outcomes	Evidence-based submission; varied formats (e.g. portfolio/narrative); Peer referee statements; Explicitly formulated around descriptor criteria
Recognition process	Tutor-marked assessments which incorporate or map to PSF criteria	Peer-review, based on PSF criteria and norm-referenced

degree awarding HE partners in the UK. Sheffield Business School (SBS), the partnering faculty, are in the process of seeking Association to Advance Collegiate Schools of Business (AACSB) accreditation and the recognition initiative fits with the AACSB expectations to demonstrate a variety of integrating and control mechanisms. Advance HE recognition was a tangible demonstration that teaching quality is being upheld whilst adding value to the relationship, developing trust and enabling esteem within the local teaching team. This enabled all parties engaged in teaching to feel part of the SHU collaboration and to support the development of cohesive and effective module teams.

The Pilot

In order to progress the pilot scheme, collaboration was required between a number of different SHU business units: the Academic Professional Development (APD) team were responsible for the management and operation of the recognition scheme; colleagues in the Directorate of Educational and Employer Partnerships (DEEP) brokered an overall package to ensure proper resourcing for the pilot; senior managers in BAC took on the organisation and facilitation of staff participation to ensure their commitment and engagement; and programme partners from the Sheffield Business School (SBS) acted as referees to support and validate the submissions from teaching staff in BAC based on their close working relationships.

The package developed for partner staff at BAC mirrored as closely as possible the support provided to SHU staff. It was agreed that there would be a two-day on-site visit to Botswana with two members of SHU staff running workshops on the UKPSF, followed by Skype feedback on draft submissions. Participants then had two months to complete and submit their applications. Unsuccessful candidates were given further Skype support to resubmit.

Submissions from both institutions were reviewed by trained SHU peer reviewers drawn from across the institution (themselves HEA Senior Fellows). Both successful and unsuccessful candidates are provided with written feedback on the outcomes.

Outcomes

Fellowship Awards

The data below shows the fellowship outcomes for BAC staff (Table 3.2).

Notwithstanding these positive results, there was a notable difference in first time success rates for BAC staff when compared to SHU staff (see Table 3.3, below) and five referred staff did not resubmit.

Bearing in mind that refer submissions from BAC had a similar success rate upon resubmission as those submitted by SHU staff, closing the gap significantly for the overall success rate, there are several possible reasons for the lower first-time success rates.

The first is regarding the level of planned input and support in Botswana. Cultural differences in working hours and unforeseen circumstances combined to significantly reduce the face-to-face input. As a result, far less initial drafting and individual feedback was undertaken.

Secondly, whether at SHU or BAC, all teaching staff experience competing priorities and fluctuating workloads which disturb progress when drafting submissions. Applicants for Fellowship all require differing levels of support during the development of their submissions. However, whereas staff at SHU can attend writing retreats and workshops, thereby refreshing their understanding of the Fellowship requirements, BAC staff had an agreed but fixed level of support both in time and frequency. Consequently, the original timetables were unrealistic and had to be rearranged in an increasingly ad hoc way. This widened the gap between the initial support provided in Botswana and the final submission.

Finally, the narrative nature of the submission format was an additional challenge for BAC staff for whom English was a foreign language.

Table 3.2 Fellowship outcomes

Route	Total Submissions	Total Awards	First-time Award	Refer	Second-time Award
BAC 16/17 (over 6 months)	17	12	6	11	6
Hallam 15/16 (over 1 year)	34	27	23	11	4

Table 3.3 Award rates

Measure	BAC submissions	SHU submissions
Award rate (first submission success rate)	35.3%	67.6%
Award rate (including those awarded after referral)	70.6%	79.4%

Evaluation

There has been some debate as to whether engagement in such an accredited CPD scheme has real and lasting impact on participants' teaching practice (Hibbert and Semler 2016) but there is a growing body of evidence to suggest that it does. Individual institutional studies have shown that participants who feel more confident in their teaching are more likely to continue to engage in reflection and in the scholarship of teaching and are more willing to lead and mentor colleagues (Botham 2018). Van der Sluis, Burden and Huet (2017) identified changes to practice with regard to supporting and mentoring colleagues, with respondents also reporting that gaining fellowship had reinforced their commitment to teaching and supporting learning. These findings support the evidence of impact on teacher's practice and also show further benefits both to the partnership itself and to BAC as an institution.

Formal evaluation of BAC participating staff was undertaken with 17 BAC academic staff. All participants taught on programmes in the SHU-BAC collaborative arrangement.

Participants completed two questionnaires: the first, immediately after the workshop, focussed on the usefulness and quality of the workshops per se. The second, to which this data refers, was conducted internally by BAC six months after the initial training and after participants had submitted their HEA applications. This latter investigates the perceptions of value by BAC partner staff as a result of participating in the process. Four key themes emerged from the data which are illustrated with examples from the qualitative comments.

1. **Practice Development**

These staff felt that, as a result of the reflection of practice against the criteria and in providing a rationale for such practice, their teaching practice was enhanced:

"To me, teaching is improved through practise, reflection, research and improved practice accompanied by a sense of enjoying what one is teaching and a supportive environment."

"It gives me an opportunity to reflect on my practice and to find ways to improve and enhance my teaching style: e.g., reflecting on previous learning and teaching experiences, the strengths and weaknesses of my practice;"

"emphasizing on inclusive learning especially when designing material, delivering and assessing."

2. **Career Development**

Botswana is in the process of implementing an education quality control mechanism through the Botswana Qualification Agency (BQA). This means that local providers of education will require all teaching staff to have a recognised teaching qualification. Connections were made by respondents between the criteria of the UKPSF and the training offered by the BQA teaching certification service provider. In this regard, the HEA process was viewed as supporting them to obtain the local teaching qualification, helping to deepen their understanding of pedagogy. Respondents identified enhanced employability and security through the HEA qualification, also recognising the added value of an international qualification;

"this [HEA] training is .... more relevant and recognised than the Higher Education South Africa one."

"The HEA application requires one to have the same knowledge/skills which one can acquire locally from courses offered, e.g. by City and Guilds and by [service provider for the BQA] training."

"...The [HEA] application process is a good training because I was on the verge of applying for the South African version of the same qualification..."

However, the need for mapping the two qualification schemes (HEA and BQA) and ensuring that academics do not repeat activities for which they have already obtained credit was strongly echoed:

> *"…a loop must be closed with regards to recognition of HEA by the BQA – otherwise, [we will find a situation whereby] while the training strengthens the partnership, it falls short of being integrated into the local national policies and expectations milieu...".*

3. **Organisational Trust**

Participants felt that the College was demonstrating a commitment to excellence and to staff development:

> *"I commit myself to this training because I can see an indirect demonstration of commitment by BAC to a higher ideal."*
>
> *"…I feel BAC staff are very committed to quality and self-development…"*
>
> *"BAC …must invest in us as staff by training us to hit the high standards required for excellence."*

4. **Partnership trust**

The evaluation has indicated enhanced confidence in the equivalence of quality between BAC and SHU and a sense of consolidation of the partnership beyond the transactional model;

> *"…equivalence in experience is key…… the HEA training gives some assurance that the teaching standards across the two institutions are on par and this elevates BAC as a faculty…"*
>
> *"By sponsoring this training for us [academic staff], it seems BAC …is now in a serious partnership with SHU."*
>
> *"… [We] get to enjoy a higher level of professional and academic relationship with the UK fraternity of HEIs."*
>
> *"the TNE staff have committed themselves to participate jointly in the AACSB [international accreditation] process with Sheffield Hallam University."*

Additional Outcomes

There is a feeling that the partnership has been strengthened by this initial opportunity for professional recognition at the outset. This can be demonstrated in both direct and indirect impacts; the more shared and collegial relationship between the two institutions and, most importantly, between the two groups of staff, as illustrated below.

1. **Extension of Recognition Opportunities**

Following the HEA awards, SHU was able to reflect on where else it might include TNE partners in formal recognition of teaching. As a direct result of this initiative, from 2018 all its TNE partners have been included in the Sheffield Hallam student nominated Inspirational Teacher Awards. These annual awards are based on student comments from partner institutions and are judged on criteria relating to transformational impact on student learning and student experience. Rather than use a relative rating, the data for each partner is ranked separately so that judgements are made within similar local contexts. These awards are particularly valued by staff as they celebrate their personal impact on the students they teach, and the comments are often very moving. It is also worth noting that a high percentage of the successful BAC nominees (finalists) and winners were in the HEA pilot (Table 3.4).

The photographs of TNE winners are displayed in the main reception areas of Sheffield Hallam University alongside internal winners; thus, staff and students are reminded of the international colleagues and students who form part of the wider learning community and their equal status.

2. **International Business Experiences for BAC students**

Table 3.4 Inspirational teacher awards

	Finalists	(with FHEA)	Awards	(with FHEA)
2018	13	10	2	1
2019	10	8	3	2

One of the jointly delivered modules, Foundations of International Business, includes an opportunity to work with a real-life client through SHU's Venture Matrix Scheme which provides authentic curriculum integration through partnerships with regional employers who generate real-world problems and projects. BAC students were included in a project with Maxons, a traditional sweet manufacturer based in Sheffield and operating across the UK but who wished to expand to an international market. An example of this added value to the Botswana students is highlighted by one who commented:

> "*being given a chance to work in a real work environment at an international level gave me a clearer appreciation of what the Foundations of International Business module is all about. …The project also opened my eyes to the economic, social, legal, cultural and political environments of various countries in Africa which I found interesting and valuable.*" (Venture Matrix 2018)

3. **Professional Collaboration between BAC and SHU staff**

The partnership has given each organisation access to the academic and research skills and capabilities of the other, increasing knowledge exchange.

BAC has developed a new entrepreneurship course at diploma level with SBS inputting into curriculum and employability ideas and acting as a critical friend. The support SHU gave towards BAC developing the diploma enabled a current and practical approach, with a clear and coherent mapping of the course into the SHU top-up BA(Hons) Entrepreneurship and Business Leadership. The engagement through the modules and course has developed a sense of community and this led to a number of joint research papers and a jointly hosted leadership conference (25th–26th July 2018 *"Entrepreneurship and Innovation for Economic Diversification and Local Development*"). Additionally, students on the new MBA and the MA Procurement and Logistics Management courses are being jointly supervised by staff from both institutions on their dissertations and the authors of this chapter have collaborated in its production.

4. **Supporting the BAC strategic aim to obtain university status**

Through the recognition and the registering of BAC staff with the Botswana government as teachers, BAC is able to demonstrate to the Botswana Qualifications Agency the quality of its teaching staff through a recognised UK process. Feedback from both senior TNE executive leaders and academic staff suggest that the professional recognition is having a significant impact in terms of added value to the profile of the faculty by demonstrating equivalence for local, regional and international accreditation purposes. The TNE staff recognise accreditation as a vital tool for external quality assurance and that accreditation strengthens and sustains the quality of education, thereby making it worthy of public confidence. In the medium term this goes some way to assisting BAC in achieving its own degree awarding powers as it moves closer to the strategic goal of Higher Education status.

5. **Developing Intercultural Competence**

To be interculturally competent, an academic will have 'acquired a significant degree of cultural flexibility, an ability to escape her own cultural scripts' (Killick 2018, p.109).

Intercultural competence applies not only to TNE activity but also needs to inform the practitioner's approach to students and staff in the home institution, whether international or from diverse local communities (Killick 2018). This project stimulated a development initiative for SHU's peer reviewers on the recognition scheme, most of whom would not normally be involved in international provision through TNE, by exposing them to a different HE cultural milieu. For example, in evidencing the use of technology to enhance teaching, reviewers in the UK would expect to see examples of learning platforms (Virtual Learning Environments, or VLEs) and their associated tools (e.g. discussion boards, embedded video), audience response systems (so-called 'clickers') in lectures, use of social media etc. BAC staff, however, were not able to draw on the technology infrastructure available to UK staff. Examples of practice involving the use of a Smartboard generated some debate at panels (in the UK these are more commonly associated with schools) as did the use of PowerPoint (which was considered too basic and widely embedded to be relevant). Reviewers had to reconsider the inclusiveness of their assumptions.

Similarly, the use of Sir/Madam within the classroom:

> *"I address them as 'Madam or Sir' and require them to do the same with each other so as to break down the age/gender inequalities."* (BAC Tutor successful FHEA submission, 2016).

This would not be an acceptable form of address in the UK and yet achieved the stated purpose within the more codified cultural forms of address in Botswana. SHU reviewers received update training in which these and other examples, including dealing with multiple languages in the classroom: social stratification and student relations were the focus. These contextual factors challenged reviewers to reflect critically on how they interpreted the Dimensions of Practice (criteria) within the PSF. Subsequently, a benchmarking exercise with externals and panel chairs took place resulting in additional written guidance in chairs' and panel members' handbooks.

In this way it was the Botswana staff who contributed to the development of the UK staff and hence, in capacity building of the UK institution, an under-recognised aspect of such partnerships (Killick 2018).

Conclusion

Arguably the greyest area of parity in the student experience lies in the quality assurance of 'on the ground' classroom practice between TNE contexts. There may be assumptions or expectations regarding differences in pedagogy between traditional didactic or 'chalk and talk' methods and western trends towards learner-centred and active learning pedagogies. Assumptions or expectations regarding differences in pedagogy therefore need to be exposed, explored and reconciled (Bovill et al. 2015). This can be an unspoken area of doubt between parties, for example where legislative, political or cultural norms are not well aligned between the participating nations. Common professional standards offers a bottom up, learner-orientated mechanism to demonstrate mutually acceptable practices.

An important benefit from this approach is, therefore, the way it enabled benchmarking of cultural values. These are explicit through the four stated UKPSF professional values (relating to inclusivity, equality, evidence-informed approaches and the external context in relation to professional practice) and the ways in which these are evidenced both through concrete examples and reflective narrative. Whilst it is the 'UK' PSF, and therefore not culturally neutral, it nevertheless served to expose, through reflective exploration of value statements, the meeting points of different contexts. In this sense the PSF is one practical way of exposing tacit assumptions and calibrating mutual expectations of practice. It is suggested that the approach illustrated here is a form of institutionalised cultural capital for Botswana staff which

> "institutes an essential difference between the officially recognised, guaranteed competence and simple cultural capital which is constantly required to prove itself. In this case, one sees clearly the performative magic of the power of instituting, the power to show forth and secure belief or, in a word, to impose *recognition*" (our italics) (Bourdieu 1986).

Although this scheme was only one element of a multiple stream of partnership enhancement work it played an important role in the multi-layered development of the relationship, both in the short and long term. The value that the scheme brought was felt both in operational delivery, wider course management and contributed strategic advantage towards the building of high value trust.

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4

The Impacts of International Branch Campuses on Capacity Building in Qatar

Ahmed Baghdady

Introduction

Qatar is the second largest host of university branch campuses in the Middle East with 12 IBCs, in addition to a large national university (Qatar University) and a large education and research not-for-profit organization (Qatar Foundation for Education, Science and Community Development). Although Qatar is a small country, it plays an important role in transnational higher education globally. With several undergraduate and graduate programs, large-scale research funding and a technology park, Qatar provides unique education opportunities to its citizens and residents, and is attracting and hopes to retain talent from around the world.

The establishment and growth of IBCs in Qatar had a significant impact not only on higher education but also on K-12 education, science and research, and capacity building in the government and private

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sectors. This impact is clear in the several large-scale reform efforts in the education sector and developments in other sectors in the state over the past two decades. The establishment of a new local university and a research-funding agency, the reform of the school education system and the country's only national university, and the significant development in human capacity are examples of how IBCs can serve as a change agent in a country.

Context

Qatar's Education System

Formal education in Qatar started in the 1950s with a small number of schools. Since then, the education sector has grown remarkably with the expansion of public schools, the introduction of private and community schools that serve the expatriate populations, and the establishment of the College of Education in the early 1970s which later became the first college of Qatar University (Al-Misnad 2007). As of November 2018, Qatar had 602 private and community schools and 303 public schools with student enrolments of 205,409 and 121,248 respectively (MOEHE 2019).

Qatar's Education Reform

Two major education reform projects were implemented in Qatar over the last two and a half decades driven primarily by the need to move from a carbon-based economy to a knowledge-based one in which graduates have the knowledge, skills and competencies to compete globally (Baghdady 2016). An early effort at reforming education started in 1995 when Qatar's former Emir and his Consort established Qatar Foundation for Education, Science and Community Development (QF) to offer world-class education at both K-12 and university levels (QF 2019a). The first educational institution established within QF was Qatar Academy, a modern co-educational K-12 school offering the International

Baccalaureate (IB) curriculum and adopting English as the medium of instruction. Over the course of the following two decades, QF has become the host of several more institutions in its Education City including eight branches of world-class universities such as Georgetown University, Texas A&M University, Carnegie Mellon University and University College London (see the next section for further details on these campuses).

In 2002, Qatar embarked on "Education for a New Era" - a major reform of its public school system - and introduced the government-funded, independently operated schools. This followed the Charter School model from the US with a few adaptations to fit the local context including a more appealing name, the Independent Schools (Brewer et al. 2007). Some aspects of this reform included improving the quality of teaching to raise student achievement, introducing curriculum standards and enhancing teacher and leadership professional development. The main objective of this reform was to help Qatari students succeed along international, and particularly Western, benchmarks (Nasser 2017). The concept behind this reform was to transform the education system from a traditional centralised to a decentralised and results-based model (Brewer et al. 2007). The Education for New Era reform transformed all public schools into Independent schools over the course of seven years. By 2010, all government schools became independent (Romanowski and Amatullah 2014) in the sense that many decisions can be made at the school level including hiring of teachers, development of curricula, and design of extra-curricular activities.

Establishing International University Branch Campuses (IBCs)

Starting in 1998, the leadership of QF decided to invite reputable universities to establish International Branch Campuses (IBCs) in Qatar and offer the programs they are well-known for in Qatar's Education City (Stasz et al. 2007). This decision came at a time when the branch campus phenomenon emerged in the Middle East, especially in the GCC region (Naidoo 2009; Lane and Kinser 2009). Khodr (2011: 514) states that the main drivers behind the creation of Education City were

> …the region-specific tradition to import 'best practice', regional and global competition, local education reform and policies, national liberalisation initiatives, and globalisation, internationalisation of education, and trans-national education.

Qatar Foundation adopted a model that ensures financial viability of the IBCs, thus addressing the universities' main concern of and driver for internationalising. The Foundation covers all costs of the campuses including the infrastructure, equipment, and operational costs and provided a legal status for them under the Education City entity of the Foundation. The IBCs are responsible for providing the agreed-upon programs and hiring faculty from their home universities or from the region who meet the quality standards of the home universities. To date, all campuses have been growing in terms of student numbers, graduates and as programme offerings. Furthermore, all have renewed their 10-year contracts with QF, with the exception of University College London which plans to leave Education City in 2020 when its first ten-year agreement ends (Sarwar 2016).

In addition to the IBCs inside Education City, Qatar established branch campuses of colleges and universities to serve specific human resource needs in such areas as technical, nursing, and service industries. College of the North Atlantic established its campus in Qatar in 2002 to provide Associate Degrees in various technical fields (CNA-Q 2019). In the same year, Stenden University Qatar, a branch campus of Stenden University of Applied Sciences in The Netherlands, was established to provide BA programs in Business and Management (C-BERT 2019a). In 2007, the University of Calgary started its campus in Qatar to provide Undergraduate and Graduate programs in Nursing (C-BERT 2019b).

Methodology

The discussion in this chapter is based on the experience of the author in Qatar and a recent review of documents conducted for another publication (Hartley et al. 2019). The author has been living in Qatar since 2005 and has been involved in the reform of the K-12 education system and the government scholarship scheme, the establishment of branch campuses, the reform of Qatar University, and the operations of the Qatar National Research Fund. Playing an active role in these efforts, including strategic planning, assessment, and policy analysis, provided the author with first-hand, in-depth knowledge of the impact IBCs had on capacity building in Qatar and how bringing these institutions to the country has helped create a strong and vibrant ecosystem of higher education and research.

A document review, conducted in early 2019 (Hartley et al. 2019), included a review of the following documents:

- Annual reports of one IBC, Qatar University, and Qatar Foundation.
- Strategic plans of one IBC and Qatar University
- Websites of one IBC, Qatar University, and Qatar National Research Fund

The purpose of the review of these documents was to identify data related to how the institutions pursue and achieve excellence in their local contexts and how they serve their local communities. Data identified from the document review were compared and complemented with data gathered through semi-structured interviews with senior leadership and faculty members from the institutions.

Findings and Discussion: Impact of IBCs on Capacity Building in Qatar

Establishing Education City as a hub in Qatar had a strong impact on the education sector. Qatar has become one of the most important destinations for quality Western Higher Education in the region and has provided opportunities for hundreds of students, both from Qatar and neighbouring Arab countries, to join its IBCs. Qatari students who gained admission at any of the campuses were provided full government scholarships. Additionally, full and partial scholarships were offered to international and regional students in the early years (2000–2007) to encourage them to move to Qatar.

The impact of IBCs was not limited to higher education in Qatar. IBCs had a wider impact across all levels of education and science in Qatar. More specifically, the emergence of IBCs in Qatar influenced (1) the reforms in the K—12 education system; (2) the reforms of the national university; (3) the establishment of a new local university; (4) the government scholarship scheme for higher education; (5) human resources development and capacity building in government and private institutions; and (6) research and research funding.

Below is a description of how each sector was impacted by, and reacted, to the establishment of university branch campuses in Qatar.

Reforming the School Education System

When the IBCs were established, Qatar's K-12 education system was not producing academically strong students who could meet the rigorous admissions standards of the prestigious university campuses (Stasz et al. 2007). This required a major reform of school education to improve student outcomes and enhance students' abilities in English language, mathematics and science. As mentioned above, the Education for a New Era reform brought about fundamental changes to education in Qatar. This includes introducing curriculum standards for core subjects that are on par with high international standards, a shift from teacher-focused traditional education to a student-centred interactive education, the introduction of English as the medium of instruction for mathematics and science, and the move towards autonomy, accountability, variety and choice in the school system.

This reform seemed to have shaken and disrupted school education as it has introduced radical changes to several aspects of the education system in a short period of time (Alkhater 2016). It was also a conservative society that lacked enough qualified education cadres to lead and implement the reform. This led to strong backlash from society and eventually decisions were made to reverse most reform policies. However, the reform of the K-12 education system helped families to understand the standards of quality education and how this promotes access to Higher Education. This is manifested in the constantly increasing number of students who apply for and enrol in the branch campuses in Qatar. For example, the student body of Carnegie Mellon University Qatar has grown almost ten times (from 41 to 400) since its inception in 2004 (CMUQ 2019a).

Reforming Qatar University

IBCs had a notable impact on Qatar University (QU). QU was established in 1977 as part of a wave of new universities in the GCC region established shortly after independence of these states (Findlow 2008). The University offered a limited number of programs, none of which were internationally accredited. Also postgraduate education was limited to Master's programs in a few subject areas and research activity was not well-developed at QU. The University's academic, administrative, and financial structures were marked by highly centralised decision making processes, overly bureaucratic administrative and financial operations, and teacher-focused pedagogy and traditional program offerings (Moini et al. 2009). The University had no formal faculty appraisal system and staff salaries were low compared to other universities in the region. Employers were not satisfied with the skills and competencies of most QU graduates (ibid).

The reaction of QU's leadership is clearly stated on the University's website:

> 'Following the establishment of Education City and the Qatar Foundation in 1996, a new era of competitive options for local institutions of higher education began and Qatar University's functions and services were re-evaluated …' (QU 2019a).

Lane (2010) argues that establishing branch campuses of world-class universities in developing countries has a strong knock-on effect on the local institutions and usually leads to improvement in the whole system.

Knight also argues that by hosting IBCs, countries aim to build local capacity and establish a knowledge economy (Knight 2007, 2013).

After the first few IBCs were established, it was clear that QU cannot continue 'business as usual'. In 2003, QU started an ambitious reform project, mandated by the Emir, to increase the efficiency of its administrative and academic processes. The project started with an in-depth examination of the conditions and resources needed to turn QU into a model national university. The Senior Reform Committee established to lead this effort made several recommendations including establishing university autonomy by forming a Board of Regents to govern QU, modifying the academic structure of the university, instituting a core curriculum and introducing university-wide academic planning (Moini et al. 2009).

The focus on quality was a key feature of this reform effort and was manifested clearly in the policies that governed student admission, enrolment and graduation, as well as staff recruitment, retention, and promotion. The University leadership raised student admissions requirements by introducing a minimum TOEFL score and higher scores on the high school exit exams for direct admission into the university. Prospective students who did not fulifil these admission criteria were required to enrol in a preparatory Foundation Program. Student retention was tied to maintenance of a GPA of 2.0 (previously 1.5 was acceptable). More robust faculty recruitment processes were introduced and the importance of efficiency and productivity was underlined in retention and promotion policies which were linked to a newly developed performance appraisal system.

The QU reform project started to bear fruit in 2005 when the programs offered by the College of Engineering received Accreditation Board for Engineering and Technology (ABET) equivalency. Other programs offered by the University received accreditation in the following years. In a subsequent phase of development, a university-wide strategic plan was launched in 2010 to revisit the University's vision and mission by placing quality education, research and community service at the core, identifying key performance areas that focus on promoting quality education and efficient and effective services, and developing objectives to be achieved within the plan's timeline (QU 2019b).

A more specific example of the direct impact of the IBCs on QU is the support offered to QU by Georgetown University campus (GU-Q) in Qatar in developing its international relations program. Faculty and leadership from GU-Q helped design and plan the new international relations program at QU and taught a number of modules for the first cohort of students. This transfer to expertise and experience from Georgetown University to QU was possible because of the existence of the GU-Q campus which demonstrates the spinoff effect of IBCs in local HE systems.

Establishing a New University

The impact of establishing branch campuses in Qatar was not limited to the reform of Qatar University. In what seems to be a response to the call for local, home-grown institutions that can capitalise on the presence of the branch campuses, QF established Hamad Bin Khalifa University (HBKU) in 2011 as a research and postgraduate programmes university. The HBKU built its foundation upon innovative and unique collaborations with local and international partners. HBKU offers over 30 graduate programmes through its various colleges (Science and Engineering, Humanities and Social Sciences, Law, Public Policy, Health and Life Sciences, and Islamic Studies) in partnership with local IBCs or with other international institutions (HBKU 2019a).

Although HBKU is a new university, it has managed to recruit a good number of students (900 students as of 2019) given the small number of prospective students for postgraduate programmes in Qatar. The HBKU leadership clearly focuses on establishing strong connections and partnerships with the IBCs, other international partners and the local industry and government (HBKU 2019b). A number of research institutions that have been established by QF before the inception of HBKU have been merged into HBKU to strengthen its research capacity and complement its postgraduate programs. As of 2019, the branch campuses in Education City and HBKU combined, offer over sixty degree programmes at undergraduate and postgraduate level across a number of subject areas such as technology, engineering, business, information systems, medicine, arts, international relations, media, communications, archaeology, and translation. These institutions now have a combined enrolment of more than 3000 students and over 4000 graduates (QF 2019b), many of whom now hold positions in various public and private sector organisations in Qatar and the region.

Reforming the Government Scholarship System

The establishment of IBCs in Qatar has changed the local Higher Education scene remarkably. As some students were academically strong enough to be admitted to the highly competitive IBCs, others struggled to gain admission into these institutions. As an alternative, Qatari students had the option to avail a full government scholarship if they were admitted at a university overseas. The government scholarship scheme, established in the 1970s and managed by the Ministry of Education, did not emphasise on the quality or excellence of overseas academic institutions. Hence Qatari students were able to apply to most universities around the world, irrespective of academic quality and reputation, and receive a scholarship even if admitted to a pre-university language program for one or two years. As result, several students could not graduate and ended up either with an Associate Degree or continued their studies at QU upon their return.

In 2003, a study was commissioned to investigate the weaknesses of the scholarship scheme and provide recommendations for improvement (Augustine and Krop 2008). Qatar's leaders aimed for reforms that will create a scholarship system to meet the following objectives: (1) satisfy workforce needs; (2) develop students' foreign language, critical-thinking, and problem-solving skills; (3) prepare future leaders; (4) provide international exposure and establish ties with other countries and (5) meet civic and cultural goals (Augustine and Krop 2008). The study recommended developing a new scholarship scheme for Qatar to complement and promote its national K–12 reforms. This scheme would utilise the expanding high-quality, post-secondary options available in the country, and meet the labour-related, civic, and cultural needs emerging from

Qatar's significant economic and social development (Augustine and Krop 2008).

The new scholarship scheme, launched in 2005, featured a number of scholarship programs that support Qatari students who gain admission at the IBCs in Qatar and comparable highly selective universities around the world identified in a list of eligible institutions.[1] Through more stringent award criteria, the scheme encouraged students to seek admission at world-class universities in return for generous financial support. One of the main features of the new scheme is that it limited to students who have gained unconditional acceptance at eligible universities, therefore, limiting the awards to students with high academic standards and high potential for graduation. Thus, the quality of university graduates in particular, and human capacity in general, were enhanced.

Human Resources Development and Capacity Building

Besides offering world-class undergraduate programs, the existence of IBCs in Qatar also provided opportunities for government, semi-government and private-sector organisations to interact with, and benefit from the expertise of IBC faculty members. Although previously organisations used to contract faculty members and experts from around the world to provide short-term consulting and professional training services, longer-term interaction with IBC faculty members living in Qatar seems to have proved more valuable to these organisations. After a number of individual engagements of faculty and leadership members of IBCs in consulting and training efforts in the early 2000s, several organisations in Qatar currently have long-term agreements with one or more IBC to provide such services on an on-going basis.

Examples of these agreements include the partnership between Qatar's Supreme Committee for Delivery and Legacy (the entity in charge of organising the FIFA 2022 World Cup in Qatar) and Georgetown University campus in founding Josoor (Arabic for Bridges) Institute in 2013. The purpose of these was building the capabilities of the sports and

[1] http://www.edu.gov.qa/En/ServicesCenter/Pages/Supported-Universities.aspx

events industries in Qatar and the MENA region through education, training, professional certification, consultancy and research (Josoor Institute 2019). Another example is the long-term partnership between Al-Jazeera Media Network and North-Western University in Qatar (NU-Q) that provides mutual benefits for both entities in the form of consulting, student internships, and guest lectures. Similarly, NU-Q has a long-standing partnership with the Doha Film Institute (DFI) featuring collaborations on research projects, workshops, film screenings, master-classes, internships and conferences (NU-Q 2019). Texas A&M University At Qatar (TAMUQ) collaborates with over 15 organisations in Qatar (including some international organisations with operations in Qatar) in areas related to its engineering programs including Qatar Petroleum, ConocoPhillips, Maersk Oil Qatar, British Petroleum, and Qatar Shell (TAMUQ 2019). Carnegie Mellon University in Qatar (CMU-Q) has similar partnerships with several local organisations (CMU-Q 2019b).

Another aspect of the impact IBCs have on capacity building in Qatar is the community classes these institutions offer to the public. Most IBCs within and outside of Education City offer classes to the community in areas related to the Undergraduate programs they offer. For example, Virginia Commonwealth University in Qatar (VCU-Q) offers a wide range of design and art classes to the public, including ones that target children and high school students (VCU-Q 2019). CMU-Q offers a number of summer training programs and competitions for middle and high school students which improve their academic performance in school and enhance their critical thinking skills (CMU-Q 2019c). Although the primary objective of these classes is to boost recruitment of well-qualified applicants to its undergraduate programs, CMU-Q's programs are also very useful for students when they enrol in other universities.

In the area of professional and executive training and development, HEC Paris in Qatar offers staff and leadership of organisations in Qatar various opportunities to receive high-quality executive and customised training programs that improve local capacity and enhance performance. In addition to its specialised Master's and Executive MBA programs, HEC Paris offers several executive certificates and short and custom programs in disciplines such as aerospace and aviation, entrepreneurship and innovation, global business management and marketing and sales among others (HEC Paris-Qatar 2019).

Although local organisations clearly benefit from these partnerships, IBCs' efforts to support these organisations seem to be driven by mutual goals and benefits. There has been some criticism that IBCs in some countries are disconnected from the local societies they are supposed to serve, especially when they represent elite institutions operating in developing countries (Baghdady 2017). In contrast, IBCs in Qatar seem to be conscious of the ramifications of poor connections with the society, and thus, are making intentional efforts to engage with and support local organisations and the society.

Establishing a Research Funding Agency

The growth of IBCs in Qatar and the reform of QU, with its emphasis on research and scholarship, warranted the creation of a national research funding agency to strengthen the research eco-system in Qatar and encourage local capacity building in research, technology and innovation. The Qatar National Research Fund (QNRF) was conceived as the main vehicle for driving research in Qatar by providing competitive research funding for institutions in Qatar to conduct research in collaboration with universities around the world (QNRF 2019a).The National Priorities Research Program (NPRP) is the QNRF's flagship program, launched in 2006. To this date, NPRP has provided up to 3 million US dollars of funding for competitively selected research proposals in four main areas: science, engineering and technology, physical and life sciences, medicine and humanities, social sciences and the arts. After the development of the Qatar National Research Strategy in 2012 these areas were later revisited to be aligned with the Strategy's pillars of energy and environment, computer sciences and ICT, health and life sciences, and social sciences, arts and humanities (QNRF 2019b).

QNRF has encouraged faculty in the IBCs, QU and other organisations in Qatar to develop their research capacity. Since its inception, QNRF has focused on supporting the development of local research capacity building and enforced a policy that ensures research teams include a minimum percentage of members based in Qatar and a minimum threshold for expenditure of the research grant funds in Qatar. The grants include covering the tuition for graduate programs of research assistants and other project team members, travel for conference attendance and presentation, training on the use of lab equipment and statistical packages and the procurement of equipment and materials for research projects.

In a subsequent phase of development, QNRF introduced funding programs specifically targeting promising graduate students and recent doctoral graduates both from within Qatar and internationally. The Graduate Studies Research Award (GSRA) provided funding for graduate students to be enrolled at universities and IBCs in Qatar. Also the Post-Doctoral Research Award (PDRA) provided funding for post-doctoral fellows to work at these institutions for a number of years. These programmes have attracted a large number of applicants and seem to have encouraged many international applicants to move to Qatar and contribute to research outputs and capacity development, thus, enhancing research and human capacity in the country.

Conclusion

The strong impact of IBCs on capacity building in Qatar is undeniable. The introduction of IBCs has turned Qatar into a regional study destination and offered opportunities to students, university faculty and professionals in many fields to improve their capacity and contribute to building a knowledge economy. If carefully planned and executed, IBC development can be a catalyst for change in developing countries where the education and professional development sectors need improvement. However, attracting universities to establish IBCs requires strong financial and leadership support. Qatar has so far provided the necessary support to ensure IBCs are successful. Other countries interested in establishing IBCs should consider the benefits and costs of this endeavour at both the short and long term.

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5

Transnational Education as Enabler of Access to Quality Higher Education and Its Link to UN SDG4: The Case of Greece

Fotis Papageorgiou, Vicky Makellaraki, and Vangelis Tsiligiris

Purpose and Impact of TNE

The purpose and impact of TNE is a debated topic. At the one pole of this debate TNE activities are seen as a way for higher education institutions in developed countries to reach offshore markets. In this conventionalisation of internationalisation, higher education is seen as

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being like any other service which can be exported to another country or used to attract students from other countries. This describes, to a great extent, the main motive of the exporting countries that see international activities as a "third income stream" (Brooks and Waters 2011). In this context, some consider TNE as one of the pillars of neo-liberal policies for higher education. The reduction in public funding accompanied by developments in information technology and the opening up of global markets has contributed to the expansion of transnational higher education. The overall outcome of these developments is argued to contribute to the widening of the inequality gap between North and South higher education institutions. In this viewpoint, TNE falls under the neo-liberalist globalisation of core-periphery relationship where the core countries become stronger while the periphery weakens (Santos 2006).

At the other pole of the debate about the purpose and impact of TNE are those who consider this as a "capacity building" activity for host countries. Some TNE host countries adopt policies and actions which aim to encourage their students to study abroad while at the same time giving incentives to reputable foreign higher education institutions to offer their programmes locally. The logic behind this policy is to increase and improve a country's capacity for higher education, for example, by improving the quality of human capital and expanding the in-country supply of quality higher education provision. There is evidence to suggest that this phenomenon is actually materialising in countries that have used partnerships between local education providers and foreign higher education institutions to convert them into private universities (Sidhu and Christie 2015; Ilieva et al. 2019). Some examples are Malaysia, Singapore, Hong Kong, Cyprus, and Malta.

Overall, the fast acceleration of TNE activity, have polarised researchers and practitioners about the TNE purpose and impact. Stella (2006, 258–59) summarises 'trade promoters', trade enthusiasts', and 'cross-border education defenders' on one side and 'revenue-generation approach' critics and 'sceptical reflectors' on the other, as well as a minority of those who consider the above 'a non-issue'.

This study does not focus on discussing the commercialisation of HE debate. Instead, by adopting a pragmatic approach, which "is to try to interpret each notion by tracing its respective practical consequences" (James 1981, 26 in Cherryholmes 1992), this study emphasises on evaluating the impact of TNE in the host country local community.

TNE in Greece

Greece is a major TNE host country with approximately 17,000 Greeks studying on TNE programmes offered in-country (Tsiligiris 2019). The majority (>70%) of these students are enrolled at undergraduate level programmes. TNE provision in Greece is offered through franchise and validation partnerships in collaboration with, mainly (>90%) UK universities. Consequently, Greece is the top host country in Europe and amongst the top ten host countries globally for UK TNE (UUKi 2019). As shown in Fig. 5.1 below, the size of UK TNE provision in Greece has increased by 81% between 2007/08 and 2017/18 (Tsiligiris 2019).

The language of instruction and assessment of TNE programmes in Greece varies and it can be in (1) Greek; (2) English; or (3) a combination of the two. An example of the latter includes the first half of the course to be taught and assessed in Greek and the second half in English. This model aims to help Greek students improve their English language knowledge and enhance their post-graduation employability prospects. In some instances, knowledge of English is sometimes compulsory to comply with professional recognition requirements in the UK, as, for example, in Speech and Language Therapy.

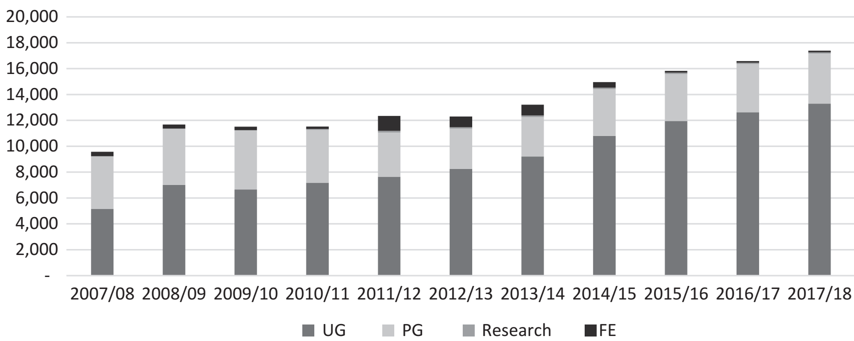

Fig. 5.1 UK TNE students in Greece

Greek Students Abroad and TNE Students in Greece

In the past, Greece used to be one of the major exporters of international students. For example, during the 1970s and early 1980s, Greece was the major source country of outbound students to the UK (Tsiligiris 2013). This was primarily because of the consistent gap between the demand and supply for higher education in Greece. Starting in mid-1990s, there was an expansion in the number of available places in Greek universities which contributed to the decline in the number of Greek students abroad. Also, in late 1990s there is a considerable TNE provision in Greece which emerges as an alternative route of access to foreign higher education. As shown in Fig. 5.2, the growth of TNE in Greece has contributed directly to the decline in the number of Greek students abroad and more directly to the decline in the Greek students who studied in the UK.

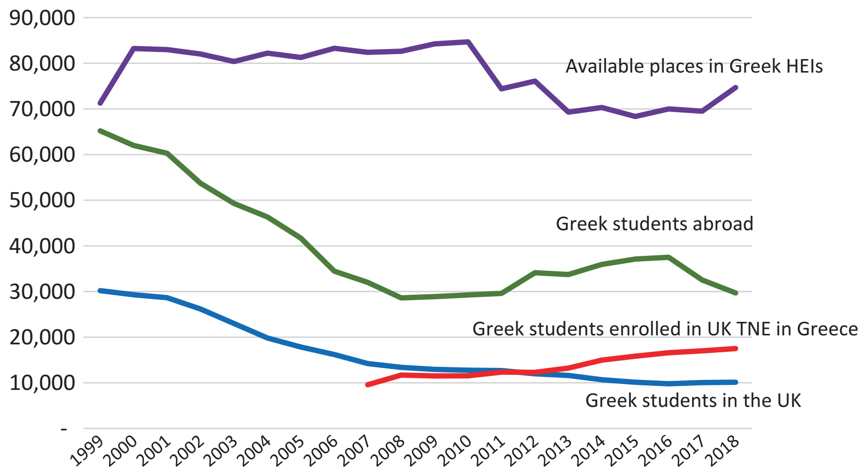

Fig. 5.2 Greek student outbound mobility, places offered in Greek HEIs, and Greek students in UK TNE. (Sources of data: Unesco; HESA; Tsiligiris (2019))

Why Students Choose TNE in Greece

Research has shown that the top three decision-making factors for TNE students in Greece and other students are employability in the international market, quality of education and prospects for further studies abroad (Tsiligiris 2019). Also, students choose TNE courses in Greece as a way to access higher education courses not available by Greek universities.

Employability Concerns

The structure and organisation of Greek higher education has been considered by the Hellenic Quality Assurance Agency (HQAA) as lacking strategic focus towards employability (2012). Also, the problems of the employability of Greek universities graduates have been documented in existing research (Matsouka and Mihail 2016; Menon et al. 2018; Asonitou 2015). This lack of employability prospects acts as a push factor for Greek students to pursue studies in foreign higher education institutions, either abroad or in Greece via a transnational higher education partnership.

Lack of Available Courses

According to the Greek constitution, higher education in Greece may only be provided by public universities. This constitutional restriction does not allow supply to keep up with the volume and changing trends in the demand for higher education in Greece (Tsiligiris 2019). There is a strong intervention by the government around key decision on course development and the number of available places per course. For example, any new courses have to be approved by the Ministry of Education. Consequently, Greek universities are not able to move fast responding to demand trends by developing new courses and adjusting the number of available places on existing courses. This creates substantial imbalances between supply and demand on specific courses, particularly at postgraduate level. As result, a number of Greeks pursue studies abroad, or at TNE providers in Greece, because the course they were interested to study was not available by Greek universities.

Cost of Preparation for Entry Examinations to Greek Universities

"Panelinies" refer to a nationwide written examination which takes place once per year taken by high school graduates who are seeking access to Greek universities. Despite that undergraduate higher education is free for all Greek and EU students, there is a substantial hidden cost for students and their families. The fierce competition between the applicants, especially for courses where places are limited (e.g. Pharmacy, Medicine) has created the need for private preparatory tuition support, called 'frontisterio'(Psacharopoulos and Tassoulas 2004). It is expected that to be successful and gain admission to Greek universities, one needs to attend at least two years of preparatory private tuition classes at a cost that exceeds 14,000 euros (Lakasas 2014). This substantial financial investment required by families to support the preparation of their children for the entry examinations, reduces the opportunities for students from lower income families to enter Greek universities. A number of these students find it more economical to study on a foreign university course provided in Greece via TNE providers.

Sustainable Development Goal (SDG) 4 and TNE

The seventeen UN sustainable development goals (SDGs) emerged as part of the 2030 Agenda for Sustainable Development[1] which is a plan of action structured around the dimensions of people, planet and prosperity. Each SDG is measured against a set of targets aimed to which aim to eradicate poverty, fight inequality and injustice, and protect the planet.

[1] More information here: https://sustainabledevelopment.un.org/

SDG 4 aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (UN 2019).

There has been substantial focus and research evidence on the progress of achieving the targets of SDG4 for primary and secondary education. Less emphasis has been placed on lifelong learning and higher education (Webb et al. 2017). Furthermore, despite the significant size of TNE provision, and its continued growth over the past 20 years, there has been limited evidence on how it impacts host countries, particularly in relation to SDG4.

Access, Relevance of Skills, and Capacity Building

SDG4 is particularly relevant to higher education and has direct links with transnational education. For example, target 4.3 aims at ensuring quality access to all women and men to affordable and quality education, including higher education (UN 2019). One of the key characteristics of TNE provision is its substantially lower cost, in comparison to the traditional international student mobility. Also, one of the main reasons why students choose TNE programmes it their affordability in comparison to other study options (Sin et al. 2017; British Council 2017).

SGD4 goes beyond the level of access to higher education to target the availability and relevance of student skills. For example, target 4.4 aims at increasing the number of youth and adults with the relevant skills for decent jobs and entrepreneurship (UN 2019). Another reason why students choose to study on a TNE programme is that its content provides better employability prospects in comparison to local HE programmes (Sin et al. 2017; British Council 2017; Tsiligiris 2019).

Method

This chapter draws primary data from a TNE collaborative partnership case study which involves Queen Margaret University, a UK university, and Metropolitan College, a Greek private college based in Athens with multiple delivery sites across Greece.

The study adopts a qualitative approach using semi-structured personal interviews as the data collection method. A purposive sample of six graduates is used to explore the impact of TNE in Greece with a focus on SDG4.

A set of opening questions is used to initiate the conversation with each graduate. The key questions used in the personal interviews are:

- Why did you choose to study at a UK course offered in Greece? (imply and explore “why this against the other options you had” and “what were the other options you had”)
- What would have been the implication to you if this course was not available in Greece?
- What do you think is the major contribution of this type of arrangements (e.g. a foreign course being offered through a local partner in Greece) to students and more widely to the society in Greece?

One additional question is used to explore the post-graduation impact of TNE.

- What do you think has been the impact of your studies at Metropolitan College on your personal and professional life?

Graduates were chosen as the key focus-group, since it was deemed essential to be able to provide a full account of the life-cycle of student experience within a programme offered through a TNE arrangement. Of the six graduates interviewed, three were female and three were male, aged 22 to 27. Three graduates have completed a BA Culinary Arts and three graduates have completed a BA International Hospitality and Tourism Management. It is important to note that hospitality and food service count among Greece’s strongest and healthiest industries. All participants are currently employed in the industry, with four of them residing in Greece, one in the UK and one in France. Two out of six have advanced towards a Level 7/SCQF11 award in Hospitality Management, in a TNE setting.

All of the interviews were recorded with the participants’ permission and key information was also written in a notebook during the interviews.

To secure confidentiality, the interviewees were assigned a random numbering of 1 to 6.

Four interviews were conducted in Athens and two interviews were held via Skype. Interviews were conducted by the research team after ethical clearance was granted by both the UK University and the TNE partner. Each interview was transcribed and then analysed using a thematic approach. Interviews were conducted in Greek, the latter being the native language of all participants and authors/researchers. The interview quotes used in this chapter have been translated from Greek by the authors/researchers.

The thematic analysis was carried out in four steps. First, a generic impression/familiarization was acquired by reading the interview scripts. Second, data was reduced to sizeable bits of meaning, identifying keywords, and facilitating primary groupings. Third, primary groupings were fitted into broader themes. Finally, overarching themes were reviewed, defined and interrelated (Maguire and Delahunt 2017).

Discussion of Findings

Reasons for Choosing a UK TNE Programme

The first thematic objective investigated the reasons behind the decision to attend a UK programme of study within a TNE context at a host country, namely Greece. Five participants predominantly emphasized the standing and reputation of UK HEIs, often in contrast to Greek (public) HEIs. One respondent (respondent 5) said:

> '*The education received is completely different from the education one can get in Greece; the way in which classes are taught, and the overall access to education and knowledge, go beyond the limitations set in Greece*'

It is evident from the participants' responses that UK HE is viewed as well-structured, quality-assured, research-based and directly linked to employability. Hence, local and international recognition of skills and knowledge is seen as better served by a UK award.

Furthermore, graduates underlined the affordability of programmes relying on TNE arrangements. Choosing to study at a TNE host country was described by four graduates as a fine and cost-effective alternative to studying abroad or studying in a Greek HEI based far from Athens. As respondent 1 put it:

> '*I happened to find this particular college here and I did some research on the UK University to see what it had to offer. Since there was no money available to study in Britain, I chose to attend the course here, since this was an available option*'.

In some cases, a programme of study similar to the one attended (e.g. BA Culinary Arts) was not available in Greek public HEIs. Thus, for all three participants graduating from a BA Culinary Arts award, the provision of the programme within a TNE arrangement was initially seen and referred to during the interview, as, quite simply, the only available option towards the desired award.

TNE as Route to Access HE

The second thematic objective invited graduates to seek what would be the implication if a course such as the one attended was not available, i.e. if a TNE arrangement was not an option available to consider in the first place. The majority of participants (four out of six) unequivocally stated that this would leave them with no other option than to seek to study abroad, with all the challenges (linguistic, economic, personal etc) such a decision might involve. Two graduates mentioned that, had TNE arrangements not been available, they would be forced to shift their object of studies, or concede to a study pathway perceived to be significantly inferior.

Impact of TNE on Students and the Local Society

The third thematic objective explored the contribution and impact of TNE arrangements to students and the local (Greek) society. Graduates provided a wide range of responses that cannot be entirely and/or straightforwardly grouped. However, among participants, recurring loci of discussion emerged. With regard to the impact of TNE arrangements on individuals, four graduates prioritized the enhancement of critical thinking and research skills. UK TNE was depicted as a route facilitating engagement with the field of study, conducive to self-improvement and widening the scope of analytical and reflective skills. As stated by respondent 2:

> '*…on a personal level, as a student, the programme completely transformed my mindset on research. Essentially, studying is all about searching inside yourself or conducting research on the object studied. It has completely changed my understanding of research and I now filter information in a considerably revised way*'.

Again, this was often contrasted to the learning process within Greek public HEIs, where there is a risk for such principles to be overlooked or underemphasized. Participants viewed the Greek public HE system to be overly exam-driven, while the UK HE assessment practice relies heavily on assignments and group-work, which in turn helps to enable genuine engagement and critical thinking. Respondent 1 articulated this perception as follows:

> '*(…) I have learned to study through coursework, I have learned to work as part of a team, and I believe that this process encourages you to not just read a theory and learn it by rote, but try to use it. So if anyone asks me now, I do remember what I did in my first year of studies, I've done so much coursework which I've put into practice, far more than it would have been the case if I just went to sit for an exam and have someone say 'read these ten pages' […]. I think this is the huge difference between the British model and the Greek model.*'

With regard to the impact of TNE arrangements on Greek society, UK TNE was particularly seen by four participants as a safe indicator of adaptability opposite career challenges and a positive influence towards discipline, professionalism and higher standards in working conditions. In the words of respondent 6:

'*It is very important for the development of the profession in Greece (…) and it is not just about the knowledge. […] …there is more discipline, more respect. These are things you need to have to advance in your career*'.

Half of the participants emphasized employability and the tightening of the links between higher education and the labour market. Moreover, participants emphasized the advantages brought by TNE arrangements to the overall Greek HE system, especially since public HEIs do no longer monopolize the options available, but a fine and accessible alternative is offered. As respondent 3 emphasized:

'*It is important to provide an extra choice, to those who can make it. It is surely nice to have more options as this enables better judgment*'.

Impact of TNE on Students' Personal and Professional Lives

The fourth thematic objective centered around the impact of participants' studies at Metropolitan College (the host institution) on their personal and professional lives. In most instances, this occasioned an animated commentary. Strikingly, participants' responses seemed to converge or overlap. Predominantly, all participants outright described their studies as a key enabler of meaningful and favorable employment in the industry. Various aspects of their studies were found to be relating to employment and career success. Three participants highlighted the added value of the qualification gained, in their CVs, for example. In the words of participant 4:

'*…this award opened many doors to employment opportunities. It secured a much stronger CV and opened-up doors which would not have opened before. I was offered posts that I would not have been offered before. I was provided with opportunities which I would not have got before*."

Four participants emphasized the networking opportunities offered during their studies, either through the provision of paid placement or through college staff and services. Four participants also emphasized how relevant and applicable was the knowledge and expertise gained during their studies to current and actual demands of the industry. As participant 1 put it:

> '*I haven't experienced what others describe, i.e. that, when actually at work, they are required to perform tasks completely unrelated to what they did during their studies. On the contrary, in most of the jobs I've had, I felt I had to go back to something taught at school.*'

Three respondents particularly praised the team-building skills promoted through group-work during their studies, as a safe indicator of resilience and social skills in their careers. Respondent 5 said:

> '*When I completed my studies, I realized how important it was to learn how to cooperate with other people, whether successfully or not, because you surely have something to gain from each person, and this will definitely help you since, especially in the field of hospitality, you work with clients, colleagues, people.*'

If not directly linked to employment and career perspectives, respondents' perceptions on the impact of their studies stressed the latter as an enjoyable and memorable experience (as stated by 3 participants) or as an enabler of transferrable and/or reflective skills (by three participants).

Overall, participants were very appreciative of UK HE and they would recommend TNE provision to their peers, friends and acquaintances. It is particularly striking that a sense of unique self-determination emerged from their studies within a UK TNE setting.

Conclusions

The findings presented in this case study suggest that TNE activity in Greece has enabled access to higher education in three respects: 1) affordability, in the form of the financial benefits deriving from the reduced cost of living/fees compared to taking the programme in the home country of the awarding institution (e.g. UK); 2) uniqueness of TNE course in comparison to range of courses offered by Greek public universities offer); and 3) local language of delivery and instruction which is enabled by the validation model of TNE partnership.

From the findings of this study it appears that using the local language as the language of delivery contributes to the widening of access of HE, particularly for students from disadvantages backgrounds. Using a language other than English as the language of delivery in TNE is a sensitive topic for quality assurance agencies and education institutions in the UK. However, many scholars challenge the dominance of the English language in the TNE and suggest that using the local language improves the student experience and the soft benefits of internationalisation of HE (Hoey 2016; Yemini and Sagie 2016; Choi 2010; Knight 2016). The findings of this study add to the body of literature that supports a shift in the linguistic direction in TNE collaborative programmes. Using the local language or a combination with English, can promote intercultural education, empower host institutions and allow students to maximise their potential in meeting the learning outcomes and improve their attainment.

Most students in this study suggested that the added value of TNE is realised through a high quality education provision that is equitable to the provision in the UK. For example, the UK HE learning environment, unlike the Greek HE which is based in lectures and exams, it includes a variety of learning activities (i.e. group work, projects). Within this learning environment, students report that were able to develop their personal competencies that were relevant and valuable to them during their professional careers.

This study identifies that the TNE learning experience enhances critical engagement, promotes the practical application of theory, and facilitates direct links with industry. This strengthens TNE students' employability in the local labour market and, in some instances, creates opportunities for international mobility. Graduates celebrate their readiness for the market and are able to contribute to sustainable societies by conducting themselves professionally while knowledge and skills gained through their studies enable them to inform their professional practice.

The study findings also suggest that TNE in Greece has strengthened the capacity of the domestic higher education system. This includes the direct impact in the supply of higher education programmes as well as the gradual emergence of TNE providers (e.g. Greek private colleges) as a valid alternative route to access higher education in Greece. Despite the constitutional limitations (see Tsiligiris 2019) that restrict the transformation of TNE providers to degree awarding institutions; the findings suggest that TNE supports a shift towards a more open and diverse higher education system which not dominated by Greek public universities.

Also, the study suggests that this particular collaboration generates tangible results in widening participation and in creating employable graduates who are able to make a positive impact in the economy and the society. It is worth noting that a social 'pillar' of sustainability is embedded throughout the core values of the awarding institution that is also committed to widening participation (QMU 2019, 10). Therefore, it seems that a well-defined sustainability strategy by the exporting institution is important prerequisite in achieving positive sustainability impact in the TNE host country through the local institution.

Overall, the findings that emerge from this case study suggest that TNE promotes access to good quality higher education and creates a number of benefits for direct participants and wider stakeholder groups with direct reference to UN SDG4. Despite the limitations of the study, which are unavoidable for this type of research approach and data collection method, the findings can be used as the launchpad of further research. More specifically, further research could be pursued in other major TNE host countries aiming to expand on the finding of this study about the impact of TNE in relation to UN SDGs.

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6

A TNE Game-Changer: From Filling Supply Constraints to Offering Skills Experiences in Vietnam

Anh Pham

Introduction

Transnational education (TNE) can be briefly defined as 'the mobility of higher education programmes and institutions/providers across international borders' (Knight and Liu 2017). It is understood in this chapter as in-country international higher education (HE) provision leading to degree and/or diploma awards from institutions based outside Vietnam. The aim of this chapter is to explore modes of TNE in Vietnam and discuss how beneficial they are to the host country with respect to widening participation and skills development.

Importing TNE has offered many developing Asian countries, including Vietnam, a valuable opportunity to expand access to the knowledge and qualifications needed for capacity building in HE and to workforce skills development. Being aware of the opportunity, the Vietnamese government strongly believes in academic studies, skills development, and

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the social and cultural benefits of TNE to domestic HE and, in this regard, is well-placed to seek international partners to steer TNE toward cultivating the workforce needed for the nation's productivity and comparative advantage in global markets.

Since the 1990s, TNE collaborations with various partnership models were approved exclusively for partnership with the public sector to provide joint training programmes (JTPs). Since the 2000s, the private sector has provided foreign programmes in the form of foreign direct investment (FDI) on international branch campuses (IBCs), and recently on 'international standard universities' (ISUs) which include newly established government-owned universities, public or private universities with FDI, and private for-profit corporate universities providing accredited foreign programmes. Such collaborations and establishments rely heavily on foreign curricula but to some extent, they also rest on how the programme fits the market skills in demand.

This chapter, based on Vincent-Lancrin's (2007) conceptual framework of capacity building in HE through TNE, demonstrates TNE's benefits to domestic HE and its wider benefits to workforce development for Vietnam. It discusses various modes of TNE collaboration and the extent to which TNE is making an impact in the domestic sector in addition to contributing to upskilling the workforce in support of social and economic development in Vietnam.

The discussion of TNE in Vietnam is contextualised within the higher education sector and recent shifts in TNE policy. It describes TNE partnership models and delivery modes in the form of JTPs, IBCs and ISUs. Data are presented on JTPs, numbers in each field, total enrolments, and number of graduates in order to discuss the effectiveness of TNE in providing access to skills experiences. The chapter concludes with remarks on the need for further research on TNE curriculum and pedagogy based on recently published outcomes of graduate employability in Vietnam and the implications for TNE and the future of Vietnam.

Methodology

This chapter presents part of the findings of PhD research conducted from 2011 to 2014 at the School of Global, Urban & Social Studies, RMIT University, entitled 'The Contribution of Cross-Border Higher Education to Human Resource Development in Ho Chi Minh City' (Pham 2014). It also draws on postdoctoral research to 2019. The research explored the current state of TNE in Vietnam to examine its capability in providing access to international qualifications, knowledge and skills required for employability and success in a global work setting.

Data were sourced from qualitative research including document analysis and semi-structured interviews (Denzin and Lincoln 2008). Document analysis used intergovernmental and governmental sources supplemented with print media updates including statistics of Vietnam HE, a compilation of data from the latest unpublished report on the current state of foreign investment and joint training education conducted by the Ministry of Education and Training (MOET), the International Co-operation Department (ICD) and the latest published list of JTPs approved by MOET. These were verified through publicly available government documents and semi-structured interviews with senior government education officials.

Higher Education and Recent Shifts of TNE Policy in Vietnam

The Vietnamese higher education sector is shifting focus from increasing supply to enhanced quality (Austrade 2018, 2019). The sector has made extraordinary progress in the numbers of HE institutions and student enrolments since 1990 (Le and Hayden 2017; Tran and Marginson 2015; Dao and Hayden 2015; Harman et al. 2010). In 2019 there are 422 universities and colleges with more than 2.2 million students (MOET 2019a). The number of universities, students and lecturers in the 2017–18 academic year is provided in Table 6.1 below.

Table 6.1 Number of institutions, students and lecturers in the Vietnamese HE system

	Academic Year 2017–2018		
	Public	Private	Total
No. of universities	170	65	235
No. of students	1,439,495	267,530	1,707,025
No. of graduates	281,965	38,613	320,578
No. of lecturers	59,232	15,759	74,991

Source: MOET (2019a)

Despite such impressive progress, 'Vietnamese HE institutions fail to meet the demand for quality outputs with the necessary skills and competencies required by industry' (Austrade 2019, p. 7). According to Ousmane Dione, World Bank Country Director for Vietnam, this is because different skill sets and competencies are required to strengthen access to, and the quality of, higher education in Vietnam. The country needs better labour productivity and further shifts of the workforce to more productive sectors (World Bank 2017).

By addressing the requirements of skills and competencies, the Vietnamese government has committed to a range of changes in TNE policy to facilitate international HE partnerships to strengthen capacity in the domestic sector. Relevant to TNE is the unpublished 'National Strategy of Higher Education Internationalisation 2025' of November 2017 (MOET 2017) and 'Decree 86/2018/ND-CP on Foreign Cooperation and Investment in Education' of June 2018 (Vietnam Government 2018). The Strategy advocates strengthening key areas such as internationalisation of curriculum, delivering quality JTPs, international accreditation and rankings, student exchange, research collaboration and translation and internationalisation of vocational and school sectors.

Decree 86, a sub-set of HE Law, provides TNE definitions and terms which are relevant to various practices of established and prospective TNE co-operation, investment and/or delivery. TNE collaborations regulated by Decree 86 include 'joint training' in the form of JTPs and new 'HE establishments'. 'Joint training' refers to TNE co-operation with foreign partners to deliver JTPs at tertiary level, including Bachelors, Masters and PhD leading to the issuance of degrees or certificates without establishing a legal entity; 'HE establishments' refer to HE institutions invested with foreign sources of capital, either through 100 per cent FDI or joint ventures between foreign and domestic investors leading to forming IBCs or ISUs in Vietnam (Vietnam Government 2018).

Imported Capacity

Countries have various motivations for importing TNE. Importers of educational services are driven by the need to build and improve their higher education (Altbach and Knight 2007; OECD 2006; Ziguras 2011). TNE has been an increasingly important and integral part of HE internationalisation (Huang 2007) which can supplement domestic educational capacity building and provision more rapidly than if the country were relying on its own human resources. Vincent-Lancrin (2007) suggests that TNE contributes significantly to the growth of quantity, quality and relevance of the domestic sector, and the best way to improve quality and relevance is through internationalising the domestic sector. He argues that TNE is able to link importing countries with cutting-edge knowledge through the provision of programmes and in this way assists in training an effective workforce and high-quality faculty for the domestic sector. He demonstrates the TNE impact through its ability to provide entry to quality courses and research facilities to allow teachers and students access to updated knowledge, enhanced skills and international experience.

Chapman (2009) looks at the possibilities arising from host country HE institutions in seeking help and collaboration from international partners. His argument is based on the need for the expansion of domestic student access to be balanced with quality and the relevance of imported programmes to national and/or regional labour market needs. He notes that provision and knowledge-sharing through TNE collaborations is drawn from different sources such as the host country's own experience, other countries in the region and wider international experience. The attention, in this regard, should therefore be put on the agenda for higher education reform and capacity development in each country where TNE programmes are delivered.

Strengthening the capacity of domestic HE and enhancing TNE collaborations are significant challenges. While domestic education programmes have generally not covered the range of skills needed (Wilmoth 2004), the capacity of domestic HE and international partnerships in filling this gap seems not to have developed sufficiently in either scale or scope. Lynham and Cunningham (2006, p. 127) present eight desirable attributes for national skills development, including that it be 'nationally purposeful, … formulated, practiced and studied for the explicit reason of improving the economic, political and socio-cultural well-being of a specific nation and its citizens'. These attributes set the needs of TNE as imported capacity at national level, not only on capacity building in HE only.

Vincent-Lancrin (2007, p. 53) states that TNE can indeed be 'a helpful capacity development tool' since foreign capacity, and the knowledge-sharing it enables, allows for the strengthening and development of local capacity. But little data exist to evaluate the effectiveness of TNE as an educational development tool. He argues that addressing TNE challenges and opportunities will typically lead to reconsidering HE policies for both the domestic and foreign sector. He also highlights the importance of identifying the fields of, and appropriate local policy and/or strategies for, TNE programmes to be imported and the flexibility needed for TNE to engage and facilitate capacity development at multiple levels.

Multi-Level Capacity Building

Vincent-Lancrin (2007) also places the potential of TNE into a theoretical framework for multi-level capacity building. Drawing on Bolger (May 2000), he discusses five levels of capacity: individual, organisational, sectoral, social and global. He draws attention to the implications of the improvement of domestic HE institutions at organisational level, explains how capacity would enhance the consistency of sector policies and promote better co-ordination between organisations at sectoral level, and demonstrates the ability for capacity-building to enhance a country's participation in, and utilisation of, international organisations, treaties and agreements. TNE, as such, can help a country to expand its higher education system more rapidly at the societal level and it implies the ability to improve practices at sectoral levels.

The impact of TNE in host countries in the forms of programme and provider mobility has been discussed (Vincent-Lancrin 2007; Knight 2010, 2011, 2013). But little research has been conducted on the ways in which the fields and levels of TNE provision contribute to filling the skill gaps in the local workforce. While some countries, including Vietnam, have imported TNE provision for decades, there has not been much done to evaluate the impact of this foreign provision in each country from the perspective of the importer. The strategy of capacity building through TNE would arguably be ineffective if TNE programmes were of low quality or if they were imported as a system wholly separate from the domestic education network. At best, they would likely leave the domestic system unimproved; at worst, they would have a negative effect (Vincent-Lancrin 2008).

Filling Supply Constraints

TNE, as earlier suggested, supports the quantity, quality and relevance of HE in host countries (Vincent-Lancrin 2007) and this is the case in Vietnam. Regarding quantity, TNE data from MOET show that TNE does in fact fill supply constraints in the fields and levels in which there is currently a shortage in the domestic sector. Such support is made possible through the provision of JTPs and other modes of TNE collaboration such as IBCs and ISUs.

Statistics from another unpublished MOET report in June 2019 (MOET 2019b) note 550 JTPs approved to date: 316 by MOET and 234 by 17 self-governing universities (see Table 6.2). TNE collaboration in other modes is also documented with two well-known IBCs, RMIT International University and British University Vietnam; three ISUs with FDI including Fulbright University Vietnam, the American University in Vietnam and the University of Tokyo Medical University; four government-owned joint ISUs, including Vietnam-German University,

Table 6.2 Overview of JTPs in 2019

Approved by MOET	316
Approved by eligible self-governing universities	234
Active	358
Discontinued	192
Fully in-country delivery	345
English as language of instruction	454
Foreign awards issuance	513
Total JTPs	**550**

Source: MOET (2019b)

Vietnam-France University, Vietnam-Japan University, Vietnam-UK Institute for Research and Executive Education; one co-campus of Western Sydney University and one Joint-Centre of Technology and Innovation Research of the University of Technology Sydney.

Joint Training Programmes

As a means to fill supply constraints, TNE supports the quantity of domestic HE in various ways. JTPs, with affordable fees, help to minimise unequal access to high-fee foreign programmes at IBCs and, in this way, support domestic institutions in widening access to international education. IBCs and ISUs allow students who can afford high fees to be more fully exposed to the international education experiences. This frees up public resources and facilities for less advantaged students.

TNE data show a significant dip in the number of JTPs from 2015 to 2017, followed by an even larger increase from 2017 to 2019 (see Table 6.3).

According to MOET, the decline after 2015 was due to difficulties in student recruitment, which led to 192 JTPs being fully discontinued. Another 59 JTPs have suspended new recruitment.

The top five TNE providing countries of JTPs in 2017 were France, USA, UK, Australia and China. The first three countries contribute to 86, 84 and 85 JTPs, while Australia and China have 49 and 34 respectively. The numbers of foreign institutions providing JTPs in Vietnam in 2017 are presented in Fig. 6.1.

Table 6.3 Joint training programmes (JTPs) in recent years

	2015	2017	June 2019
Foreign Countries	32	29	33
Foreign Institutions	255	211	258
Vietnamese Institutions	88	84	85
Bachelor Programmes	255	134	255
Master Programmes	200	122	229
Doctorate Programmes	12	4	13
Diploma Programmes	N/A	N/A	23
Certificates	N/A	N/A	11
Unknown	N/A	N/A	19
Total JTPs	**467**	**260**	**550**

Source: MOET (2019b, c)

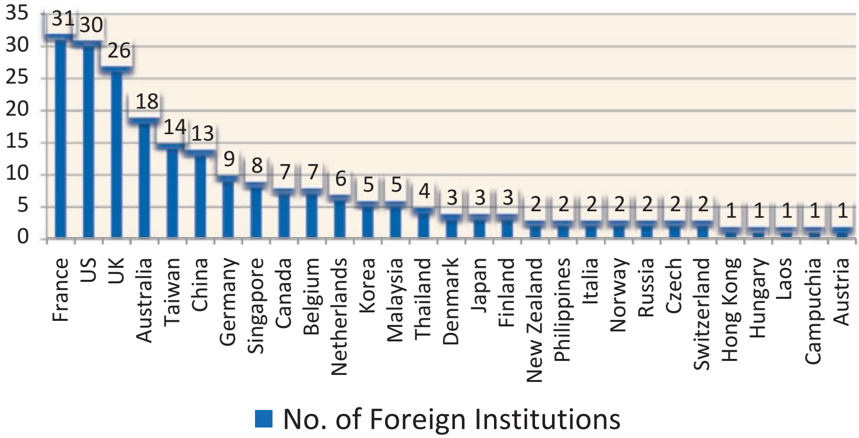

Fig. 6.1 Total foreign countries and foreign institutions in 2017. (Source: MOET 2019b)

The number of Vietnamese institutions acting as partners in JTPs is in Fig. 6.2. It also shows that the USA and UK had 25 and 22 local partner institutions in 2017; France and Australia each had 18 Vietnamese partner institutions.

Overall, TNE import through JTPs, IBCs and ISUs has been making positive impacts on HE quantity in Vietnam. The number of JTPs can fluctuate but enrolments more smoothly increase over time. Total TNE enrolments in JTPs, active enrolments and graduates are presented in Table 6.4.

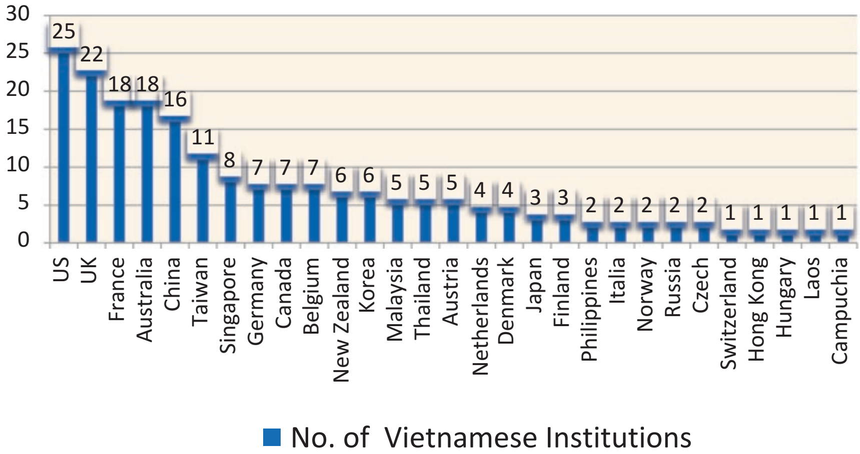

Fig. 6.2 Total foreign countries and Vietnamese institutions. (Source: MOET 2019b)

Table 6.4 JTP enrolments by programme levels

	Total enrolments		Active enrolments		Total graduates	
Levels	2015	2019	2015	2019	2015	2019
Bachelor	39,520	49,100	24,827	25,527	14,104	20,484
Master	30,649	40,030	7,146	11,664	22,931	28,030
PhD	441	522	239	311	2	62
Total	**70,610**	**89,652**	**32,212**	**37,502**	**37,073**	**48,576**

Source: MOET (2019b)

With such variety and flexibility in joint training provision, JTPs widen the participation in international education for the non-mobile in-country student cohort. These programmes also consistently support the Vietnamese government strategy of international integration in the HE sector (Communist Party Central Committee 2002, 2013). Although HE participation in Vietnam has been among the lowest in the East Asian region (MOET 2019c), the number of 89, 652 students enrolled into 550 JTPs to date (as presented on Tables 6.3 and 6.4) confirms TNE ability to contribute to the amount, quality and relevance of domestic HE capacity.

Offering Skills Experiences

Vincent-Lancrin (2007) also emphasises the importance of identifying the fields of TNE programmes. JTP data show TNE provision in various fields, reflecting TNE support to domestic HE in providing access to knowledge and practice in the fields. JTPs by disciplinary fields, from 2015 to 2019, are presented in Table 6.5.

JTP enrolment data indicate the ability of TNE to offer skills experiences in the most popular JTP fields, such as economics, business, management, engineering and technology, and thereby support the relevance of knowledge in existing HE capacities of local partner institutions. However, concerns remain over the ability of TNE to create a quality transformation in the fields in which highly qualified and skilled people are required for social welfare (e.g., social sciences and humanities) and for the competitiveness of exports in agriculture, forestry and fisheries.

Vietnam is among the top five exporters of seafood, tea, cashew nuts, black pepper, rubber and cassava and the second-largest exporter of rice and coffee globally. Agriculture accounts for 20% of Vietnam's exports (PwC 2017) and there is an extreme shortage of labour for this (Austrade 2014). When 44 per cent of JTPs are in Economics, Business and Management and only two per cent in Agriculture, Forestry and Fisheries, there is a large gap in provision. This gap may adversely impact on the ability of TNE to enhance the quality and relevance of the local HE system.

Table 6.5 JTPs by disciplinary fields

Fields	2015	2017	2019
Economics, Business and Management	280	115	324
Engineering & Technology	80	40	90
Social Sciences & Humanities	40	32	44
Medical & Pharmaceutical	6	9	14
Agricultures, Forestry and Fisheries	12	2	6
Others	49	62	53
Unknown	N/A	N/A	19
Total JTPs	**467**	**260**	**550**

Source: MOET (2019b, c)

Conclusions

Importing TNE can transfer knowledge to supplement existing capacities through JTPs, IBCs and ISUs but it is market-driven and affordable for wealthier students. JTPs, however, expand access to knowledge and skills experiences in fields and at levels which are highly sourced in the local labour market (Austrade 2019). While TNE is with the capability of capacity building in HE for developing countries (Vincent-Lancrin 2007; Ziguras 2008; Ziguras and McBurnie 2011), initiatives with focus on the underrepresented fields and levels are highly recommended for TNE development in the years to come. With significant presence of TNE in Vietnam (McNamara and Knight 2014) and positive employability of Vietnamese TNE graduates from employers' perspectives (Pham 2018). Such import of JTPs suggests the implications for sustainable growth of TNE at sectoral and societal levels.

At the sectoral level, since a very large proportion of TNE students doing economics, business and management seek employability with locally based multinational employers, government incentives should be considered to support TNE collaboration and institutions to provide in the fields which potentially contribute more to key industries but less to income generation for students to eliminate the imbalance on enrolments and, in this way, encourage both foreign and local institutions to invest in providing programmes in these fields.

At the societal level, while students still pay high amounts for their enrolment into JTPs, IBCs or ISUs and usually enrol into the fields with the potential of high return of investment, local talent development should be considered in the fields and at the levels where talents are scarce and in high demand to make JTPs affordable to most students and, as such, ensure the workforce remains competitive.

With recent shifts in TNE policy and current quantity profiles of JTPs, such suggested reforms on the allocation of TNE, together with government incentives, will pave the way for TNE providers to lift their provision towards offering the skills experience which is necessary for the local workforce and better address the skill demands and consumer preferences. Given that the Government of Vietnam is focused on maintaining economic growth to ensure that Vietnam successfully transitions from middle-income status to a high-income economy, and with a greater need for international education in terms of facility, educators, curriculum and access to global knowledge and networks (Austrade 2018, 2019), further research is suggested on TNE curriculum and pedagogy (Knight and Liu 2017) including internships for developing employability skills (Bilsland et al. 2014) in a host country such as Vietnam.

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7

Capacity Building and Institutional Development Through Transnational Education in the Philippines

Janet Ilieva, Lotus Postrado, and Michael Peak

Introduction

As the Philippines sets the scene for quality higher education through internationalisation, a unique model for transnational education (TNE) is evolving: one that is government-driven; that focuses on niche subject areas; and whose primary intent is to build the capacity of its local higher education institutions.

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This chapter aims to explore the prerequisites for TNE in the Philippines and the willingness of its higher education institutions (HEIs) to engage in transnational education. While the push towards TNE in the country was initially government-led, a growing number of HEIs see TNE as means to develop their institutional capacity.

Following a moratorium on TNE degrees in the Philippines, the Commission on Higher Education (CHED) started to explore the potential of TNE for local capacity-building. A pilot scheme, jointly run with the support of the British Council, included 11 Philippine universities. The TNE approach favoured by CHED focused on collaborative education provision in niche subject areas. As a result, 17 double and joint degrees at PhD and master's levels were developed in collaboration with nine UK HEIs. The jointly developed programmes targeted faculty staff at the participating Philippine institutions. The subject areas were decided in consultation between CHED and other government departments. Their choice was based on the future needs of the Philippine economy, meaning that there is limited existing education provision in these disciplines in the Philippines at present.

As of August 2019, there is a new Transnational Higher Education Act which mandates a supportive regulatory environment in the country (Congress of the Philippines 2019).

While historically TNE in many other countries has evolved to absorb unmet demand for higher education, the Philippines provides a different example of supply-led TNE, where the government is the main agent of change. The education provision developed in collaboration between UK and Philippine HEIs aims to fill gaps in the current supply of degrees on one hand, while on the other it upskills existing staff at the country's universities to deliver postgraduate qualifications. In addition to building capacity in niche subject areas, the developed programmes equip participating institutions to train their PhD students.

This research employed interviews, focus groups and a self-administered online survey to collate the attitudes of Philippine HEIs towards TNE.

Research Objectives and Methodology

This chapter explores the prerequisites for TNE in the Philippines. Following a moratorium on TNE in the country, CHED has set to explore in a cautious manner the setup and delivery of selected TNE programmes. The initiative is known as Joint Delivery of Programmes in Niche Subject Areas (JDPN). HEIs' perspectives on TNE complement the study.

Research Aim

The study attempts to outline the models of TNE, which will best support the government's and HEIs' ambitions.

Methodology

This research draws on a literature review, secondary data analysis, an assessment of policy documents and primary data collection with higher education institutions in the Philippines.

This chapter starts with an examination of the socio-economic and demographic prerequisites for TNE in the Philippines. Analysis of the secondary data is performed to establish the growth rate of university-age population and future demand for higher education (HE) against the current levels of HE provision.

The context-setting for TNE continues with a policy analysis of the regulatory framework for TNE set by CHED and its regional offices. Historically, the Philippine HE system has been comparatively closed for international institutions. While TNE globally has been around for decades, it is yet to gain popularity in the Philippines.

The government perspective on TNE is supplemented by the views of HEIs in the Philippines. Face-to-face interviews with higher education leaders from both private and state universities informed the development of an online survey. The draft questions were tested with wider audiences through focus groups held in Metro Manila, Benguet, La

Union, Camarines Sur, Negros Oriental, Iloilo, Cebu, Davao and Misamis Oriental. The survey aimed to generalise in order to identify attitudes, expectations from TNE among the HEIs, and areas where TNE partnerships will be welcome.

Socio-Economic and Demographic Prerequisites for Transnational Education in the Philippines

Rising wealth and a growing youthful population continue to drive demand for higher education in the Philippines, yet the tertiary education enrolment rate is only 35%. English proficiency in the country is high, and English is the official language of instruction at the tertiary level.

The Philippines' population is expected to reach 150 million by 2045, making it the world's 10th most populous country. The university age population will peak in 2035 when it is projected to reach 11 million. However, a slow recovery is expected after a dip in the projected number in 2040, and the current projections show an estimate of 10.7 million 20- to 24-year-olds in the country in 2050 (Fig. 7.1).

However, higher education enrolments in the country have a different growth trajectory. The implementation of the K-12 Programme resulted in adding kindergarten and Years 11 and 12 to the country's 10-year education system. This means a significantly smaller number of enrolments in HEIs over the period from 2016 to 2018. While the numbers of students are expected to bounce back, supply-side capacity constraints may result in unmet demand for higher education in the short term. Continued demographic growth will continue to add pressure on the country's HE provision in the medium to long term (Fig. 7.2).

Notwithstanding the International Monetary Fund's downward revision of the nation's economic growth forecast from 6.5% to 6% in July 2019, it remains one of the strongest in the Association of Southeast Asian Nations (ASEAN) region (Business Insider 2019), with strong domestic consumer demand as a key driver. Continued expansion of the services industries is the main contributor to wealth in the Philippines,

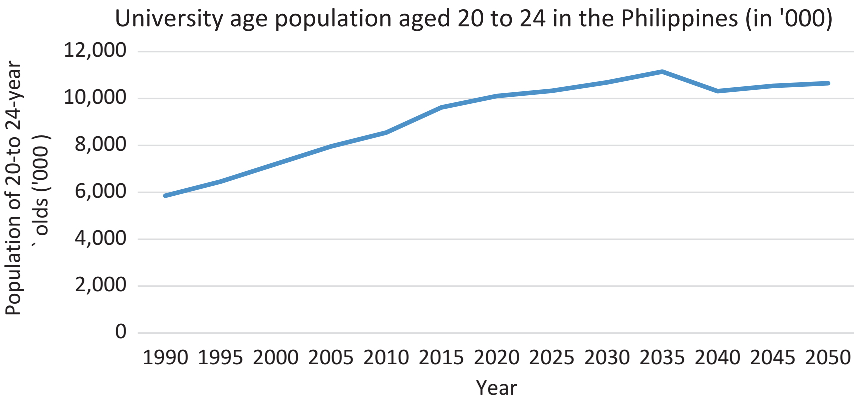

Fig. 7.1 University age population aged 20 to 24 in the Philippines (in '000). (Source: United Nations Department of Economic and Social Affairs, Population Division (2019). World Population Prospects 2019, custom data acquired via website. https://population.un.org/wpp/DataQuery/

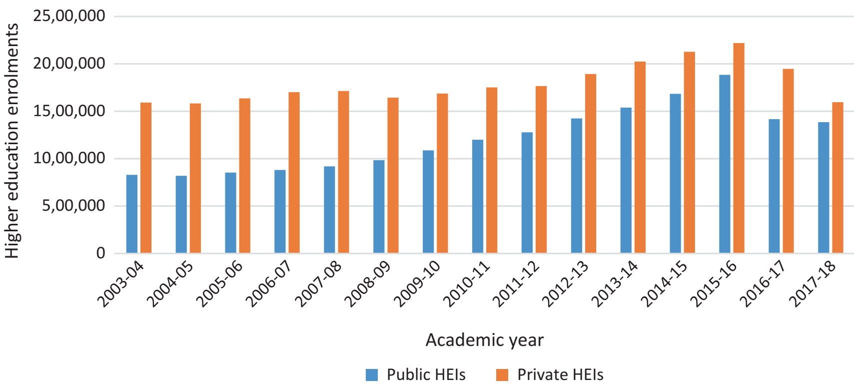

Fig. 7.2 Higher education enrolments in private and public HEIs. (Source: https://ched.gov.ph/statistics/

and growth therefore depends on the country's ability to innovate and to upskill its workforce.

Growing youthful population and expanding services sectors signal a strong need to enhance existing higher education provision.

For some time, countries with unmet higher education demand and similar or lower levels of English proficiency have attracted foreign education provision through TNE. Appropriate quality assurance frameworks have supported and enhanced education provision and encouraged the delivery of courses in niche areas deemed to be of national importance. These developments contributed to the same countries later flourishing as international education hubs: examples include Singapore, Hong Kong, Malaysia and the United Arab Emirates.

This means that TNE has the potential to increase the options facing policy makers in the Philippines regarding meeting unmet domestic HE demand. Equally, it can support the HEIs' capacity to upskill their workforce. The latter is reflected in CHED's approach towards the development of TNE programmes of study at postgraduate taught and research level in niche subject areas where the Philippines is yet to develop domestic expertise.

Existing Regulatory Framework and Engagement in TNE

This section provides a brief overview of the regulatory environment in the Philippines. In this context it describes the joint initiative between CHED and the British Council, which is the first attempt of the country's regulator to explore collaborative teaching provision through TNE at postgraduate level. This partnership was forged following a three-year moratorium on local HEIs' participation in TNE provision.

Regulatory Framework for TNE

CHED is the country's higher education regulatory body and was created by the Higher Education Act of 1994 (CHED 1994). Among other functions CHED is responsible for: the formulation of HE development plans, setting the priorities and policies; making recommendations on research and teaching grants, the budgets of the state HEIs in the country, and guidelines on the spending of their income; and identifying and supporting the development of centres of excellence in programme areas needed for the development of world-class scholarship. The responsibilities which mainly affect TNE delivery in the country regard the setting of minimum quality standards for programmes and HEIs as recommended by experts, and the monitoring and evaluation of education programme and institutions, the outcome of which may include withdrawal of subsidy, recommendations on the downgrading or withdrawal of accreditation, termination of education programmes and the closure of courses.[1]

HEIs that meet CHED's threshold requirements are encouraged to seek voluntary accreditation with one of the agencies authorised by CHED. Given the diversity of HEIs in the country, there are three agencies with responsibility for the private HEIs (QAA 2019):

- the Philippine Accrediting Association of Schools, Colleges and Universities, catering mainly for private Catholic institutions
- the Philippine Association of Colleges and Universities' Commission on Accreditation, with responsibility for private non-sectarian institutions
- the Association of Christian Schools, Colleges and Universities Accrediting Association Inc., which oversees Protestant institutions.

There are two agencies with regulatory responsibility for the state universities, which form the National Network of Quality Assurance Agencies (NNQAA). They are:

- the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACCUP)
- the Association of Local Colleges and Universities Commission on Accreditation (ALCUCOA) (QAA 2019).

Institutions willing to engage in the delivery of TNE and distance learning programmes require Level III accreditation. HEIs with Level IV accreditation do not need CHED's approval for the delivery of TNE

[1] For details see the 'Powers and Functions' section of the CHED website: https://ched.gov.ph/ched

programmes; however, they need to inform CHED's regional office (CHED 2017, p. 57).

Overseas higher education institutions interested in setting up a physical presence in the Philippines for the purpose of higher education teaching need to be recognised in their home country by the respective authorities and to be fully accredited by the relevant quality and accreditation bodies. Physical presence is only permitted in partnership with a local institution, and foreign ownership is capped at a maximum of 40%. 'Policies, standards and guidelines' for inbound and outbound TNE are detailed in CHED Memorandum Order No. 2, Series of 2008 (CHED 2008a).

The British Council-CHED TNE Links Project

In August 2016, the Commission on Higher Education and the British Council launched the Joint Development of Niche Programmes through Philippine-UK Linkages (JDNP).[2] The initiative was promoted to UK and Philippine HEIs through events organised in both countries in the period from August to December 2016. Jointly developed proposals for double and joint postgraduate programmes were invited in January 2017.

The British Council and CHED invited TNE partnerships between Philippine and UK HEIs in the following niche subject areas, which were identified by the Government of the Philippines as national priorities:

- Transportation Studies
- Climate Change
- Design Engineering
- Education (Professional Education and Training/Educational Neuroscience/Educational Planning/Economics and International Development/Lifelong Learning)
- Tropical Medicine/Public Health
- Energy Security/Renewable Energy
- Maritime Engineering

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[2] See www.britishcouncil.ph/tne

- Social Science
- Oceanography
- Economics
- Agriculture/Food Security
- Digital Innovation and Creativity.

The programme assisted 11 Philippine HEIs in developing TNE projects with UK HEIs, which resulted in 17 TNE postgraduate degree programmes.

In 2018–19 there were 50 students enrolled on six TNE programmes. The expectation once all programmes are active is to have over 100 student enrolments annually on master's and PhD courses offered through the CHED-British Council JDPN.

Initially, JDNP aimed to address local capacity, but the impact was wider than intended. Increased awareness about the potential of TNE to address local capacity may have impacted the new TNE bill.

Another example of the impact of JDNP on CHED's policies concerns the provision of graduate programmes, which were revised to incorporate provisions for PhD by research. This was a direct result of the inputs to the TNE group for PhD from the research programmes developed collaboratively between the UK's University of Liverpool and the University of the Philippines Los Baños.

Another impact is felt on the accreditation process, which will soon include quality assurance standards on TNE. A continued support from CHED for TNE aimed at capacity-building is a significant driver behind its expansion (Fig. 7.3).

Priorities for TNE in the Philippines: Perspectives from Local HEIs

To understand the priorities of the HE sector in the Philippines, the British Council and CHED conducted semi-structured face-to-face interviews with a selection of private and state universities. The

2016	
Aug	Project launch and selection of Philippine Institutions
Nov	British Council and CHED present the project in the UK
Dec	Philippine institutions undergo leadership training
2017	
Jan	Approval of proposed TNE degrees
Feb	First planning workshop between Philippine and UK universities
Mar	Presentation of the project to ASEAN market in Taiwan
May	UK conducts quality assurance training in London
Jul	Birth of 'TNE10', an informal grouping of the Philippine institutions offering TNE Start of PhD Engineering of University of San Carlos and Coventry University
Aug	UK conducts quality assurance training in Manila
Oct	Philippine institutions undergo intercultural fluency training
Dec	Development of campaign strategy for the TNE degrees
2018 to 2019	
Feb to 2018	Development of TNE degrees
Sept 2018 – Jan 2019	Delivery of the masters and PhD programmes, over 50 students their UK part of the study

Fig. 7.3 Timeline of the British Council – CHED Joint Development of Niche Programmes through Philippine-UK Linkages. (Source: British Council)

participants were staff with senior leadership responsibilities who are participating in the JDPN initiative.

In addition to the above, nine focus group discussions were facilitated with the aim of capturing the views of HEIs with mixed international experience and no prior participation in TNE programmes. The HEIs ranged in size from under 2000 students to tens of thousands of students. The focus groups were held in the following locations and aimed to achieve a good geographical representation of the Philippine HE sector: Metro Manila, Benguet, La Union, Camarines Sur, Negros Oriental, Iloilo, Cebu, Davao and Misamis Oriental.

The interviews and focus groups findings contributed to the development of an online survey which was administered to 229 private and public HEIs across nine provinces representing the three main island groupings in the Philippines: Luzon, Visayas and Mindanao. The survey questions and the multiple-choice responses were further refined through a pilot with several HEIs. While the majority of the HE students are concentrated in the metropolitan areas, an attempt was also made to capture the views of HEIs in remote locations.

In addition to an email invitation seeking participation in the study, 115 HEIs were invited to participate in the survey at four events held by the British Council in La Union, Camarines Sur, Iloilo and Misamis Oriental. The findings of TNE priorities from the surveyed HEIs are summarised in the section below.

The Respondents' Profile

The survey received responses from 168 HEIs (a 73% response rate). In addition to the online survey, a paper copy was distributed to 115 HEIs, which attended British Council events between April and July 2019. The response rate among the workshop participants was 100%. Certificates of participation, which are used as evidence of professional development, were given as incentives for the survey completion in exchange for the completed survey at the end of the event. Anonymity was guaranteed to all respondents (Fig. 7.4).

The majority of the HEIs (70.4%) were private HEIs and 28.4% were state-run institutions. A very small proportion of the latter (4.3%) were classed as local universities, and 1% of the respondents classed themselves

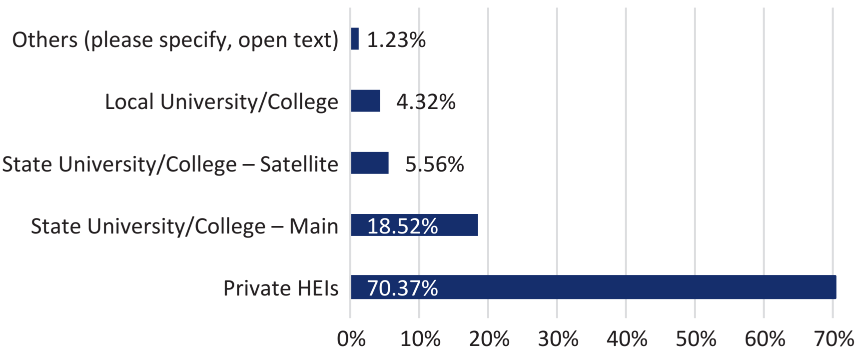

Fig. 7.4 Type of TNE

as ‘other’. While the state universities represent a smaller proportion, they tend to recruit a large number of students.

More than half of the surveyed HEIs (57%) hold Level III Accreditation from CHED, which allows them to engage in TNE activities. This proportion is much higher for the state universities, of which 73% hold Level III Accreditation. Half of the private HEIs (50%) hold Level III accreditation.

The importance of Level III accreditation stems from the added autonomy it grants the HEIs regarding the development of new courses allied to existing accredited courses at postgraduate level, delivered by distance learning or through transnational education (Ching 2013; CHED 2008b).[3] As explained in Section “Existing Regulatory Framework and Engagement in TNE”, Level IV Accreditation entitles the institution to autonomy in the delivery of TNE programmes, although CHED’s regional office should be notified of the development of such programmes.

Also, 54% of the state HEIs are also appointed by CHED as Centres of Excellence in at least one subject area.

Priorities for TNE

Figure 7.5 shows what the HEIs hope to achieve through internationalisation of higher education. All options listed were attributed at least 80% of importance by the surveyed HEIs (rated as ‘important’ and ‘very important’). The highest levels of importance reflect HEIs’ hopes that the internationalisation of higher education will build on their ambition to improve their international competitiveness (97% of the HEIs), improve the regional (96%) and global (94%) profile of their institution, and strengthen their research collaborations (94%).

Both the interviews and the focus groups identified that collaborative TNE partnerships are the HEIs’ preferred model for international engagement. The survey echoed the interviews’ findings: 96% of the respondents believe collaborative TNE provision would help them to achieve their internationalisation priorities.

[3] Regulatory provision at Level III accreditation is described in CHED’s 2008 ‘Manual of Regulations for Private Higher Education’ (CHED 2008b).

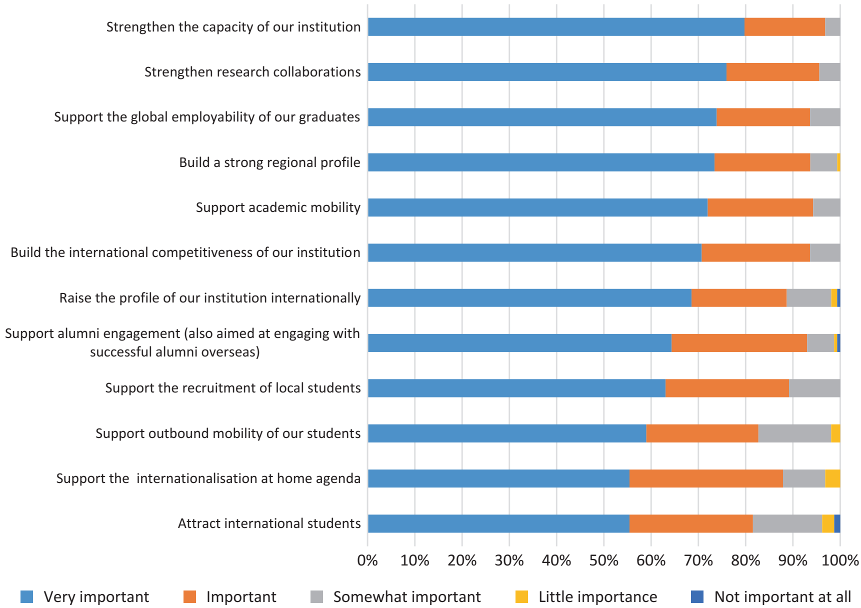

Fig. 7.5 What do you hope to achieve through the internationalisation of higher education?

Similarly, the survey confirmed that top priorities for TNE are enhanced regional and global reputation, capacity building through research collaborations, faculty development and training, and building teaching capacity. All but a few HEIs (95%) believe TNE will enhance their international and regional reputation (75% of the HEIs rated it very important and 20% rated it important), followed by faculty development and training (98% of the HEIs rated important or very important), building teaching capacity (96% of the HEIs) and support for research collaborations (95%).

While much of the priority is on building teaching and research capacity at the institutional level, the recruitment of international students is given less prominence (see Fig. 7.6).

The survey attempted to compare local HEIs' priorities regarding partnerships with HEIs globally as opposed to those based in the ASEAN

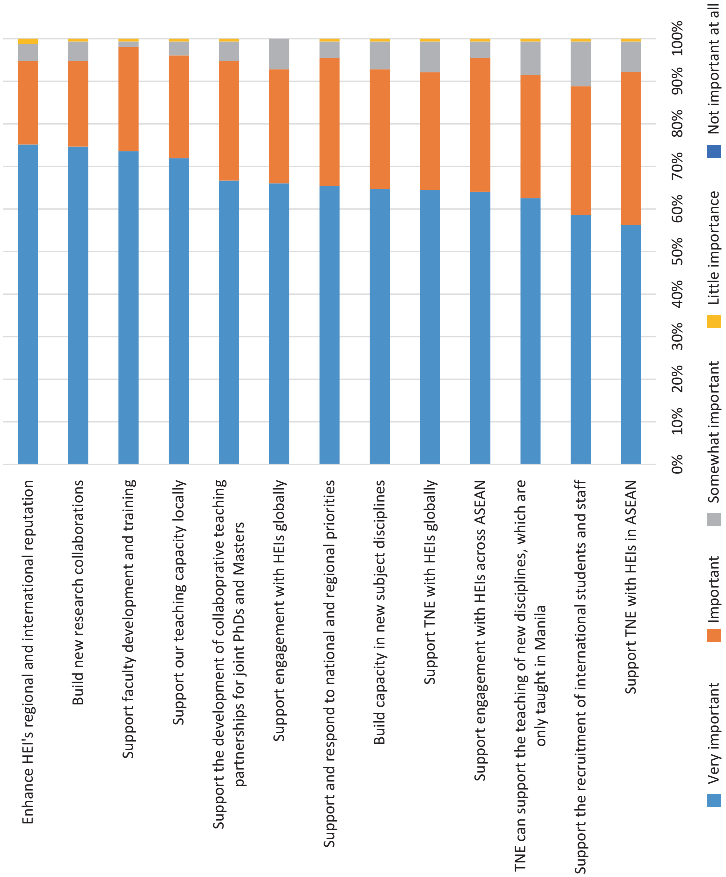

Fig. 7.6 In what way do you believe transnational education can support your institution?

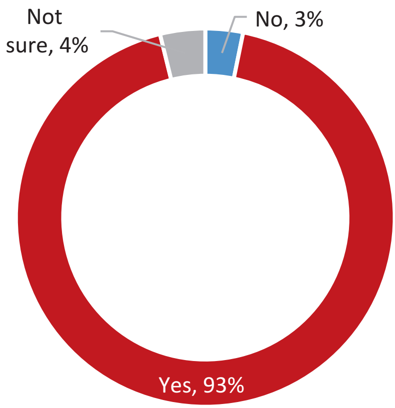

Fig. 7.7 Is upskilling faculty a priority for your institution?

region. This survey finds that global partnerships are attributed a greater priority by the respondents compared with regional partners (Fig. 7.7).

Faculty development is a key development area for 93% of the respondents.

From those who stated that faculty upskilling is a priority, the survey sought further clarification in the form of a view of the type of upskilling required, such as additional educational qualifications (training up to PhD or master's level; leadership training; specialist training; etc.).

Professional development for the institutional leadership was rated as the most important priority ('very important') by 70% of the surveyed HEIs. It is worth mentioning that most of the respondents were staff with leadership responsibilities, and responses to the question are likely to reflect these respondents' needs. Overall, there are limited professional development opportunities for staff.

This is reflected in the survey findings, which show that upskilling academic staff to master's level was the second highest priority, followed closely by training up staff to PhD level (66%) (Fig. 7.8).

The survey explored further which subjects the Philippine HEIs would consider offering locally through TNE. The subjects which were selected by at least a third of the HEIs are listed in Graph 9. Education was a subject area selected by almost two-thirds of the HEIs (64%). More than half of the respondents chose business- and management-related courses (55%) and computer science (54%). A third of the HEIs chose subjects

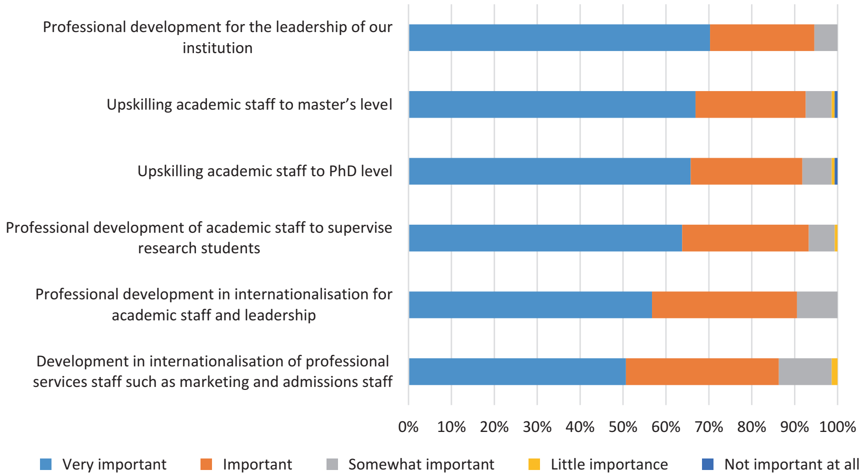

Fig. 7.8 Are any of the following areas a priority for your institution?

allied to medicine. Given that the majority of the respondents are private HEIs that cater to current student demand, the course selection mirrors the most sought-after subjects in the Philippines (QAA 2019). In addition, this may be an indication of subject areas where there is unmet domestic demand, which will benefit from strengthening of current programmes. In addition to enhanced capacity, such programmes may benefit from improved competitiveness if they are to cater to domestic, regional and global student demand (Fig. 7.9).

However, a different ranking order of these subjects appears if HEIs are split into state and private universities. The latter group dominates the survey because of its higher number (70% of the respondents), and Graph 9 is therefore aligned with the private HEIs.

The subjects in which the state universities are likely to seek TNE partnerships are:

- Education (72%)
- Computer Science (67%)
- Agriculture (61%)
- Engineering and Technology
- Social Studies (47%)
- Business and Management (47%).

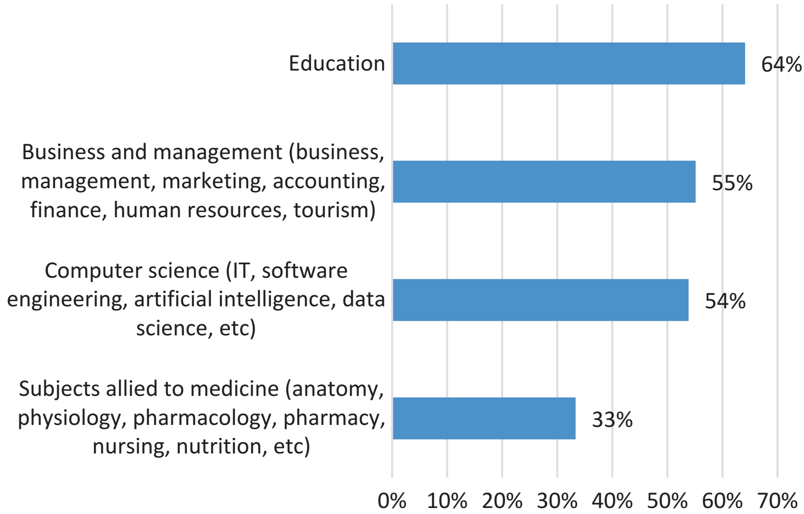

Fig. 7.9 Teaching of which of the following subjects can be supported/enhanced through TNE?

This reflects the nature of the state-funded HEIs. These are less dependent on student fees but have multiple stakeholders, who in addition to students include local communities and industries. They also need to respond to the government priorities.

HEIs feel that to meet local demand they should expand programmes at master's level (72%), expand undergraduate programmes (66%), and develop PhD programmes (50%) (Fig. 7.10).

However, if the focus is on HEIs with Level III accreditation, then the aspirations are higher too. PhD programmes are the second-most popular choice, with 71% of the HEIs planning to expand their doctoral provision and the proportion of those seeking to grow their master's programmes rising to 86%.

The HEIs were also asked which level of education would benefit the most from collaborative TNE provision. Typically, this indicates the levels of provision where teaching capacity is needed to fully cater to local demand or develop the expertise to deliver PhD training and master's programmes (Fig. 7.11).

Master's level of support ranks the highest (70% of all HEIs).

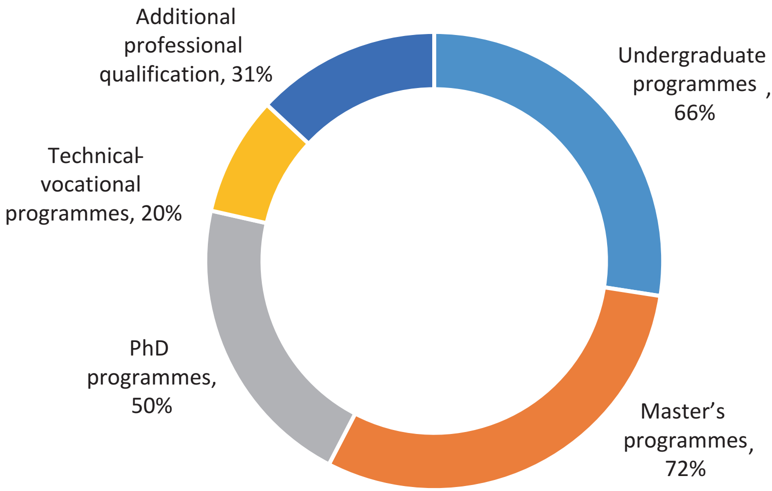

Fig. 7.10 Which level of education provision does your institution plan to expand?

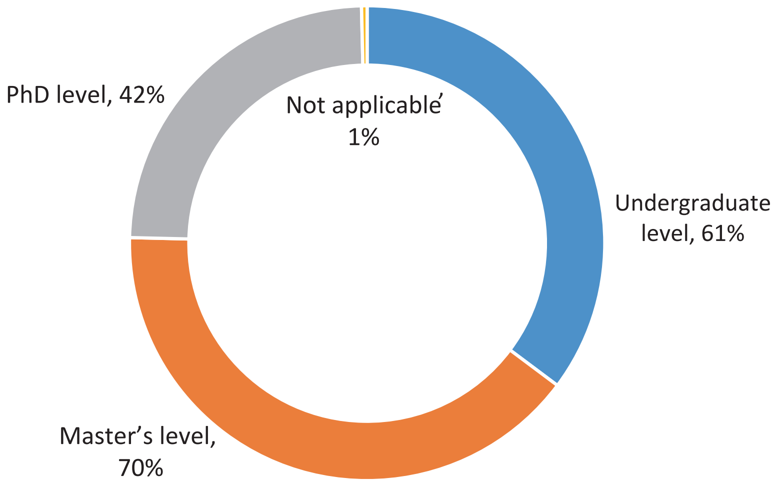

Fig. 7.11 Based on what you know about the student demand in your area, what level of education provision would benefit the most from collaborative TNE delivery?

However, in the context of earlier findings that faculty staff need upskilling to master's and PhD level, one possible explanation is a lack of staff capability to teach at this level.

In summary, this section highlights the willingness of the Philippine HEIs to engage internationally and to forge collaborative partnerships with universities globally. One of the main rationales behind this is the belief that TNE will support local teaching and contribute to capacity-building.

Conclusions and Discussion

This chapter studies the prerequisites for the provision of TNE in the Philippines. Its unique approach stems from a government-led introduction of TNE degrees, following a three-year moratorium on such provision in the country. TNE is niche-focused, and the primary intent is to build the capacity of HEIs.

The growing youthful population in the country, reforms in the K-12 basic education provision and a growing economy are adding to the pressures on its already constrained higher education provision.

TNE is likely to continue to expand in the country if it contributes to local HE capacity-building and enables it to meet the growing student demand. In addition to legislating a more supportive regulatory provision in the short term, improved awareness of the success of the CHED-British Council JDPN programme has sparked interest among private and state HEIs. CHED is providing additional stimuli through its continued support for TNE, which will be extended to a growing number of eligible HEIs.

In addition, JDPN has impacted CHED's policies on postgraduate programmes, which are now revised to include PhD by research. The programme was developed initially under JDPN and is the first of its kind in the country. Furthermore, programme accreditation is expected to include quality assurance standards on TNE, given its expansion in the country.

One of the externality effects of JDPN was improved research capacity. Many of the collaborative postgraduate programmes resulted in joint research publications between the UK and Philippine HEIs.

JDPN is an example of supply-led TNE, which is government-led and focused on strengthening the Philippine postgraduate education provision in niche subject areas needed for the national economy. Only time will tell whether student demand for postgraduate education is to expand and balance the investment in postgraduate TNE currently made by the government. Such demand may come both from local students and from the broader ASEAN region. If this becomes the norm, then HEIs will have to gauge which types of programmes will best meet student demand.

Globally, TNE is predominantly offered at the undergraduate level, and as such it is demand driven. Supply-led TNE tends to be concentrated at postgraduate level, it has a limited number of student enrolments, and examples of its market viability are still to come to light.

In the context of the Philippines, TNE has the potential both to address the capacity needs of the country's HE system and to meet market demands. At present, engagement in TNE is for HEIs with Level III accreditation and above. Furthermore, the 2019 TNE Act supports the creation of a TNE hub (special economic zones) with incentives for international HEIs partnering with local institutions. There is provision for setting up international branch campuses.

There is a strong will among the surveyed Philippine HEIs to engage internationally and forge collaborative partnerships with universities globally. This study highlights the developmental nature of TNE in the Philippines and its potential to support local teaching and research capability. Combined with the government aspiration to build capacity at postgraduate level in niche subjects, there is a strong foundation for the Philippines to develop expertise and specialism in areas which are critical to the development of the country.

While it is difficult to gauge what the long-term impact of TNE will be on the expanding higher education system, there are a few prerequisites which signal a positive outcome. The Philippines has a rapidly growing economy which is driven by the services sectors. Their growth, however, relies on the nation's ability to upskill and innovate. A talent retention policy focused on the country's youthful population is essential to maintain the much-needed nurture of local skills and knowledge on the one hand, and reverse 'brain drain' on the other.

The Philippines has developed an unusual TNE model which is collaborative in nature, niche-focused and forward looking. While the current HE provision is grounded in local demand, the official language of tertiary education teaching is English, which is likely to entice value-seeking students from across the ASEAN region. The country's diverse higher education sector is strongly embedded in its local communities; however, it strives to cater to the needs of students locally and internationally. With a strong regulatory environment for higher education and continued government support, the Philippines is likely to appeal to HEIs, academics and students from the region and beyond. Policy continuity and stability are an essential prerequisite for this development.

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8

Raising Standards and Transforming Lives: Sustainable Development Through Importing University Education to Nepal

Wendy Bloisi and Vince Hargy

Introduction

In 2016, 17 United Nations (UN) Sustainable Development Goals (SDGs) were adopted by world leaders of the 193 member states of the UN. These goals are universal to all countries with the aim of ending all forms of poverty, fighting inequalities and tackling climate change while ensuring that no one is left behind. The goals recognise that strategies for ending poverty go hand-in-hand with economic growth and that education forms part of that growth. The SDGs are nationally owned and country-led. All stakeholders in a country are expected to conform to these goals. Multi-stakeholder partnerships are recognised as an important component for meeting the goals (UN 2018).

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The SDGs do not differentiate between the economic status of countries: every UN member state is expected to commit to them (Leydon 2018). This could be in-country and also supporting other countries in developing their education.

The UN SDG 4 states that: “Obtaining a quality education is the foundation to creating sustainable development. In addition to improving the quality of life, access to inclusive education can help equip locals with the tools required to develop innovative solutions to the world’s greatest problems.” (UN 2018).

These are demonstrated by the specific goals below:

Goal 4.3: “By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university”.

Goal 4.4: “By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship”.

Goal 4B: “By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least-developed countries, small island developing states and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries” (UN 2018).

This research focuses on an inner-London university in the UK which franchises and validates undergraduate provision of computing and business courses. These courses are delivered in Nepal in the conurbations of Kathmandu, Pokhara and Itahari. This research demonstrates how, by importing education into developing countries, a contribution is made to achieving the UN’s sustainability goals.

Research into the impact of transnational education (TNE) operating outside of the UK is limited. This research goes some way to addressing how TNE can impact beneficially on the host country.

Context

Setting up a partnership is initially a financial transaction between the home institution and the host. However, it can become so much more as graduates who enter the workplace become equipped with the latest international education and are able to rise rapidly in organisations.

The partnership in Nepal started in 2012 with undergraduate computing courses offered as a franchise at a private college in Kathmandu. It has grown into a large and successful partnership which now includes business and computing courses at both undergraduate and postgraduate level. It has also expanded outside of Kathmandu to Itahari in the east and Pokhara in the west. This enables students who are unable to travel within Nepal to study for a UK degree.

There are currently over 2000 students studying at the college in Kathmandu on franchised courses that include BSc (Hons) Computing, BA (Hons) Accounting and Finance, an MBA and validated courses that include BSc (Hons) Computer Networking and IT Security, BSc (Hons) Multimedia Technologies, MSc IT and Applied Security and BA (Hons) Business Administration.

There are several methods of providing international education locally and this paper refers to UK university courses and awards being offered with an overseas partner in Nepal, and these are either franchised or validated provisions. Franchising enables the partner to deliver the same course that is delivered in the home country (British Council 2013).

In the case of the Nepal partnership a number of the courses are franchised and the local partner provides the physical infrastructure, the facilities such as computing and library and the academic and administrative staff. They also provide the marketing and recruitment of students. The University provides materials and assessments in the first year, after which the partner is expected to develop the material and write their own assessments which are approved by the University. They are also responsible for the external examination of the assessments and the annual quality monitoring. The students enrol with the partner and the partner pays the University a fee for each student.

Validated courses are those which do not run in the home university although the university must have expertise in the subject area. The local institution is responsible for the design and delivery of the courses. This is in line with what many other universities do when operating with partners (Drew et al. 2008; Healey 2017).

Nepal is a landlocked country surrounded by China and India, and is home to the world's highest mountain, Mount Everest. The population is approximately 29.3 million and the main language is Nepali. Nepal is also a rural economy with few natural resources and poor infrastructure. According to the International Monetary Fund (IMF), Nepal is ranked as the 25th poorest country in the world with an average income of less than $918 a year. The IMF calculates this according to purchasing power parity (PPP) per capita. This enables a comparison of the relative cost of living standards and inflation rate across the world. According to the IMF, most of the poorest countries have regimes which deter foreign investors (IMF 2019). Itahari is in the east of Nepal 19 miles from the Indian border and is a fast-growing transport hub. Its fertile plain means that it is a mainly agriculture area. Pokara in the west of Nepal is at the foot of the Annapurna mountain range and is the second-largest city in Nepal. It is a major tourist destination for trekkers.

When researching TNE the culture of the country needs to be considered as this can impact on how educational provision is developed. Using Hofstede's 'cultural dimensions' (Hofstede 1991), Nepal can be considered as having a fairly high 'power distance', i.e., a highly uneven distribution of power and authority. This suggests that people accept the hierarchical order and employees in an organisation can be expected to be told what to do rather than make decisions. When delivering a course, both the UK university and the Nepalese organisation need to enable lecturers to localise the provision of the degree to make it more relevant to the students.

Nepal can also be considered a collectivist culture in that there is a high commitment to the family group, and a feminine culture in which the dominant values in society are caring for others and quality of life with a focus on working together. This is demonstrated through commitment to the family, extended family or community. Loyalty in a collectivist culture is seen as important and everyone takes responsibility for fellow members of their group. The downside of this is that nepotism can influence employment decisions and it can be hard to gain employment in prestigious organisations. Therefore, those who are unable to pursue an international education abroad may feel at a disadvantage.

Nepal has a medium to low preference for avoiding uncertainty. This dimension from Hofstede proposes that people are not averse to taking risks, are comfortable with change and, when given the opportunity, will explore new ideas and embrace innovation. Therefore, delivering a degree in a country where the focus is on innovation can enhance graduate employability.

There are currently 10 state universities operating in Nepal. These tend to be over-subscribed which means private providers step in to provide university education, often in partnership with international universities. For courses to be offered in Nepal they have to be registered with the Nepalese Department of Education (DOE) (UNESCO 2011). By offering international university degrees they enable students to study for an internationally recognised qualification in-country, therefore saving on international travel costs and international university fees as well as enabling those who are unable to travel to study for an international degree.

Healey (2017) suggests that by offering international degrees in developing countries international universities are able to capture 98% of the non-mobile local market. Where a higher education sector is underdeveloped and the local universities do not have the capacity to expand their provision, TNE can increase participation in higher education (Vincent-Lancrin 2007). From a UK university perspective it enables a global reach which can enhance their reputation and increase income as, although students pay a lesser fee to study in the local country, some may complete further study in the UK. Stafford and Taylor (2016) argue that TNE helps to diversify universities' internationalisation strategies which meet the needs of a global economy as well as generating revenue for the university. For the more altruistic it is also a way for universities to contribute to social and economic development in the partnership country.

One of the main reason students go abroad is because demand cannot be satisfied in their home country and there is a perceived difference in quality between local and international degrees (Beine et al. 2014; Rosenzweig 2006). For the local student the cost of studying in their home country is considerably lower (Kapur and Crowley 2008). It is also hoped that students will remain in their country and share their skills with others. Levantino (2017) argues that students who are able to study aboard will do so and, on completion, aim to return to their home country. However, studying in the UK is expensive as fees, accommodation and subsistence can cost around £50,000 a year. Where provision is provided in the home country, students may prefer to stay at home and study with an international university. Pyvis and Chapman (2007) and Levantino (2017) suggest that the motivations of students who stay and study with an international provider and those who leave and study abroad are the same. Students perceive that an international degree is of higher quality than a local provider and will be more widely recognised than one from their own country. In addition, they feel that they will be exposed to foreign curricula and different teaching styles through access to Western lecturers. There is, however, the fear that employers may not recognise the degree when studying with a local partner.

TNE can play a major role in improving the economic growth of a country. By educating a person one educates a family which, in turn, can education a generation. Therefore, it is not only one person that can benefit but a whole community. This results in a greater value being applied to education and this will increase participation which can filter down to others in the community. However, there are also criticisms of TNE where it can be seen as imparting western values on poorer countries (Wade 2003; Tikly 2004).

TNE expands the pool of internationally educated workers in a country. The result should not only be an improved economy where productivity is increased but also enhanced skills and knowledge. Where some technology subjects are not offered in local universities it also can ensure that a skilled workforce is available and therefore experienced professionals do not have to be imported into a country. This helps to keep unemployment levels down and means that money to pay foreign nationals is not exported.

Method

The study was conducted with past and present students from Kathmandu, Itahari and Pokhara, Nepal. Semi-structured interviews were conducted by the college with current and past students using their current student registrations and the alumni network.

Twenty former students participated in the research. These were from Kathmandu and the current students were from Kathmandu, Pokhara and Itahari. The current students were both undergraduate and postgraduate, whereas the past students all graduated with a Bachelor degree in either IT or Business.

A thematic analysis was carried out to look for shared themes across the data (Braun and Clarke 2006). Themes of employment, finance, mobility, family and status emerged from the research.

Results and Discussion

The findings of the interviews demonstrate the impact the partnership has on the local community.

Employment

This theme demonstrates the importance of employment for the students. As part of a collectivist culture, students recognised the need to get a good job to support their family.

The graduates had all found employment in Nepal and were working either in IT or business. There is a huge demand for IT skills in the workplace and an under-supply of IT education by the state which is not considered to be of international quality.

One student describes how their degree enabled them to join a major IT company: 'I found that by having a UK degree my skills are in high demand, more so than if I had come from a Nepalese university. A UK degree is seen as more current and innovative.' (Past IT 1).

Another student graduating in Business decided to start their own business: 'I found this course really useful. I wanted to work for myself and this course is very entrepreneurship focused. We were also able to practice our business skills and enter competitions to win funding. I would not have been able to do this at a state university.' (Past BBA 4).

Employment is important for the students as there is no unemployment support and they would have to rely on their families to survive.

The students embrace innovation and found that a UK degree gives them the skills needed to achieve this. This is consistent with Nepalese culture having a medium to low proclivity for uncertainty avoidance as identified by Hofstede (1991). Nepal scores 40% for uncertainty avoidance. The students tolerate risk and will adopt new ideas. This suggests that by achieving a degree they are more likely to improve their business and professional practice, either as an employee or as an entrepreneur, which will make them more marketable. In an ideal world they would prefer a good job, and a UK degree will help them achieve this. But given the shortage of good jobs in Nepal, many have to work for themselves or join the family business and a degree is a way for them to develop new skills which will improve their business practices.

Finance

Many students were conscious of the investment their families had made for their education. They recognised that local education would be cheaper but their job prospects would not be as good.

One student describes why they chose to study for an international degree:

> I chose to study BA (Hons) Business Administration. I belong to a simple middle-class family where my father is a truck driver and my mother is a housewife. To spend around 8 Lakhs (£5000) in the Bachelors degree was not that easy for my family. My father was really disappointed in my decision to study for a UK BBA as other local universities in Nepal were offering the course for less than 5 Lakhs (£3500)…. But I stayed committed to my decision…. My parents fulfilled my wish by taking a loan from a bank

> and I am very much conscious about the investment my parents made in me and I have always been focused on studying hard so that I could make them proud. (Current BBA 3)

As a collectivist society the students recognised the sacrifice that their family had made in investing in their education. Although they recognised that studying abroad was not an option due to the expense, they felt that this was the next best thing and an international degree would make them more employable.

Global Focus

The UK course is seen as having a more international focus: 'I will be better able to do well in business. Now my dream of becoming an entrepreneur has started. I am able to practice business skills as I am given scenarios not only in Nepal but also in the whole world.' (Current *BBA 5).*

The students commented that a Nepalese degree would not allow them to practice their skills as a Nepalese degree focused on theory and the exams were based on the repetition of facts rather than their application.

Other students commented on the benefit of a UK degree by saying:

> I had been able to participate in many real business events representing the college and I am very much thankful to our college for providing me with that opportunity which helped me to get the outer exposure and meet the professionals and network with them. (Past BBA 2)
>
> The LTW (lecture, tutorial and workshop) method was a totally new thing for me. This made me understand more deeply all of the modules we have to cover. We are made more focused to think practically which was the most beneficial thing for us. (Current BBA 1)

Family and Community

Students talked a lot about their families. Most of the students live at home and decisions are usually collective and not only involve the immediate family but also the extended family.

Staying in Nepal and being able to receive an international education will enable them to have a good qualification. One student sums it up by saying 'I just feel lucky that while staying in Nepal with my own family I have been able to get the internationally standard learning environment'. (Current IT 3).

A current student says that although economically his family's lives had not changed, he has made his family proud:

> Although my family is still struggling financially, I am hopeful that I could give them a better life in the next 5 years. I have started the base of my career and developed my own food business and I am working hard to make this business a great success. I have a dream to change many people's lives not only my own. (Current BBA 1)

Several students started their own business rather than go into employment. This is particularly the case for business students where there is more competition for jobs from the state universities. Several students talked about the impact they are having on their communities: 'I started dreaming of becoming an entrepreneur and trying to do something for others. While studying BABA, I helped up my maternal uncle in upgrading his business so he can be more competitive.' (Current BBA 4).

Another student mentions that he has: 'encouraged a Fitness Club to organise a blood donation programme as a Corporate Social Responsibility (I learned from the College that CSR is very important for sustaining business in the long term).' (Past BBA 3).

'My own food company has donated our products to the Old Age Committee for all the members staying there. Plus, I am now employing five people and this will increase once I have my factory.' (Past BBA 1).

The importance of using their skills is evident from their responses and they feel that Nepalese education would give them knowledge but not skills which they could apply in the workplace.

Mobility

The students choose to stay in Nepal mainly due to financial and/or family responsibilities. In fact many of the students from outside Kathmandu do not want to move even within Nepal.

A student from Pokhara said: 'Why should I move, my family are here. This area of Nepal is very beautiful and living in Kathmandu is very noisy and polluted, plus I would have to pay for accommodation.' (Current IT 3).

As has been stated above, Nepal is a poor country and many students would be unable to afford international fees and this can make them less mobile. As a student from Itahari stated:

> I am from a professional family, my father is a teacher…. I am lucky that I learned English at school but I would not be able to go abroad to study as it is too expensive…. I have two brothers and two sisters at home and once I have graduated I will be able to get a good job and help pay for their education. (Current IT 2)

One student also mentioned that they wanted to study in the UK but it was expensive and difficult to get a visa. UK universities also wanted specific English qualifications such as IELTS which can be expensive. UK universities require an English Language qualification recognised by UK Visas and Immigration for study in the UK. In Nepal it is recognised that these qualifications require a passport to be able to sit the test which many students don't have. Therefore, local institutions often use their own tests to ensure students have language proficiency.

This is an account from a Business student as to the impact obtaining a UK degree has had on his career:

> I come from a small village based on the outskirts of Kathmandu. The family is not very well off and could not have afforded to send their child abroad to study. I am the first person in the community to have gone to university and to have a degree. By studying hard and achieving top marks I have managed to secure a fully paid scholarship in the UK to study a master's course.

If he had not had the opportunity do a UK degree in Nepal he would not have been able to go on to further study in the UK: ‘When I have finished my degree I will return to Nepal and I plan to teach at a University. This will enable me to get a good income and provide for my family.’ (Past BBA 2).

Status

Many students see a UK degree as a means to faster career progression. The IT students were all able to get jobs and start their careers and many of these have been with global companies. This can be summed up by a past student who states:

> When I graduated I walked straight into a job and started to work as a programmer with a global company. I have now been with the company two years and I have been promoted twice. My skills are more up-to-date than those who were educated in Nepalese universities. I felt I had an advantage over others when I started my career as I had an international degree. I am lucky; I am not from a rich family and my family doesn’t have the connections that rich people have but I am able to succeed on my own merits and I am sure that a UK degree has helped. (Past IT 5)

The graduates from the programmes suggest that all students achieve employment and most are able to progress up the career ladder or start their own businesses and thus make an economic contribution to their families and the community.

Conclusion

Although the UN sustainable development goals primarily focus on literacy and numeracy one should not overlook the impact of delivery of a UK university education in Nepal. This educational provision enhances the lives of students who either could not afford or are unable to leave Nepal to study abroad.

The impact of delivering UK degree courses in Nepal means that a UK education can be offered to students who are unable to study outside of their country.

The benefit is that UK Nepalese graduates now enjoy successful careers in Nepal and have been able to develop in the workforce to benefit the Nepalese economy. Support from a UK university has also enabled them to develop and grow their own businesses.

By working in partnership with other providers it is important that there is a match in values for this UK university. Equality and diversity are therefore seen as important. This meets UN SDG 4.3 in ensuring that there is equality of opportunity.

As the courses continue to grow, more local students have the opportunity to study and gain up-to-date skills for employment which enables them to get decent jobs or become entrepreneurs. This ensures that SDG 4.4 is being met.

The university provides a Master's scholarship for successful graduates which not only pays the students fees but also covers living costs. This enables those who would normally not be able to study in the UK to further their education at postgraduate level. This meets UN SDG 4B.

This study adds to the knowledge of how university education contributes to sustainability in the partner country and, as a result, transforms lives and develops communities.

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9

Staff Development at a Joint Sino-British Institute in China

Elisabeth Wilding and Daguo Li

Introduction

Recent studies on transnational education (TNE) emphasise the scale, scope, and strategic importance of TNE for the UK higher education sector and note the diversity of the models in operation and of the motivations fuelling them (WECD 2018; HE Global 2016). Of the different delivery methods, the most common is collaborative provision whereby the UK institution partners with an overseas institution (WECD 2018). China is a major hosting country for such collaborations and has a relatively high concentration of UK HEIs operating TNE programmes (HE Global 2016), though here too there is great diversity in size, priorities and approach. There are multiple challenges associated with these TNE partnerships, many of which relate to the quality assurance of providing education across borders. Successful TNE engagement benefits from commitment, resources and collaboration to ensure academic quality.

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This case study explores one aspect of this engagement, namely, capacity building through ongoing staff development developed specifically for the Chinese TNE context. This chapter focuses on a training programme designed by the University of Reading for the teaching staff employed at NUIST-Reading Academy, a Sino-British joint institute in China. A Knowledge Management framework has been employed in order to explore how such capacity building engages knowledge creation and innovative practice. Based on this chapter's findings we offer some recommendations for future practice.

Literature Review

Previous research into the experiences of academic staff involved in TNE delivery has highlighted the significant challenges associated with TNE teaching as is seen in the metaphors used by researchers in this area. Flying faculty may face 'disorienting dilemmas' (Smith 2014: 118); staff in branch campuses may feel as if they are 'serving two masters' (Dobos 2011) or even 'sinking in the sand' (Smith 2009a). Many of these challenges relate to tensions inherent to the complexities of working to two sets of systems, practices, regulations and expectations while seeking to ensure a quality teaching and learning experience for students. Dobos' (2011) interviews with academics at an offshore campus in Malaysia led her to identify key concerns about a lack of equality or professional recognition from the sending institution and a desire for better communication. These two themes had equal, or even greater, importance than quality assurance and curriculum matters. In fact, Dobos concludes that the issue of professional treatment is seen to be the most important and underpins their feelings about the rest of their academic work.

Smith (2009) sees these challenging TNE teaching experiences as offering great potential for transformative professional development as long as appropriate support is provided. Staff support and development is therefore a crucial need in the TNE context: 'professional development of all staff involved in transnational partnerships has become a component of a quality regime' (Hicks and Jarrett 2008: 239). However, some studies have found that professional development and induction programmes have not always been sufficiently adapted to match the needs of transnational staff (Hicks and Jarrett 2008; Smith 2009a). Leask et al. (2005) further specify that in the complex and demanding intercultural TNE environment, teachers may also need specific types of support and development at different stages in their careers. They outline three 'guiding principles' for academic staff's continuing professional development (CPD) in these contexts. These are that the professional development of academic staff needs to involve tutors from the local and sending institution, address the intercultural nature of TNE teaching and be able to take into account the different backgrounds/knowledge of the individuals involved. These principles suggest the importance of collaboration, intercultural sensitivity, and flexibility to the success of any TNE professional development programme. Keevers et al. (2014) emphasise these same points while additionally noting that such development activities should be practice-based as well as contextualised. It thus seems to be the case that TNE staff development is an area that could benefit from further research (O'Mahony 2014). There are still relatively few studies focused on TNE-specific CPD and even fewer on the development needs of local staff in offshore locations (Hicks and Jarrett 2008).

Theoretical Framework

The joint education institute (JEI) represents an innovative enterprise for the partnership institutions. As expected by China's Ministry of Education, such education partnerships are to introduce new resources and innovative practices in pedagogy and management so as to enhance the quality of China's higher education. The authors of this chapter see staff development as contributing to capacity building and innovative practice in such a context and feel Knowledge Management (KM), as discussed in Li and Edwards (2014) in the context of staff development and innovation, can help to frame their discussion.

KM means the way in which knowledge is created and managed in an organisation in order to achieve innovation. Within KM, two types of knowledge are contrasted: explicit and tacit knowledge. Explicit knowledge can be clearly stated (Polanyi 1967) or codified, which 'involves know-how that is transmittable in formal, systematic language and does not require direct experience of the knowledge that is being acquired' (Howells 2002: 872). Tacit knowledge, on the other hand, refers to the unarticulated or embedded elements of knowledge in people's mind (Garavelli et al. 2002; Miller 2008). It includes 'subjective insights, intuitions, and hunches … and is deeply rooted in an individual's action and experience, as well as in the ideals, values, or emotions he or she embraces' (Nonaka and Takeuchi 1995: 8).

Nonaka and Takeuchi's (1995) model of knowledge helps to explain how the two types of knowledge are created and interact with each other. For example, *tacit* knowledge is acquired through socialisation and internalisation of explicit knowledge and *explicit* knowledge is created through a combination of explicit knowledge and externalisation of tacit knowledge. They represent two extremes of a knowledge continuum (See also Li and Edwards 2014) (See Fig. 9.1).

Nonaka and Takeuchi (1995) used the metaphor of the 'knowledge spiral' to characterise the dynamic process of organisational knowledge creation (see Fig. 9.2). There are two dimensions of organisational knowledge creation: epistemological and ontological. The epistemological dimension is represented by the knowledge continuum and the interaction between the two types of knowledge as outlined above. The ontological dimension represents different levels of knowledge creation, e.g. from individual to group, organisation, and inter-organisation. It depicts the social process of knowledge sharing and creation. The dynamic

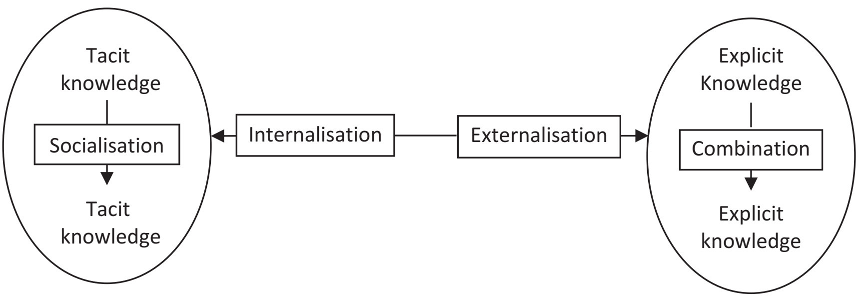

Fig. 9.1 Nonaka and Takeuchi (1995) model of knowledge conversion and knowledge continuum. (Adapted by Li and Edwards 2014: 90)

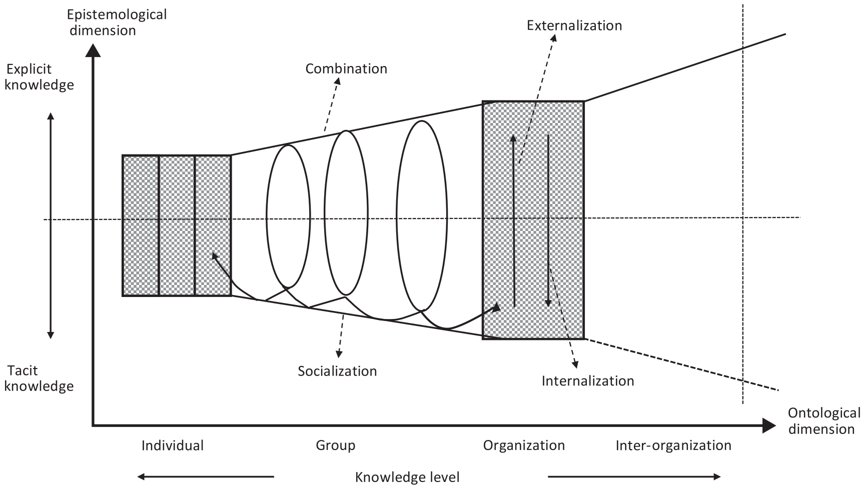

Fig. 9.2 Spiral of organisational knowledge creation (Nonaka and Takeuchi 1995: 72)

interaction along the two dimensions of the knowledge spiral accelerates the expansion and creation of knowledge and drives innovation within an organisation and beyond.

The present study aims to answer the following research questions using the KM framework:

1. To what extend do CPD activities contribute to capacity building and help drive innovation in teaching at the JEI?
2. What are the main issues and challenges?

Methods

A case study design was used to explore staff development issues at NUIST-Reading Academy in some depth. This not-for-profit JEI and non-independent legal entity was established in 2015 with the formal approval of the Chinese Ministry of Education. The Chinese partner, Nanjing University of Information Science and Technology (NUIST), is located in southeast China. NUIST has approximately 35,000 students studying a wide range of subjects including science, technology, arts and humanities and business studies. It is one of the 'Double First Class' Universities in China, leading in one subject area in the country. The University of Reading, the UK partner, is located in southeast England. It is a medium-sized university with slightly over 20,000 students in a wide range of programmes including science, life science, social science, arts and humanities and finance and business. It typically ranks among the top 30 universities in the UK with several world-leading subjects. Both institutions have internationalisation as part of their mission statements. Building on previous collaboration between academics in individual disciplines in the two institutions, it was felt that establishment of the JEI would help expand the scope of the collaboration and promote their internationalisation agendas.

The JEI currently operates a 4+0 franchised model of delivery through which approximately 300 students per year are enrolled on one of several dual-award degree programmes. Under this model, although students are entitled to stay at the JEI for the four years if they elect to (hence the 4+0), as stipulated by the Chinese Ministry of Education the expectation is that most students will spend the first three years studying in China and transfer to the UK for the final year of their degree. Teaching at the JEI mostly follows the UK curricula, is through the medium of English, and is delivered primarily by academic staff employed by the JEI. The academic staff include both English-language teachers and subject teachers. The majority of the lecturers of English are recruited from within China with many of them having lived or studied overseas, though not necessarily in the UK. A smaller number are recruited internationally and may or may not have experience of UK higher education but have suitable experience of EAP (English for Academic Purposes). This requirement mirrors the traditional strength of the University of Reading, which believes a strong foundation in EAP is directly relevant to students' academic success on the programme. Among the subject teachers, some are recruited internationally with full time engagement at the JEI. A minimum requirement for these teachers is that they are PhD holders, although their teaching experiences vary. Additional teaching is brought in from the relevant schools at NUIST with staff who have overseas study and/or work experience, typically in Western countries, and who are expected to deliver the relevant programme in English. A proportion of the teaching is delivered by flying faculty from the UK, usually during two-week visits once per semester.

With the varied backgrounds of the staff involved in the delivery of the programme and the transition the JEI is expected to make, particularly in English language teaching from EGP (English for General Purposes) to EAP, staff development was perceived by the management of NUIST-Reading Academy as key to its success. Since 2015 the University of Reading has undertaken a programme of staff development activities delivered by their staff locally in China and in the UK. The staff development programme has two main purposes. Firstly, it is to ensure quality through staff development and capacity building by aligning academic practices at the JEI with those at Reading. Secondly, it is to help and support academic staff at the JEI to achieve the so-called "RTS (Recognised Teacher Status)" of Reading. It comprises six criteria that include CPD in addition to academic qualifications and experience. Two teams of academics have been involved in the delivery of the programme – academic developers from the staff development centre at Reading and EAP teacher trainers from a specialist school at the university. The staff development programme has been designed and developed at Reading based on similar activities already taking place there. The generic component of the training programme has been designed for all the academic staff involved in teaching at the JEI to ensure that the lecturers have the knowledge and skills they need in order to effectively support student learning on a UK degree, especially in approaches to areas such as assessment and active learning. It typically lasts up to three days, including the weekend, delivered at the JEI by two academic developers travelling to China. Organisation of the training activities is supported by the senior management of the JEI. In addition, teacher training specialists in EAP have delivered one- to two-week sessions on EAP to the English-language lecturers only. These sessions have taken place either in China or the UK.

Within the present case design, two types of data have been collected: focus groups (FGs) and document analysis, with the former constituting the main sources of data. Four focus groups were conducted – two with training providers from the University of Reading and two with the course participants at NUIST-Reading Academy. Details of the focus groups are provided in Table 9.1 below.

Both the subject teacher and the English-language teacher groups comprise locally recruited Chinese teachers or teachers 'loaned' to the JEI from academic schools of NUIST and internationally recruited teachers. Arranging focus groups with academic staff at the JEI was logistically challenging. It was hoped that the authors could conduct face-to-face FGs during their trips to China; however, it turned out to be impossible to arrange due to the tight schedule of the visits and the timetable of the teaching at the JEI. In the end, it was decided that the only feasible solution was to conduct the FGs via Skype link. As is sometimes the case, technology is not always reliable. Although the Skype with the English language teacher FG went smoothly, it did not work well with the subject lecturer FG. Only brief answers to the questions could be elicited, thus lacking in depth compared with the other focus groups. FGs were conducted in English in all cases and facilitated by either or both authors. Questions explored include the training they have provided/participated in, motivation of the participants, benefits and challenges and impact of training on their practice. Ethics approval was granted by the University of Reading. Prior written consent was obtained from all the FG members, including permission to audio-record the discussions to facilitate transcription and analysis.

Validity and trustworthiness have been improved via triangulation of both data sources (e.g. training providers and participants) and through validation of the analysis and identification of the main themes by the present two authors. The main findings are reported below around the main themes identified.

Table 9.1 Focus groups

FG	No. of participants	Nationalities	FG facilitator	Duration (approx.)
Academic developers from Reading	3	British	2	45 minutes
EAP teacher trainers	2	British	2	45 minutes
Subject teachers	3	Mixed	1	45 minutes
English language teachers	5	Mixed	1	1 hour

Results

KM at the Individual Level

Motivation and Expectations

KM at the individual level reflects individual efforts to convert knowledge to achieve innovation. Motivation to participate in staff development activities can be seen as the starting point in the knowledge management process at the individual level. The following is a brief summary of the motivation and enthusiasm as reported by the participating teachers and observed by the EAP trainers and academic developers.

The development programme was mandatory for the teaching staff at the JEI but the focus groups indicated that participants were generally enthusiastic and interested in taking part. This was the observation of the Reading staff delivering the program who mostly felt that the participants had had good levels of motivation and engagement in relation to the sessions. The two EAP trainers described the teachers in their sessions as 'generally pretty motivated, willing to participate, learn and contribute – to varying degrees'. They remembered only one particular participant who had been more sceptical. The academic developers also reported seeing positive attitudes, perceiving the majority of the subject teachers as willing and as engaging with a 'great opportunity'. However, they saw differences between cohort groups and had experienced one year when some international staff visibly lacked enthusiasm. The developers expressed uncertainty about whether this was due to a lack of understanding about the course aims, the bad timing of the course (scheduled over a weekend) or to a sense on the part of the lecturers in question that they were too experienced. They had subsequently tried to address all of these potential issues in the design and delivery of later sessions and did feel matters had improved.

For one of the subject teachers it was only about fulfilling a requirement, but two others described having additional interests beyond the fact it was mandatory. In one case it was to improve teaching skills and, in the other, it was to learn how courses were taught at the University of Reading. The EAP teachers echoed this interest in acquiring new skills or knowledge, especially as preparation for delivering a new curriculum and meeting new teaching needs. There was a sense that the training could fill gaps in their knowledge in relation to the pedagogy of Reading and to EAP teaching in particular. As Tina explained 'We took the training so we could be better prepared for our teaching'. (EAP teacher – local Chinese).

Experience of Training

An analysis of the end course evaluations indicate that the participants had positive views of the training overall and the FGs helped to shed further light on their experiences. For both the subject teachers and EAP teachers, the generic training offered by the academic developers helped them to understand academic practice at Reading and some relevant policies and procedures. The following are some examples:

> They gave us a flavour of what Reading's about and were useful that way. (Joe, EAP teacher – international)

> We spent a lot of time discussing different forms of assessment and assignment, formative and summative. Probably that part is the one that I found most useful or I applied most in my courses here at the [JEI]. (Pat, subject teacher – international)

> Based on the [Reading] training I received, it was quite insightful to know more about receiving proper feedback from the students on a periodical basis just so I can improve my teaching and also be more involved with the students. (John, subject teacher – international)

It was also interesting to note that both sets of teachers commented on not remembering the details of the training, or ever receiving such training at all, on Reading's policy and procedure. It was possibly either due to the time lapse between the training and the present study or due to different interpretations of policy and procedure, e.g. whether exam policy and procedure counts since they did talk about the usefulness of the training in that respect.

Additionally, for the English language teachers, EAP represents a new body of knowledge and skills to be acquired as most teachers had only had EFL (English as a Foreign Language) or EGP teaching experience prior to the training. This state of affairs was recognised by both the EAP teachers and EAP trainers.

During the training and staff development sessions the course participants were exposed to a large amount of explicit knowledge, whether it was in the form of specific pedagogical skills or more general academic practice of the university. However, they also had the opportunity to engage in interaction with both the trainers and their fellow participants as a Community of Practice (CoP) and reflecting on pedagogical skills and activities and the rationale behind such practice. For instance, Joe (EAP teacher – international) valued the opportunity 'to spend structured time with colleagues'. Catherine's statement that they were already experienced teachers, but these sessions were very helpful in encouraging them to reflect more systematically on practice and theory, was met with agreement by the rest of the group. These processes undoubtedly helped to facilitate the creation of explicit knowledge.

The EAP teachers had the additional opportunity to train at Reading in the UK. As part of their two-week residential course in the UK during their summer vacation, they were able to observe classes and saw EAP teaching in action. Catherine (EAP teacher – local Chinese) remembered: 'It was quite impressive. I remember one teacher asked students to do discussions and afterwards they had to send a message to other groups.' This enabled them to acquire tacit knowledge of how to conduct EAP teaching which they were likely to apply in their own practice.

Impact on Practice

The training and professional development activities had some impact on practice. Participating teachers reported a change in their philosophy of teaching as well as specific pedagogical techniques or activities which they were able to implement or apply in their own practice. For example, one EAP teacher commented that the course helped her to realise a silent class is not always a failure and that students may need the space to learn and grow. Another felt the theoretical basis she acquired gave her more confidence when she walked in the classroom. Some reported on the usefulness of the activities introduced on the course, e.g. jigsaw reading and the SQ3R (Survey, Question, Read, Review and Reflect) approach to reading in their own teaching. Several EAP teachers commented on the helpfulness of sample/demo teaching and observation of teaching done in the UK in their actual practice. One remarked 'I actually used that in my own teaching afterwards'. (Catherine, EAP teacher, local Chinese). There is clear evidence here of the link between tacit knowledge acquired on the course and their practice upon return.

The subject teachers also reported uptake of pedagogical practices at the University of Reading. They gave several interesting examples of aspects of the training they found particularly useful, e.g. how to obtain feedback from students to help improve teaching and engage with students and how to use different forms of assessment and grouping in their teaching. Kim remembered learning how to group students:

> The most amazing thing is (…) I grouped the students and got each group to make a presentation. And I think it is a good way to estimate teaching equality. (Kim, Subject Teacher – International)

> We spent a lot of time discussing different forms of assessment and assignment, formative and summative. Probably that part is the one that I … applied most in my courses here at the [JEI]. (Pat, Subject Teacher – International)

Challenges and Issues in KM

Focus group data also revealed several challenges and issues in KM. They relate to design and structural or organisational aspects which seem to have limited the impact of the staff development initiative.

Efforts were made by the academic developers and EAP trainers to conduct needs analysis through a questionnaire or site visits and the training and development sessions were designed and developed with the information gathered in mind. However, among at least some of the subject and EAP teachers, there was a sense that they had been insufficiently involved in the early design of the training programme so that the training and development was perceived as 'imposed' on them by the university rather than starting with them with due consideration given to the local context in China. For example, there is a strong feeling from one EAP teacher that the training was excellent on what to do and how to do it but he was not totally convinced on the why in some areas. He also questioned the strong focus on EAP asking how realistic it was with the foundation year students. In his words, it was like 'asking them to run before they can walk'.

One subject teacher seemed to feel frustrated about the lack of their involvement:

> So far, training and professional development has only been one-sided…. The University of Reading offers but doesn't really receive feedback from us. All the training we receive is based on English students but not the Chinese ones. If we are to improve this bit, I think the Reading side has to listen to what we have to say as well. So far there has not been anything of this sort. (Pat, subject teacher – international)

Interestingly, international teachers seemed to be more vocal about these than the local Chinese teachers.

On the part of the academic developers and EAP trainers of the university, there was also a sense of frustration over the perceived lack of enthusiasm on the part of one or two international teachers for participation in the training and over the perceived lack of implementation of EAP by the EAP teachers based at the JEI. It may take longer than expected by the EAP trainers for the new body of EAP knowledge, much of which is likely to be explicit knowledge, to imbed in practice.

Another issue in the design of the staff development programme was the lack of sufficient follow up or ongoing support following the training. Follow-up activities could facilitate interaction and knowledge creation either among the teachers themselves or between the teachers and the academic developers or EAP trainers, whether on-site or by distance with the help of technology. For instance, one EAP teacher suggested having colleagues from the UK over for an extended stay so that the teachers can benefit from the interaction and guidance, particularly in relation to the teaching of EAP. Given the noticeable anxiety over transition from EGP to EAP, as commented on by both the EAP trainers and teachers, and the lack of conceptual clarity in the minds of the EAP teachers, strengthening follow-up support seems a priority. Such an arrangement is likely to enhance knowledge conversion and creation through social interaction at the group level.

These challenges and barriers to effective knowledge management and innovation in teaching point to the need for building a stronger community of practice (CoP) where knowledge creation can take place and innovation can be accelerated as suggested in the spiral of knowledge creation.

There also seem to be organisational challenges and barriers to KM. For example, the first round of training and development activities provided by the academic developers at Reading was only possible during the weekend due to the heavy teaching load of the teachers. The participating teachers had to make a huge effort to attend, e.g. one had to miss a wedding in order to do so, which seemed to have caused some unhappiness and even resistance among a small number of participating teachers. Although lessons were learnt and subsequent staff development sessions were organised from mid-week so that they do not encroach unduly into the teachers' weekend time, the issue is not fully resolved. Within the constraints of the staff workload it might be possible, through sufficient advance planning, to move the training and development sessions to the week so as to boost staff morale and motivation to participate.

There also seemed to be the problem of follow-up and organisational support for KM and innovation. The academic developers at Reading valued the support for the staff development by the senior management of the JEI and efforts made to co-ordinate arrangements, however, the EAP trainers suggested the need for explicit managerial support in the implementation of EAP following the training. Such support could be in the form of leading innovation or working together with the teachers to facilitate interaction and knowledge conversion and management.

Discussion and Conclusion

NUIST-Reading Academy is a new joint enterprise between the Chinese and overseas partners. Delivery of quality and its success requires innovative practice. In this chapter, one aspect of such an endeavour, staff training and development or capacity building, was examined as a case study of one JEI. The KM framework was used to help frame discussions on the findings. Focus group data indicate efforts made by individual teachers to engage in knowledge creation through innovative pedagogical practice but several design and organisational issues and challenges in relation to knowledge creation and innovation were also identified. Based on the evidence gathered in the present study, the following are proposed as lessons learnt and potential ways forward:

Firstly, to avoid the danger of being perceived as one-sided and 'imposing' training on the teachers at the JEI, it is important to involve the teachers at earlier stages of the design and implementation of the training programme. It will ensure due consideration is given to the local knowledge and context. Secondly, follow-up will need to be built into such staff development activities to gather feedback from the teachers and plan more targeted support. Follow-up support can take place on-site but technology could also be used for virtual support. Such follow-up is unlikely to be effective without adequate levels of managerial support as it requires the commitment of additional resources. Thirdly, general academic practice can serve as an induction for new faculty to align with practice at the overseas partner, however, teachers may feel they need stronger pedagogical support to achieve innovation. Sometimes, for pedagogical innovation, it may take longer than expected to imbed in practice, so the expectation of a quick fix is likely to be met with disappointment and frustration. Within the framework of the KM, mechanisms that facilitate the interaction between explicit and tacit knowledge, and particularly the conversion to tacit knowledge (e.g. through observation and reflection and workshop activities, in addition to input sessions), will undoubtedly help. Fourthly, collaborative efforts, for example in the form of CoP, is crucial for the success of innovative practice as suggested in the KM model.

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10

Building Research Capacity at a TNE Institution: The Case of Westminster International University in Tashkent

Bakhrom Mirkasimov, Peter G. Malvicini, Odilbek Kattaev, and Ikrom Rikhsiboev

Context

Westminster International University in Tashkent (WIUT) was founded in 2002 in partnership with the University of Westminster. It has successfully built an ambitious and dynamic international university in Uzbekistan, the first since the breakup of the Soviet Union in 1991. For the first decade after its establishment, WIUT's priority was teaching. Industry links, student experience, employability of graduates and other factors of successful education were less attended to. Research was uneven, often project-oriented, and dependent on limited but active relationships with a few donors. Centralised control of higher education in Uzbekistan meant demands for a high number of enrolments and academic staff overloaded with teaching responsibilities. Uzbekistan's performance in

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science and education was weaker compared to other post-Soviet states such as Ukraine, Armenia, Azerbaijan, Georgia and Kazakhstan.

An internal survey of WIUT conducted in October 2018 showed that academic staff spent most of their time teaching and had little time, willingness, capacity or motivation for research. It was decided that teaching loads and the number of students were the main reasons contributing to the lack of research output. For experienced colleagues, personal interests, motivation and promotion were more likely to be considerations.

The past three years of the government's economic and social reforms have created new opportunities and challenges in all spheres, including higher education. Research by Adambekov et al. (2016) considered the number of researchers, publications and development spending. It shows that Uzbekistan led in the number of publications among Central Asian countries until 2011, but from 2012 Kazakhstan significantly improved its performance by publishing more papers in reputable international journals (Suspitsin 2007). The low position of Uzbek universities in international rankings failed to recruit many international students. Suyunov et al. (2018) argue that low productivity of researchers, low incentives for R&D, lack of private R&D investments and inefficiency of research processes has led to low quality innovation, less global impact and unsustainable R&D culture in Uzbekistan relative to Kazakhstan. The authors conclude with three policy options to produce high-quality R&D impact.

The government of Uzbekistan recognised these issues and are therefore paying more attention to science, education and the reputation of higher education institutes in the global arena. Decrees of the President, government and Ministry of Higher Education introduced and implemented initiatives to improve Uzbekistan's research capacity and quality.

Establishing new branch campuses of well-recognised international universities and institutes renews education in Uzbekistan. More freedom to HEIs on enrolment policies, new program development and independent collaboration opportunities with international partners reflect current promises and challenges of higher education in Uzbekistan.

WIUT remains one of the most reputable HEIs in Uzbekistan and Central Asia because of its awareness and openness to new ideas, changes, opportunities and challenges.

Comparative Cases and Approaches to TNE

TNE plays an important role in universities' internationalisation agenda (Observatory on Borderless Higher Education 2014). Institutions of higher learning extend their influence in international education TNE campuses.

The Cross-Border Education Research Team (C-BERT) definition of an international branch campus is 'An entity that is owned, at least in part, by a foreign education provider; operated in the name of the foreign education provider, engages in at least some face-to-face teaching, and provides access to an entire academic program that leads to a credential awarded by the foreign education provider' (globalhighered.org 2017). WIUT as a TNE institution meets these criteria with the exception of foreign ownership.

Lane (2011) discussed the motivations to open a TNE institution as "desire for new revenue streams" and "the pursuit of increased institutional prestige" for both countries. Home campuses often benefit from a TNE institution by financial support from the host institution and opportunities for research between countries (Marginson 2006). Host campus countries often benefit from an association with world-class institutions (Lawton and Katsomitros 2012) reducing brain drain to retain highly skilled and competent young individuals (Lien and Wang 2012).

Mazzarol and Soutar (2002) discuss educational quality and global curriculum comparing these factors to their host universities. As most of the home campus countries are from the United States, United Kingdom and Australia, the quality of their higher education is considered world-class and is listed in international ranking tables compiled by Times Higher Education. Srikatanyoo and Gnoth (2002) discuss the home campus' country reputation (USA, UK, Australia) and the institution's reputation in the home country. Stronger examples include New York University, Nottingham University and Monash University.

Comparative data on TNE capacity for research is not kept (Lane 2011). There is no systematically collected data for the qualifications of faculty and staff. Home campuses usually view host campuses as something different from their academic core (Coleman 2003). Administrators and staff at a TNE institution often feel disenfranchised and disconnected when they do not engage in the provider's institutional governance (Lane 2011). This may limit the host institution's research capacity as well as its experience in academic decision-making.

Broad differences and motivations of countries wanting to either import or export educational institutions is fraught with potential for failure in both teaching and research.

Research Framework

TNE institutions in Uzbekistan as potential private higher education (PHE) institutions provide something different, are seen as elite institutions and absorb the demand for private university practices (Suspitsin 2007). These practices include teaching in the English language, providing market-orientated curriculum and access to international degrees.

Musial (2009) discusses that elite private institutions in Poland compete with the best public institutions to increase their academic legitimacy. Uzbekistan's TNE institutions have been seen as socially desirable with their high-quality programs. These practices relate to Uzbekistan because TNE institutions compete with elite local universities in the country in many ways. When applicants pass the state examination for elite public universities and at the same time pass all required tests in TNE institutions, they normally choose the TNE institution. WIUT consistently ranks as a top university for research after the National University and always in the top few universities in overall rankings in Uzbekistan.

In Uzbekistan, in the decentralised approach to TNE institutions, there is clearly less bureaucracy in management and decision making compared to local universities. As mentioned above, all TNE institutions are tuition-dependent and their enrolments do not have limits or quotas as long as students pass the required entrance exams.

TNE institutions in Uzbekistan are a rather new type of institution and involve both public and private interest. Their goals and strategies fit into PHE practices (Levy 2013) since these institutions run with similar aims. Conversely, they may not fit with regulations of private institutions because they receive support and oversight from government entities.

However, the international degree diplomas make TNE institutions different compared to local universities. TNE institutions are open to thousands of students, providing access to international degrees at an affordable price. Before the growth of TNE institutions in Uzbekistan, an international degree was expensive for families and the government. The cost of tuition in a TNE institution is over two times cheaper than home campus tuition. While room and board expenses add significantly to the overall cost of education, competition from China and Eastern Europe, with the same or lower costs, gives prospective students more choice. Pricing supports the sustainability of the institution but it does not directly relate to the quality of teaching, yet alone research.

Another difference between TNE institutions and local Universities are all classes are taught in English. Since students study and complete assessments in English, most employers, parents and government officials view TNE institutions as providing something different compared to the local universities; the western style of teaching and learning, such as assessment tasks and the role of faculty as a facilitator, are core examples. However, the approach to teaching and learning is more important to the creativity needed for effective research.

Critical Thinking

Different societies take different approaches to education. Uzbekistan is considered one of the more egalitarian approaches, though it is hampered by the 70-year Soviet legacy of hierarchy in government. Uzbekistan has TNE institutions with home campuses in the United Kingdom, Australia, South Korea, Singapore, the United States and Russia. Most cultures of Western countries take an egalitarian student-centered approach while

Southeast Asian home institutions prefer hierarchical structures embracing control over students and the actions of faculty. In the student handbook for the learning outcomes of WIUT, the phrase "critical thinking" is assessed in every learning outcome:

The ability to:

- Develop a critical understanding of the major management issues in international context;
- Critically appraise the practical implications of managerial decisions taken by a management team;
- Diagnose and critically analyse human resource-related problems and apply appropriate solutions, considering the implications of the local culture.

The role of critical thinking is important to fulfil host campus requirements in the following ways: being able to question and evaluate information, solving problems, thinking beyond the immediate situation, looking at theory and asking how it relates to practice, reading different viewpoints about issues and forming independent conclusions. Sustainability rests on being able to resolve these differences leaving a creative tension valuing different perspectives and approaches.

Academic Freedom and Power Distance

Academic freedom links to these dimensions. Altbach (2011) raised a question about academic freedom at TNE institutions. While governments guarantee academic freedom, many faculties are worried. "What happens, if a faculty member writes a piece critical of authorities?" (Altbach 2011).

In teaching, faculty see the importance of academic freedom during curriculum development and research. In some Central Asian countries talking about corruption and human rights may seem inappropriate or against the government. But for department faculty from law or economics, these topics are important to explain when studying different theories or frameworks. The learning process creates a similar situation. Students, when asked to write on the influence of corruption, human rights or challenge governmental policies, may feel insecure and not write on these topics. Alternatively, a student enrolled in the home campus in the US, UK or Australia, could write such a paper without feeling insecure.

In most Western cultures, students are expected to do their own work. In Non-Western cultures, students may learn by copying other people's work. Plagiarism is quite different, based on the cultural views. Such copying leaves little room for originality for research. The concept of plagiarism is a unique problem to Western universities operating in foreign countries. TNE institutions regularly identify cases of plagiarism. Like many Western Universities, WIUT has resorted to software such as Turnitin to detect student plagiarism or recycled work. This is one piece of evidence suggesting TNE institutions have far to go to set up educational communities and research cultures that reward innovative thinking. English is usually students' second or third language.

Western academic conventions forbid students from copying word for word from a source, but Arabs have a deep attachment to their language. Students may copy simply because they like the way the words are written and changing them might imply arrogance or that the student thinks he could do better (Fawley 2007).

WIUT's Growing Experience with Research

On its founding in 2002 as the first TNE institution in Uzbekistan, the expectation was for international quality teaching, not international quality research. No one imagined research as central to WIUT's growth and sustainability as an institution. Faculty members who had studied at research universities at home or abroad took initiative for research, particularly the few but growing number who earned research doctorates. Academics, former professors and staff from the University of Westminster in London, began to encourage and eventually partner in research activities. The strength of this partnership over 16 years and four contracts has enabled WIUT to flourish.

While most recognise WIUT will remain a teaching institution, the role of research is changing it and will continue to influence change.

Some see the transformation as positive while many others would be happy to be left alone to teach. WIUT faculty engaged in research find new opportunities to work across universities, see their ideas spread through journal articles and other publications, find new content for their courses they teach and see the demand for their skills increase. Less engaged faculty may be content with owning their own business or using their WIUT affiliation to gain consulting contracts in their field.

What we know for certain is both the quality and quantity of faculty research is on a gradual but steady upward trend. Currently research is considered during review for promotion and will be considered more during regular performance reviews for academics. It is likely that faculty will soon face concrete expectations for having a productive line/s of research. Now, some see the relationship between research and WIUT's future growth and sustainability in a city crowded with a dozen competing TNE institutions as incidental. But if research were merely a requirement to count, WIUT should give it up—it is a culture to create and it will take time, commitment and focus.

The Enabling Environment for Research at WIUT

Recently, WIUT used an "enabling environment for research" heuristic[1] with its faculty members in each subject area. They responded across eight dimensions of the enabling environment for research leading to deeper, more nuanced discussions and analyses with faculty members. Like most universities, WIUT is not immune from serious challenges to research. By frankly sharing some of these they hope to create an instructive case. This analysis yielded strengths, concerns, and potential actions. Below, some of the emerging themes are explained:

Organisational framework. WIUT provides a research office dedicated to support faculty members, supporting their capacity and organising research-related seminars and speakers for the community.

[1] Developed by Rudi Voss and adapted by Peter Malvicini in 2007 at the Asian Development Bank.

Interdisciplinary research is a struggle for most faculty members who complain they have little time and few incentives for research, both financially and accountability-wise.

Culture and commitment. Faculty members see a research culture emerging including more pursuing PhD degrees. They appreciate not having strict publication requirements. Still motivation is lacking and some complain financial support is inadequate for research and conference participation. Subject areas need their own vision.

Institutional framework of stakeholders.[2] The University regularly conducts international research conferences making it a leader in the region. Even so, external communication is inconsistent and without a clear plan. WIUT needs stronger engagement with the government and private sector as sources of research problems and audiences for sharing results.

Research implementation capacity. Research training is often available to faculty members including quantitative and qualitative software use supported by an electronic library with remote access. Seminars presenting cases show design, implementation, analysis and reporting which also strengthens capacity. However, faculty members want more specific training for specific subject areas. This will include the need to hire a statistician and an advance expert in qualitative methods. Experienced full professors are missing to mentor and guide senior faculty.

Processes, procedures, and tools. Faculty members are largely satisfied with the tools available[3] to support research, including the people engaged in support. Access to tools is also convenient with university licenses. There is some desire for specialised tools and databases. But to buy expensive tools, administrators need clear demand. Confusion exists in identifying legitimate from "fake" journals and conferences and finding publications that are a good fit for research. The University has begun clarifying requirements for internal and external fellowships appropriate for faculty to simplify helping faculty members explore

[2] This dimension refers exclusively to stakeholders outside the University.

[3] STATA is supported for quantitative work, while NVivo for qualitative analysis. Some faculty use SPSS, R, and Atlas software though these are only supported informally.

and pursue advanced graduate studies. Some suggest the library or the research department create a helpdesk to guide researchers in design and approaches to methods and analysis.

Ensuring quality in research. Subject area teams find support among senior team members with a record of solid research. Still, many faculty members have a weak understanding of how to measure and achieve quality in research processes and products. Subject specific criteria and mechanisms are lacking while for most faculty members, English is a foreign language which means the need for editing and proofreading is significant.

Knowledge management. Practice sharing is central to research effectiveness. Weekly training and research seminars provide strong opportunities to share approaches to research and real cases to learn from. Though some connections and settings are well-organised, a more systemic approach could fill knowledge gaps and help reduce repetition of research training across faculty members, research staff and students.

Results from Analysing and Assessing the State of WIUT's Research Capacity

Several results begin to fill the knowledge gap and may have implications for peer institutions.

WIUT is building the research capacity of its faculty members using a graduated approach. Research capacity varies widely across disciplines and among faculty members. Some are fresh graduates with a Master's degree from a local university while others have a decade of experience and earned a doctoral degree from a prestigious international university. But training is not the only factor contributing to research capacity. The acts of publishing, mentoring and professional development in one's discipline contribute, gradually building the capacity of academics from diverse disciplines.

WIUT Research Facilitators are experimenting with research groups in different subject areas with mixed success. They are used to cultivate support for research and as a place to locate subject-specific capacity building. Generic training on research design, methods, analysis and reporting have saturated most faculty members who now need more advanced training.

Uzbekistan is in a time of national transition, requiring theory applied to practice in a way that leads to positive national development. The government has undertaken ambitious financial and social reforms across all sectors. Similarly, the private sector is adapting to new sets of international standards and good business practices to keep pace with foreign investment opportunities and link better with international markets and organisations. Amid these rapid changes there is scant research and data to support evidence-based decision making. Currently, decisions link to practice in other countries, expert agreement or the insight of people experienced in a sector. This created steady demand for research matching much of WIUT's expertise: economics and finance, management, information systems, and legal policy. Also, diverse opportunities exist for faculty members to engage with research in the education sector.

To succeed, WIUT's research must carefully analyse international experience to decide which country experiences have potential transferability or adaptability to the context of Uzbekistan. This combination of original research using locally produced data and comparison with international experience and standards is challenging—and often too challenging for government institutions. So while WIUT's research may have important local implications for policy debate and formation, it claims a role internationally as a different point of comparison in a region that lacks research in many subjects.

For TNE institutions, research creates a space beyond teaching to cultivate critical reflection and discourse and carve its place in a host country university. This is a turning point signalling a more mature partnership with home institutions and a relationship toward interdependence. Thus, a robust research program is key to the sustainability and development of thriving TNE institutions.

Research as Leverage to Sustain TNE

Several factors affect WIUT's ability to sustain itself. Our TNE agreement ensures funds are available to seed research, support research collaboration, particularly with the home institution, and support travel to present results at suitable fora.

Limited but growing editing, proofreading and translation services are available for academics who do not publish in English or for whom English is a foreign language.

The Learning Resource Center at WIUT is a hub for training and continuing support for statistical and qualitative data analysis tools; faculty members teach students to use them during regular class sessions.

WIUT strives to provide an adequate income for academics to support their families in Tashkent. Though the university pays faculty members about double that of those working in local universities, external consulting, business ownership or a spouse's job often supplement their income. Naturally, external income-generating competes with time for research but the University is creating more opportunities to earn fees from research supported by external sponsors and several academics focus on strengthening income with fees from WIUT's consulting, research, and outreach programs.

Another challenge for WIUT is to cultivate strong researchers to mentor and guide junior ones. So, a frequent complaint is, where are the "professors?" By this they mean "full professors" with long research experience to contribute and help strengthen junior colleagues' development. As a young university, WIUT has a young faculty driven by youthful energy. Even faculty members, having taught at the university for many years, experience this.

TNE institutions who do not recognise or discuss these challenges may not be on a path toward sustainability. But other TNE institutions in Tashkent are only now starting to create their own research centres. They see the government pressing public and private universities to produce more and more recognised research as they compete against neighbouring countries in Central Asia. This awareness and the need to respond to it is growing in TNE institutions.

Internationalising Research Processes and Products: Examples from WIUT

WIUT has a number or past, current and emerging milestones that are individually worthwhile. However, when you consider these cumulatively, the effect on the university's research program is clearer. Many items below are part of concerted, yet sometimes coincidental, actions to build a research culture at WIUT. A few of these are highlighted below.

*Recognition***.** Despite WIUT's modest size,[4] its economics department ranked number one in Uzbekistan.[5] It is consistently top ranked for research among Uzbekistan's 12 international universities. One faculty member is listed among the Top 100 Young Economists in the world. This person also received the President's Medal of Honour, named "Top Scientist in Humanities and Social Sciences" in Uzbekistan by the Elsevier Scopus Awards. The university seeks to be a mix of award-winning researchers and promising scholars.

Silk Road: A Journal of Eurasian Development. In 2018 WIUT launched its own journal promoting evidence-based scholarly research in social sciences and public policy across an eleven-country region.

The Centre for Policy, Research & Outreach (CPRO). The University recently launched its research centre to complement ongoing efforts with new internal and external collaboration. The demand for research from the government and private sector is growing rapidly. CPRO links our knowledge resources to agencies and organisations that need analysis and solutions.

InnoWIUT Entrepreneurship and Bloomberg Labs. The "*innoWIUT Lab*" a joint venture with SAP, expands applied research in ICT and business solutions. Bloomberg supports WIUT with 12 terminals and training for students and faculty on financial software.

International Labour Organisation (ILO). WIUT faculty members surveyed seasonal agricultural recruitment practices focusing on cotton.

[4] Under 4000 students and faculty members.

[5] By Economics Departments, Institutes and Research Centres in the World (IDEAS).

This research uncovered the extent, characteristics and results of recruitment practices and working conditions in agriculture.

United Nations Sustainable Development Goal—Decent Work. The UNDP released their study on employment at WIUT. Faculty experts conducted research and wrote the report designed for government ministries, development agencies and academia. Participants discussed labour issues from birth rates to education to pension systems and recommended policies to modernise the labour market.

International Food Policy Research Institute (IFPRI). WIUT hosts the launch of IFPRI's International Global Food Policy Reports considering the impacts of global integration and highlighting the urgency of rural revitalisation to achieve the United Nations' Sustainable Development Goals. In addition, WIUT runs the Regional Training Course on Applied Econometric Analysis for economists and researchers sponsored by IFPRI. The aim is to strengthen the capacity of young economists in Central Asia for quantitative research, policy analysis, and econometric analysis of social policy.

Pilot Agribusiness and Horticulture Training for Women. WIUT worked with the World Bank and a local training partner to synthesise a week's training in a workshop for women entrepreneurs.

International faculty. WIUT faculty have international degrees and experience in international organisations. Faculty have earned doctoral degrees from leading universities in Australia, Belgium, China, Czech Republic, England, France, Germany, Iran, Korea, Spain and the USA.

Women in research. About 40% of WIUT's academic staff are women and the numbers are increasing. Year-by-year more women than men are taking up doctoral studies and 70% of research assistants are women. Many women are already productive researchers and more are expressing interest in strengthening and expanding their research. WIUT increasingly supports women in research and identifies opportunities to advance their careers.

Joint Authorship. WIUT has expanded faculty collaboration as co-authors with professors from leading Asian, European and American universities and research institutes. These include Duke University, the International Food Policy Research Institute, and Baylor University (USA), Adelaide and Griffith universities (Australia), University of

Westminster (UK), German Institute of Economic Research, Leibniz Institute of Agricultural Development in Transition Economies (Germany), and the Higher School of Economics (Russia).

Publications. WIUT faculty have published research in respected international journals for example: *World Development, Development Policy Review, Journal of Biosocial Science, KYKLOS, Intelligence, Demography, Electronic Commerce Research, Journal of Development Studies, Review of Financial Economics, Forest Policy and Economics, Journal of Transport Economics and Policy and International Journal of Water Resources Development*.

UNESCO's MOST Program engaged WIUT researchers to conduct training on "Supporting young water researchers". These featured interactive workshops on academic writing for international publications.

Distinguished speaker series. In response to Uzbekistan's economic and social reforms, WIUT hosts various high-level speakers from international organisations. For example, Cyril Muller, World Bank Vice President for Europe and Central Asia; Albert Jaeger, International Monetary Fund Mission; Wencai Zhang, Vice President of the Asian Development Bank; Shenggen Fan, Director General, International Food Policy Research Institute; Vladimir Norov, Secretary General, Shanghai Co-operation Organisation; Helena Fraser, UN Resident Co-ordinator for Uzbekistan, and eminent economist Jeffrey Sachs.

Students. WIUT actively supports undergraduate research with collaboration between faculty and students. "New Economic Talent," recognises excellent undergraduate dissertations. Since 2014, the Center for Economic Research and Graduate Education – Economics Institute (CERGE-EI) hosts this competition. Our internal competition, "New Academic Talent," rewards best dissertations for undergraduate and postgraduate students.

The Next 17 Years: Choices and Potentials

There are about 18,000 higher education institutions across the world vying for greater reputation, better students and more funding. The question is, how can WIUT continue to grow its research capacity and productivity and link these to the school's mission of research-informed teaching and transformation? WIUT's ongoing challenge is for students and faculty to continue this evolution in thinking and practice by combining teaching and research to strengthen the development of Uzbek society. WIUT is in an interesting position, given its background and identity and this creates a unique platform for operations.

The rate of recent economic and social reform is uncommon for any country. Research, often a slow and meticulous undertaking, must rapidly respond by actively adapting to this fluid environment. Reforms also provide a new foundation for expanding academic freedom typified by growing access to government data. Researchers can help build the nation with research constructively challenging while recommending ways for better policy and practice across government ministries. An emphasis on research demonstrated by actions including outreach and strategic knowledge production. One can find this spread across departments, faculty members, student organisations and many offices of the university.

Like other TNE institutions in Uzbekistan, WIUT has a particular focus that was also negotiated with the government. Currently its departments are limited to business with a marketing option, business information systems, economics with a finance option, and law. There are parallel master's degrees in business, law and economics and a special certificate program in teaching and learning at graduate level. WIUT's TNE contract does not extend above the master's level. Programs at other TNE institutions such as engineering, computer science, auto making, the physical sciences and sports science are expensive to support, requiring more equipment, technology and infrastructure. WIUT's focus on human and social sciences is much less expensive to support than programs requiring the latest hi-tech.

Most of WIUT's faculty members studied in English-speaking institutions in Western countries giving them strong English competence and active academic contacts. This carries over to their ability to publish in international journals and participate effectively in academic conferences abroad.

Lessons Learned: Considerations for Host Country Institutions

Cultivate a research culture by creating a supportive environment for critical thinking encouraging faculty members and students to question their assumptions.

Without creative relationships, WIUT's limited budget could not provide scholarships for all graduates, potential and active faculty members. The University works closely with foundations, government fellowships, research universities and other partners to fund further study. Recently when funding from the United States decreased, faculty members and students turned to Germany with many active scholarship opportunities. This funding tends to beget more funding as positive experiences encourage these institutions to actively look for our faculty members and graduates.

Developing research is a gradual but concerted effort. WIUT took about a decade for research to accumulate and begin to convince faculty and students of its value. This started with research seminars focused on faculty member's research, then specialised courses, supervising higher quality student dissertations and, finally, hosting international speakers and regional research conferences with international speakers.

In Uzbekistan, there is often a stark contrast between the government's educational practice and that of TNE institutions. This may extend to research stimulating new lines of inquiry beyond conventional topics and approaches.

WIUT has formed a base of internationally educated teachers who know by experience how to create a culture of international education leading to sustainability. When the faculty are engaged in local community driven research questions and evidence-based solutions, the sustainability becomes a reality and promises research impact. If academic reputational concerns are the primary driver of strengthening research capacity and productivity, sustainability may be unlikely. However, institutions doing research by strengthening their teaching and reaching out with public service and broader knowledge generation, may find this focus increases their sustainability. It is possible that manipulating research reporting to make a university look more prestigious is playing a superficial 'research game' which might undermine the sustainability of host institutions. This begs the question, can and should TNE host institutions play this game or rewrite the rules toward different and better ways of evaluating research purposes and outcomes?

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11

Access, Internationalisation, Economic Growth and Skills: The Impacts of TNE in Dubai

Nitesh Sughnani

Introduction

This section discusses the massification of higher education and the emergence of transnational higher education. Higher education has been through rapid expansion over the last two decades largely due to internationalisation efforts of higher education institutions, which has resulted in the mass movement of students, faculty, programmes and providers (Knight 2007).

Knight (1993, p. 21) defines internationalisation as 'the process of integrating an international/intercultural dimension into the teaching, research and service functions of an institution'. Internationalisation has also benefited from liberalisation of trade through international agreements such as the General Agreement for Trade and Services (GATS),

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which has opened up the education sector and promoted the import and export of foreign education (Lane and Kinser 2011).

Internationalisation strategies are usually driven by social, economic and political objectives and have opened up various opportunities for higher education institutions such as curriculum development, research partnerships and collaborations (Van Damme 2001; Wilkins and Huisman 2011). One area that has emerged as a consequence of internationalisation efforts in higher education is transnational education (TNE) or cross-border higher education (Stella and Woodhouse 2008). UNESCO and OECD define TNE as environments where 'the teacher, student, programme, institution or course materials cross national borders'. Various countries in Middle East and Asia have resorted to transnational education to support economic development, increase local competitiveness and improve access of high-quality education for students (Chan 2011; Mok 2011; British Council 2014).

There are various forms of TNE including distance education, franchises, articulation agreements, twinning programmes and international branch campuses (IBC) (Stella and Woodhouse 2008). Lane (2011, p. 1), defines an IBC as 'an entity that is owned, at least in part, by a foreign education provider; operated in the name of the foreign education provider; engages in at least some face-to-face teaching; and provides access to an entire academic programme that leads to a credential awarded by the foreign education provider'. The focus of this paper is on IBCs set up in Dubai.

Dubai, one of the seven Emirates that make up the United Arab Emirates (UAE), has adopted a TNE strategy for higher education. Dubai has gone through rapid and planned diversification since the early 1990s in various sectors, including trade, retail, logistics, aviation, health and education in order to reduce dependence on oil. A key aspect of the diversification strategy was the development of dedicated free trade economic zones, which provided the necessary infrastructure and regulatory environments to help attract foreign investment. The diversification process also led to an influx of expatriates resulting in a unique demographic structure whereby fewer than 10% of the population are UAE nationals. The remaining 90% are foreign expatriates largely from South East Asia and the Arab region (UAE Interact 2011). To cater to the needs of the expatriate community and to develop a talented workforce for the economy, Dubai has adopted an interesting TNE model of higher education.

The next section sets the context of higher education in Dubai, provides further details on the on the TNE model adopted, and explores the current literature on the impact of TNE on a host city/country.

Context

Higher Education in the United Arab Emirates

The UAE has three federal higher education institutions: Zayed University, the Higher Colleges of Technology (HCT) and United Arab Emirates University (UAEU), which have campuses across the country including in Dubai. These institutions were established by federal decree and are funded through the Ministry of Education (MOE). They offer a diverse range of programmes to Emirati students free of cost. Dubai hosts campuses of Zayed University as well as two HCT campuses, Dubai Men's College and Dubai Women's College (Fox and Al Shamisi 2014).

In addition to the federal campuses, the UAE higher education landscape includes two other categories of institutions: local and international. Local institutions are comprised of private, government funded and quasi-government funded institutions. They are accredited by the Commission for Academic Accreditation (CAA), an arm of the MOE, and offer UAE qualifications. The international institutions, often referred to as branch campuses, are branches of foreign institutions that have set up in the UAE and offer international qualifications. The branch campuses are usually set up in free trade zones. The MOE is responsible for regulation and licensing of higher education in the UAE, while institutions in the free zones are licensed and regulated by state regulatory bodies in their respective Emirates. Dubai and Ras-Al-Khaima have the largest presence of higher education institutions in free zones, and both Emirates have independent education regulatory bodies.

Higher Education in Dubai

The Dubai higher education landscape comprises of federal institutions, local institutions and international branch campuses. According to the Knowledge and Human Development Authority (KHDA), the education regulatory arm of the Dubai government, Dubai has a total of 64 institutions offering over 600 programmes to approximately 65,000 students. Thirty-four institutions are considered international institutions (KHDA 2017). This section focusses on the international branch campuses and the impact of the TNE model in Dubai.

The journey of the international branch campuses in Dubai started in 2003 with the establishment of Dubai Knowledge Park (DKP), which was initially called Dubai Knowledge Village (DKV). Dubai was on a planned path of diversification and the free zones were used a catalyst for economic growth and expansion. Dubai established Jabel Ali, a large shipping free zone, in 1977 and expanded the free zone concept to the media and technology sectors in 2001 through the establishment of Dubai Internet City and Dubai Media City. The free zones were designed to remove barriers and attract foreign investment, and resulted in a massive influx of expatriates coming to Dubai to take advantage of the newly created job opportunities. This created an urgent need to increase access to higher education and support the growing economy with a skilled workforce (Fox and Al Shamisi 2014).

DKV was set up to attract foreign higher education institutions in order to meet the growing and unmet need from the expatriate community. UAE nationals had access to the federal campuses, however there weren't sufficient higher education options for the expatriate population who wanted to study for internationally recognised and internationally awarded qualifications from foreign universities.

Through the establishment of DKP, Dubai opened up the higher education sector to foreign providers and removed some of the barriers that previously existed for foreign providers. Prior to that, international branch campuses were not formally allowed to set up in Dubai or the UAE. Free zone law exempted institutions from federal licensing and accreditation requirements and offered an alternative route whereby incoming institutions could establish campuses using their home country accreditation and offer international qualifications to students in Dubai. The law also allowed institutions 100% ownership, and enabled companies to repatriate their funds and profits, in contrast to federal law which mandated 51% ownership by a local investor. DKP also provided institutions with ready infrastructure and facilities and this removed the need for any capital investment. These features made DKP an attractive destination for higher education providers and attracted several institutions to set up in DKP including foreign campuses from India, United Kingdom, Australia and USA. In the first year, eight branch campuses set up in DKV (KHDA 2017).

The success of DKP and the demand from international providers resulted in the establishment of Dubai International Academic City (DIAC) in 2007, a second free zone dedicated to higher education. DIAC provided institutions with the additional opportunity of leasing land to build their own facilities. The TNE model was expanded to other free zones as well, with higher education institutions emerging in other free zones across Dubai including the Dubai International Financial Centre (DIFC), Dubai Health Care City (DHCC) and Dubai Silicon Oasis (DSO). The growth of providers in the free zones increased access to higher education for the expatriate and local community and simultaneously addressed the need for a talented workforce to support Dubai's economic diversification process. By 2017, 39 higher education institutions were registered in free zones with just over 30,000 students (KHDA 2017).

The expansion of the TNE model prompted the need for better regulation of the sector. In 2007, the Dubai government established an education agency tasked with the regulation of private education in the Emirate of Dubai. This included the regulation of nurseries, schools (K-12), higher education and training and professional development. KHDA was also given responsibility for the licensing and quality assurance of all higher education institutions located in Dubai's free zones (KHDA 2017). In 2008, KHDA setup the University Quality Assurance International Board (UQAIB), a new quality assurance Board comprising of international members from eleven different countries, to provide international advice and oversee the quality of international campuses in

Dubai's free zones (UQAIB 2017). In 2011, new legislation was passed in the form of Executive Council Resolution 21 (2011), specifically in relation to higher education institutions located in the free zones. The legislation formally gave KHDA, the power to certify or attest degrees and provided recognition of these qualifications in the Emirate of Dubai (KHDA 2017).

The establishment of infrastructure through the free zones, the growth in number of foreign institutions and students and the various regulatory measures implemented have resulted in significant growth of the Dubai TNE model over the last 15 years. Dubai, currently hosts 34 international branch campuses, the highest number in a single location in the world (KHDA 2017). This growth has also shifted Dubai's strategy in higher education from that of increasing access and retaining talent towards establishing Dubai as an international hub for the higher education, with an emphasis on attracting international students from the Middle East, Asia and Africa.

International Branch Campuses

Even though IBCs are often thought to be a recent phenomenon, they have existed since the early 1920s when a branch of the Parsons Fashion School was established in Paris (Lane et al. 2014). The most significant growth took place in the 1990s with nearly 40 IBCs springing up in countries including Japan, China, Singapore, France, Spain, UAE and Qatar (Garrett et al. 2016). The number of IBCs doubled from 82 in 2006 to 162 in 2009 (McBurnie and Ziguras 2011). By 2015, there were 249 IBCs reported (Garrett et al. 2016). IBCs can be very different in terms of their characteristics and tend to differ in size, number of programmes, faculty models and ownership models (Wilkins 2010).

With the growth in the number of IBCs globally, a lot of research has been carried out into the rationales or motivation as well as the challenges of such models, which are often categorised into 'political', 'academic', 'social' and 'cultural' (Knight 1997). The rationales and challenges also tend to differ among different stakeholder groups (Qiang 2003). The key rationales from a host country perspective include increasing access to meet local demand, reducing the outflow of students; diversification of programme offering, and increasing competitiveness of local institutions (Chan 2011; British Council 2014; Lane and Kinser 2011). The rationales for providers tend to focus on student and staff exchanges, research development, economic opportunities and enhancement of status or reputation (Lane and Kinser 2013; Garrett et al. 2016).

Various scholars have also covered the key challenges with IBCs and TNE models. From a host country perspective challenges include recognition of qualifications; contextualisation of curriculum, and contribution towards national objectives (Robertson et al. 2002). For institutions some of the challenges highlighted include regulatory issues, resource management, adapting to cultural and social settings, and financial and reputational risk (British Council 2014).

However, there is limited research into the benefits or impact yielded by TNE globally and nationally. Most of the current research focusses on potential benefits. These include academic benefits of access and diversification, the economic benefit of additional revenue, the human resource benefit of building a skilled workforce, the cultural benefits of engaging with different countries and the reputational benefit to host countries (Lane 2011). Benefits to providers are generally focussed around the economic incentives of expansion into new markets, creation of partnerships and the academic benefits of student and faculty mobility (McBurine and Ziguras 2011). The Dubai TNE model has operated for over 15 years and this presented an opportunity to better understand some of the realised benefits from the TNE model and its overall impact.

Methodology

Using qualitative research methods, an embedded single case study design has been utilised. Although typical case studies focus on an institution (case) or a group of institutions (cases) this case study focuses on the system or model of TNE in Dubai.

By adopting Knight's (1997) approach to rationales for internationalisation in higher education and Qiang's (2003) view that these rationales differed between different stakeholder groups, an adapted framework was developed to assess the benefits of TNE in four areas: academic, social, political/regulatory and economic. This was done from the perspective of two stakeholder groups, government planners of the host country, and international providers that have set up IBCs in the host country.

Data was collected through a series of semi-structured interviews with participants from both stakeholder groups (government planners and higher education providers). A sample was selected from each stakeholder group to ensure fair representation for each group. For the government stakeholder group, organisations were selected to cover three key groups including the regulatory authority, the fee zone authorities as well as policy makers in government. A total of seven interviews were conducted for the government stakeholder group. For the institutional group, the sample was selected based on the size of the institution, the level of degrees awarded, the location of the home campus and the type of faculty model used in Dubai. This was done to ensure that different types of IBCs were included in the study. A total of 12 interviews were conducted across eight institutions for the institutional stakeholder group.

All participants were senior members at their organisations including Academic Presidents and senior management staff. Two separate interview schedules were prepared, one for each group, and shared with the participants in advance. One of the sections within the interview schedules focused on the impact or benefits of TNE in Dubai. Prior permission was obtained from all participants to record the interviews and names of the organisations and individuals were anonymized for confidentiality.

The interviews were supported by documentary analysis of relevant reports that were available. For the government stakeholder group, reports reviewed included guides, manuals, strategic documents and an external review report conducted by the government. For the institutional stakeholder group, the documentary analysis covered strategic documents and other information available on the institutional websites.

The limitations of the study include its scope, as this only focusses on one model of higher education in the Dubai context. There are other models that are not included, such as the federal system. The study also covers a sample of the two stakeholder groups and does not consider other important stakeholders such as students or investors.

The Impacts of TNE in Dubai

This section presents the impacts of transnational education in Dubai on the host city. Participants were asked questions about the impacts in Dubai over the last 15 years and the findings are presented under four themes: economic, academic, political/regulatory, and social impacts.

From an economic perspective, the most significant benefit from TNE was the 'contribution to the economy'. The contribution to the economy is evident through the growth in the model in terms of the number of institutions and students. Over 30,000 students are enrolled at the 34 IBCs located in the free zones. The free zone model has a clear economic objective, '*the development of infrastructure, attracting branch campuses and students, all have commercial components to it with economic expectations*'. According to one of the government respondents '*Dubai has been able to attract a sizeable number of international institutions offering hundreds of programmes to people who live in Dubai or the region*'. This economic impact is both direct, through revenue generated from renal income and licensing fees collected by the free zone authorities but also from all the related expenditure such as student and faculty housing and living costs. The increase in the number of graduates available to go into the Dubai workforce is another benefit from this model according to one participant '*in 2008, there were around 4000 graduates in Dubai and now (2018), there are over 10,000*'. The TNE model is expressed as a '*win-win for Dubai, as it brings together people (students, faculty, staff) who spend money but are also creating an educated workforce for the future*'. It is also important to note the compounded impact from the education sector on other sectors in Dubai and the UAE. One participant used the example of Emirates airline to describe this compounded effect '*for Emirates airline, the economic impact is not just on the airline but on the whole city, including on transportation, hotels and entertainment*', and that the same applies to higher education in Dubai. Participants from the institutional stakeholder group discussed 'growth and expansion' as a key economic benefit rather than generation of revenue, which is commonly cited as a key motivating factor for the establishment of branch campuses. Having a presence in Dubai allowed institutions to attract students from new markets and grow enrolment. Several campuses also used their experiences in Dubai as a catalyst for further expansion and establishment of international campuses in other jurisdictions, '*Dubai is where it all started, had we not achieved success in Dubai, we would have not been able to replicate it in other places*'. Institutions also felt that having a campus in Dubai supported economic risk management. One campus expressed that growing challenges faced in its home country around reduced public funding, changes in visa regulations and increased tuition fees made it important to diversify its portfolio and reduce risk through its TNE activity.

In discussing the academic impact with participants of the study, the prominent feature was the fulfilment of the institution's 'internationalisation' objectives. Having a branch campus in Dubai provided the opportunity for student and staff mobility, internationalisation of curriculum and collaborative research. According to a participant from an Indian higher education institution, '*faculty members often come and teach at the Dubai campus as well and they can use these experiences when they are back at the parent campus*'. Even campuses that used the fly-in-fly out model, where faculty from the home campus would travel to Dubai, deliver classes and fly back, felt that there was a positive impact and that '*it resulted in a richer experience for faculty members*'. A participant from a UK campus, provided an example of internationalisation of curriculum, '*one of the courses is contracts, and the contracts in Dubai are more international in comparison to contracts in the UK and our students in the UK are also expecting internationally relevant curriculum*'. Another example was provided for a post-graduate programme in tourism, whereby faculty in Dubai had suggested curriculum and assessment changes based on the Dubai context as they felt that those were more '*current and relevant*'. The branch campus model in Dubai also enabled greater control over the student experiences offered by an institution as compared to other forms of TNE, which for some institutions was a high priority and part of strategic plan of the parent institution, '*to create a vibrant student experience that promotes wellbeing and builds a sense of belonging and commitment*'. Participants also discussed the opportunities to adopt best practices from other institutions located within the free zones as an important academic benefit. The creation of a '*Research Steering Committee*' was cited as an example of collaboration and sharing of best practices. This committee involves campuses from across the free zones in Dubai and has created a platform for institutions to discuss ideas and explore collaborative research opportunities. From the host city's perspective, the TNE model had supported the academic 'diversification of programmes through the addition of programmes in disciplines such as engineering, media, design and law, which were addressing strategic priorities of the country.

Some of the social benefits highlighted include the 'access to higher education', 'engagement with local industry' and 'diversity'. Through the TNE model, Dubai has provided access and choice of higher education programmes to nearly 30,000 students. This was considered an important social benefit of the TNE model. A lot of these students would have left Dubai if not for these opportunities resulting in a loss of talent. The model has allowed retention of students and is also producing graduates in priority areas for the city and country. One example presented was in the field of construction, where once participant expressed their views, *'we have graduated hundreds of construction managers, quantity surveyors and engineers that are all working in this region'.* Another benefit discussed was the opportunity to engage with local industry either through academic partnerships or collaborative efforts to address social priorities such as Emiratisation. Some campuses also felt that having a branch in Dubai also resulted in a very diverse nationality mix across the broader institution increasing socio-cultural awareness. Due to the transnational nature of Dubai and the presence of expatriates from all over the world, Dubai gave institutions the opportunity to develop as truly international organisations through their programmes, student populations and market engagement. According to one institution, the Dubai campus enabled them to significantly diversify their faculty profile by attracting international faculty to work in Dubai. Finally, the opportunity for cultural and social exchange was also highlighted, '*Universities would not have had the chance to learn about the region, the culture and the local context'* in the absence of the TNE model. Institutions were also able to build strong alumni networks in the region.

Participants were also asked about political or regulatory benefits realised through the TNE model in Dubai. One participant felt that lessons learnt over the years had resulted in well-developed regulatory process that strengthened the sector overall. '*Rigorous standards and reviews of* *all applications have allowed the government to be more selective about which institutions can establish in Dubai*'. This has enhanced Dubai's reputation as an international hub for higher education and has enabled Dubai to attract better quality and higher ranked institutions. The flexibility of the regulatory and quality assurance model was also considered an important achievement in the quality assurance community, '*creating a model where the quality assurance is carried out for institutions across 12 systems is something Dubai should be proud of*'. This success in the quality assurance was also attributed to the international nature of the sector, allowing the regulator to learn from different systems and adopt best practices. It also enabled opportunities for collaboration with other international regulatory bodies and quality assurance agencies. One participant discussed the value of the Quality Beyond Boundaries Group (QBBG), a network of agencies that was established by Dubai to promote collaboration and cooperation related to TNE activity. Providers also felt there was a reputational benefit of having a presence in Dubai.

Conclusions

The impact of the TNE model in Dubai is evident through the growth in the number of institutions, programmes, and students in the last 15 years. As with motivations and challenges, the benefits differ for each stakeholder group. From a host country perspective, the evolution of the model, regulatory systems and processes has resulted in Dubai becoming a well-established and attractive hub for both campuses and students. This has positive economic, academic, social and regulatory implications. It has enabled a diverse programme offering, attracted highly ranked institutions and provided talent for the workforce. The providers on the other hand have seen the realisation of their internationalisation objectives by reaching out to new markets, improving student and faculty mobility and curriculum. It has also created new collaborative opportunities and supported brand development and expansion.

The TNE model has always had its critics; there are those opposed to the commodification of higher education and others have concerns about the quality of branch campuses (Wilkins 2010). These concerns are often linked to the revenue generation aspect of TNE, which stems from a view that education should not be a tradable commodity (Stella 2006), and a risk of lower academic standards or poor quality arising from the tension between academic and commercial expectations (McBurnie 2008).

The Dubai case demonstrates that if the right environment is created, TNE can have positive impacts for both the host country and providers. There are several pieces of the Dubai TNE puzzle that have enabled this positive impact including the development of hard infrastructure through the free zones, the implementation of regulatory and quality systems that support TNE, diversity of international campuses, and investment from the private sector. These have allowed institutions to come and thrive whilst also contributing to the local community and the country's national priorities.

Despite the positive impact seen so far, the Dubai TNE market is still in its infancy and there are many opportunities for further growth and development, especially through new models of TNE such as online education, and other partnership approaches such as joint and dual arrangements. Another opportunity that has not been tapped into yet is collaboration between the various international institutions located in Dubai or collaboration between local and international institutions in Dubai. For example, an area for exploration is collaboration between campuses through joint programmes and staff and student exchanges. Research is another significant area where further impact can be seen as more campuses begin to offer doctoral programmes and develop a research culture on campus.

Dubai has been successful in creating a higher education sector with strong foundations in terms of regulations, infrastructure, institutions and student population. Given this, Dubai is well positioned to fulfil its aspiration of becoming a global hub for education and TNE is at the very heart of this ambition.

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Part II

Student Experience

12

Operational Impact in a Transnational, Work-Based Railway Operations Management Programme Through a Collaborative Approach

Christopher J. M. Smith, Constantinos Choromides, Fiona Stewart-Knight, and Marty Wright

Introduction

This chapter outlines the benefits of a Transnational, University-to-Business (U2B), Work-Based Learning (WBL) programme to a parastatal organisation – Transnet Freight Rail (TFR) in South Africa. Since 2012, the TFR Railway Operations Management (ROM) programme has been delivered through a quadripartite partnership between Glasgow Caledonian University (GCU), Institution of Railway Operators (IRO), TFR and University of Johannesburg (UJ). Key programme aims encourage personal and professional development aligned to industry knowledge: "… to allow individuals with prior qualifications or significant

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work experience to complete a degree through linking academic studies to the challenges of the workplace" and "to support employees of the railway industry to develop a better understanding of the industry and its operations." Therefore, this programme seeks to support business development through education of citizens in a state-owned enterprise.

Whilst Transnational Education (TNE) models often reflect a university-to-student model, either through a single 'exporting' university or collaboration with in-country partners (Knight and McNamara 2016), U2B programmes aligned to professionalisation (of individuals and industries) through a WBL educational philosophy offer a complementary approach to benefit host countries, their citizens and organisations; it is this U2B WBL approach that is explored in this chapter.

The next section sets the South African context and expands on the context of U2B TNE WBL programmes by reviewing literature and shows that this programme does not sit fully within existing frameworks/categorisations. Moreover, this positioning leads to using impact at an individual level as a key indicator. This insight informs an exploratory methodology. Subsequently, key findings from all partners around critical factors in the evolution of the programme from its first cohorts, through re-approval and extension to include Honours and Masters levels will be outlined along with the programmes' impact.

Context

South Africa is a progressive, modern, democratic nation that advocates the transformative role of education through strong government education expenditure (World Bank 2019). The value of education is also reflected in a progressive Higher Education sector with many universities with internationally recognised standings (TES 2018) and recognition of the contribution of Higher Education to social and economic development (CHE 2016). Since the end of Apartheid in 1994, sequential educational policy and regulation reforms have seen South Africa introduce the National Qualifications Framework (NQF) allowing portability of qualifications, policies around Recognition of Prior (informal) Learning (RPiL) and notions of lifelong learning (CHE 2007). These policies have supported South Africa in International Engagement (British Council

2016) as well as sought to ensure standards and regulation after the influx of many overseas institutions. In 2015/2016, South Africa retained its third-place African ranking (by number of students) with around 4000 TNE students, with most (3550) of these students studying through distance, flexible and distributed learning modes and most at postgraduate level – 2920 students (Universities UK 2016).

In this context of government policy development and increased internationalisation in education more generally in South Africa, Transnet Freight Rail recognised the importance of an international education programme to support its employees in the area of Railway Operations Management in 2010. The existing UK and Irish BSc Railway Operations Management programme offered by IRO and GCU was identified by TFR as the preferred model as it was a work-based learning programme combining railway-specific modules, emphasising personal and professional development and using work-based assignments, including a capstone work-based project at the end of each level of study (Fig. 12.1). Moreover, it was based on a partnership that was focused on the professionalisation of full-time employees working in Railway Operating Companies and delivered in a blended learning mode (mixture of focused

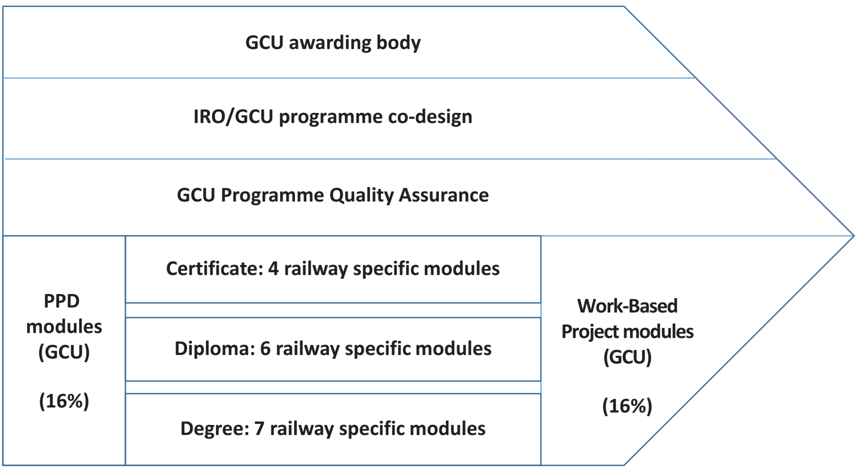

Fig. 12.1 UK and Irish BSc Railway Operations Management programme at 2010: partnership and curricula model

face-to-face teaching sessions with distance learning though Virtual Learning Environment); professionalisation here reflects new professions with a shift in power (Evans 2008)– in this case a recognition of industry-specific expertise and the shift to an Entrepreneurial University model (Rhoades and Stensaker 2017). Furthermore, the flexible approach in the existing programme, students enrolling for just one level of study at a time at SCQF7 (Certificate), SCQF8 (Diploma) or SCQF9 (Degree), was supportive of both individual development as well as aligned to knowledge sharing across an industry sector. Figure 12.2 depicts the evolution of the programme from its origins in the UK to the adapted version for TFR with UJ bringing South African contextual knowledge to the partnership and providing the face-to-face delivery on the railway-specific modules and grading of assignments.

The nature of the TFR ROM programme presents a distinctive form of TNE. It is a hybrid of Knight and McNamara's (2016) framework having features of independent (with GCU being the only awarding body) and collaborative provision (with joint delivery, contextualisation and a partnered quality assurance (QA) approach reflecting international academic standards between GCU and UJ, through the GCU QA processes). Such a unique model reflects the requirements of a TNE U2B WBL programme and means that a wider perspective on learner experience needs to be taken to reflect work-based learning.

Work-based learning is defined as "… a learning process which focuses university level thinking upon work (paid or unpaid) in order to facilitate the recognition, acquisition and application of individual and collective knowledge, skills and abilities to achieve specific accredited outcomes of

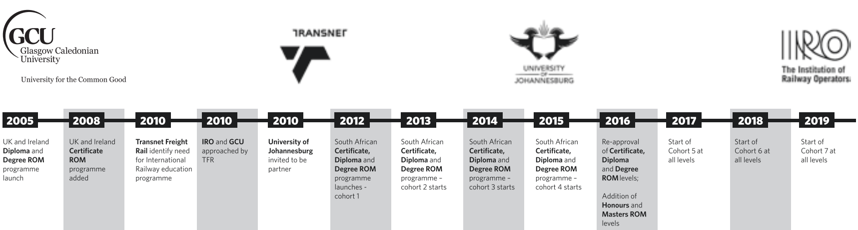

Fig. 12.2 Evolution of Railway Operations Management programme from UK and Irish version to current South African version for Transnet Freight Rail

significance to the learner, their employer and the university" (Garnett 2005). The learner takes a central role in work-based learning seeking to maximise their individual learning through critical personal reflection on experiences and engaging with contextual projects (Raelin 2000), which seeks to reduce any disconnect between educational outcomes and workplace needs (Blom 2013). Therefore, the teaching and assessment strategy needs to recognise heutagogical principles of flexibility and learner self-determinism (Hase and Kenyon 2003 cited in Felce 2010), as well as andragogical principles that emphasise that learning builds on experience, encourages problem-centred learning with immediate applicability to work and the learner's intrinsic motivation (Youde 2018). So, in WBL programmes a key indicator is the learner's self-perception of how they have developed personally and professionally within their workplace and how the learning programme has met their needs.

Whilst the above paragraph has emphasised the learner-centred aspect of WBL, typically WBL programmes are a tri-partite relationship between learner, university and employer. In the context of a work-based programme for one organisation – as for ROM – then ensuring that this individual learning is aligned to strategic employer needs is imperative, particularly when the organisation is sponsoring several hundred staff on the programme. Fernandez-Berrueco, Tauno and Devins (2016) highlight the importance of how the programme is designed and monitored and the critical role that the balance between the basic pillars of Organisations, Curriculum and People plays in effective WBL programmes. Fernandez-Berrueco et al. (2016, p. 44) label three key interactions between the basic pillars: "**doctrine**… always remembering the main goal of the programme: to maximize the students' learning opportunities" [organisations-curriculum nexus], "**authenticity**… students should be provided with a real work environment… Tutors play a key role in ensuring the authenticity of the assessed work… Threats… include either over emphasising the programme details (forgetting the market and students' needs) or giving too much importance to the people, leading to excessive clientelism or academicism." [curriculum-people nexus] and "**culture**… the 'glue' between organisations and people. It refers to the way in which people in the participating organisations adapt their identity and their way of working to the WBL programme… The threat [results] from… either in too much emphasis on people (clientelism, academicism) or too much emphasis on the organisation …" Nixon (2008) highlights similar considerations in their study on the impact of WBL. As can be seen here, the partnership underpins any potential impact to individuals and to the partner organisations and these enablers will be used additionally to frame the evaluation of the ROM programme below.

Methodology

A mixed method strategy using a descriptive case study approach has been utilised. A segmented longitudinal approach has been taken – phase 1 (cohort one to four) and then phase 2 (cohort five) after re-approval of programme – using a qualitative approach. Cohort 5 students at Certificate, Diploma and Degree levels were chosen for Phase 2 as students have just completed this level; Cohort 5 Honours and Master's students and cohort six have been excluded as they are still mid-level and such mid-level evaluation is not consistent with the overall study design.

A combination of secondary data (from re-approval documents and associated evaluations), as well as primary data (through semi-structured reflective interviews, questionnaires and online surveys), have been utilised. For alumni from phase 1 a purposeful, stratified non-probabilistic sampling strategy was used. The sample of 16 employees chosen reflected: (1) employees who had studied just one level as well as students that had chosen to continue to the next level of studies, (2) students at different levels, (3) students starting their studies across all of the first four cohorts. A written questionnaire was distributed to these individuals with a focus on their experience and perceptions (around personal and professional development – PPD – and the impact of the programme on them in the workplace); follow-up interviews were offered to the students. The response-rate for the written survey for this group was 50% and two follow-up interviews were conducted. The written survey responses were inductively coded to generate key themes.

For cohort 5, an online survey was distributed to 168 students on the cohort at Certificate, Diploma, and Degree levels, eliciting similar perspectives as for the alumni in Phase 1. The overall response rate was 28%.

The responses at each of the three levels was proportionate to the number of students enrolled at each level so the sample for each level was similar at around 30%. Subsequently, both the Likert scale questions were analysed per level and the free-text questions were inductively coded (using a similar coding framework as developed for the written survey responses from the earlier cohort students).

Additionally, representatives from each of the four organisations that make up the quadripartite partnership were invited to be interviewed about their perspective on the ROM programme; six interviews were conducted. Interviews were transcribed and then inductively coded.

Questionnaires and online surveys were collated – with Likert style questions being analysed using descriptive statistical methods and written text being coded and emergent themes identified.

Limitations of this study design include the low sample size for phase 1 although convergence was seen within those responses and the emergent themes were similar to data obtained from the large sample size of the Cohort 5 online survey.

The four-step programme cycle of Fernandez-Berrueco, Tauno and Devins (2016) – market needs, design and planning, delivery and evaluation – will provide a framework in which to review the evolution of the programme as well as consider the evaluation and impact that the programme has had.

Phase 1: Cohorts One to Four

Firstly, the market need was for a programme that supported the strategic needs of TFR to be amongst the top five railways globally. Such a need required the company to invest in its people to develop employees with enhanced railway-specific operations management knowledge, particularly among those with supervisory and management responsibilities. In that context, an internationally respected qualification was required to bring best practice, as well as an approach that had immediacy and "*bridged the chasm between theory and practice*" as well as "*to close the gap*" between functional knowledge and experience and effective railway managerial capabilities. Moreover, the programme needed "*to provide critical* *thinking… to enable problem solving… and employees should directly apply what they have learned.*" Such an approach was through the existing UK and Ireland ROM programme (as outlined above) as it provided a work-based railway-specific qualification. A pilot cohort of 150 students was identified (cohort 1) with subsequent cohorts of around 240 students per cohort. Students admitted onto the programme had gone through an individual company development-needs assessment and through a criteria-driven, open application process in TFR, with the number of interested applications being typically three to four times the available places (which were dictated by allocated budgets). One alumnus commented, "*This is an opportunity [to study] for which I will always be grateful…*", which reflected a broad feeling of privilege felt amongst the alumni surveyed.

The design of the programme remained constant in the first phase of the programme, although there were adaptations to the learning materials as the programme evolved. For cohort 1, TFR were keen to adopt the existing UK and Ireland programme design as closely to the existing version as possible which resulted in only minor changes being made to the existing module descriptors, e.g. replacing learning outcomes and syllabus in the railway-specific modules from references to UK and Ireland to references to South Africa. The materials used in the face-to-face teaching as well as the core texts (reading material authored by IRO) were adapted by UJ pracademics to ensure that they were relevant to the South Africa operating environment, predominantly freight rather than passenger rail as well as different infrastructure standards and equipment. Of note, was the peer review process that took place with TFR Senior Operational Managers of these materials to ensure relevancy to the operations environment and to the desired needs. Additionally, the assignments were adjusted to reflect the context and operating conditions of TFR and South Africa. For the later cohorts the materials continued to evolve as noted by one of the alumni, "*I think the team has improved tremendously with local content… but again not neglecting the international concept of managing railways and improving KPIs using technology*." One of the partners commented that "*the willingness… of GCU, and the IRO for that matter, to allow some changes to be made to the programme running in the UK… was a great advantage to TFR.*"

From the planning perspective, the requirement to adapt the UK and Ireland curriculum to South Africa also brought advantages, as UJ identified suitably qualified individuals that had the required theory-practice knowledge and experience to undertake this work. These UJ pracademics were subsequently involved in the delivery, so already had a working understanding of the programme approach and modules. Moreover, the communication between all partners during this process development fostered positive working relationships. Additionally, employing key individuals at each of the partners at an early stage to provide leadership and management of the programme was fundamentally important to its subsequent success. At GCU, the recruitment of a full-time programme leader to co-ordinate all the activities and ensure the overall programme was vital. All partners identified the importance of communication and the relationship, with TFR commenting "*One of the major reasons for success of this programme lies in the partnership …*" and UJ commenting "*…whenever there was contact or questions asked, it was always dealt with from GCU's side in an extremely collegial manner… it made it much, much easier to get into the programme and to execute the tasks which we had agreed to in the contract.*" This core team provided a nexus that made the programme work operationally and simplified the lines of communication.

The delivery pattern of one module studied sequentially in a blended learning format with two days of face-to-face time per module remained constant over Phase 1. However, the programme delivery has evolved with one GCU academic commenting that "*there was a big learning curve from the first cohort.*" One key shift was in the move from three teaching centres after the induction and first module of cohort 1 to a centralised delivery model from module 2 of cohort 1 delivery; the pattern was adjusted as the most optimal facilities were in one location and it simplified the logistics and brought a consistent learning experience for all students on the programme (Mills and Tuff 2012). Additionally, GCU and UJ highlighted that (in cohort 1) a challenge was gaining an understanding of the different cultural approaches and student expectations but solutions were found by the partners. As the communication and understanding developed, as one GCU academic commented, "*we learned to be proactive to the students'/partners' needs.*"

The programme has delivered benefits to the individual students (Table 12.1) as well as impact to TFR as an organisation. A TFR Executive Manager commented that ROM is selecting the potential stars within the organisation and providing them with the required knowledge to be future managers (so helping with succession planning), a comment mirrored by one alumni, "*the current participants [in ROM] within my team are showing interest in understanding other functions in and around our operating division and are starting to engage more. This makes it easy for me to start working on my succession plans and match their strengths with critical functions.*" Students are finding opportunities and problems in the workplace in their current roles, asking challenging questions in their teams and finding solutions through their new knowledge and skills around best and leading practices. Moreover, their increased understanding of the value chain (and its interdependencies) and customer value is bringing a new mind-set that is supporting the strategic direction and aligns with the values of TFR. Potential unintended benefits are being seen within the organisation – the blended learning approach is developing wider digital skills, not just for the students but in their depots and offices. In 2014 at the first graduation ceremony for ROM Brian Molefe (Transnet CEO) indicated that the graduates should be "rail votaries and teachers" and saw them sharing knowledge and acting as role models in the company and the wider community. He also indicated immediate and tangible benefits from graduates with improved performance and productivity (Creamer Media 2014). The responses from the alumni indicate that is exactly what they are doing.

In phase 1 of the programme, alumni's self-perception of the programme was exceptionally positive with clear personal and professional benefits. Moreover, there are communities of practice and informal support groups being established by these alumni that are supporting a new way of thinking and working within TFR. These results have been achieved through a deepening partnership that has delivered the required doctrine, authenticity and culture.

Table 12.1 Personal and professional benefits evident from Phase 1 alumni responses

Theme	Representative quotations
Increased confidence	"The confidence it brought in my professional life, as well as in my personal space, can never be explained" "I have gained the confidence to tackle any issue related to my job"
Social learning benefits	"It has allowed me to learn good performance principles from other colleagues" "The team allows us to interact with each other in solving problems or discussions" "Providing support and encouragement to other learners" "…gives the participants the opportunity to learn from colleagues that have a lot of practical experience in rail operations …"
Value chain awareness	"ROM program allows you to see thing from a different perspective as you are forced let go of the silo mentality as it allows you to explore all other stakeholders in and around your working environment and their contributions to your day to day functions" "With the interaction with other colleagues I learned the different challenges they experience on their positions…" "…helps us a lot because we get to understand the working of different areas and departments and relate to the daily issues encountered."
Personal opportunity	"I have also gained respect from my fellow colleagues for being the only degree student in my depot" "The other change that occurred after participating in the programme is that people tend to listen when you express an opinion regarding operations." "all this landed me a senior leadership/management position…"
Programme relevancy	"The course covers every aspect of Railway operations…" "The content was relevant and for any employee pursuing a career in rail operations in Transnet, it's a must do."
Work-based programme benefits	"Integrates the practical and academic aspects of one's output" "Implemented project and achieved desired results." "Reflecting has been one of my favourite parts of the learning as I am now managing my problems and challenges by reflecting daily." "It is flexible for working students because you study while you work, you don't need to take leave for attending lessons or study leave for writing exams."

Re-Approval and Phase 2

In 2016/17, the market need was re-established through new multi-cohort funding being secured and the programme going through a GCU programme re-approval. Honours and Masters levels were added and were "*market driven,*" reflecting the strong recognition of the value of the ROM programme and its graduates within TFR, a thirst from graduates at degree level for further studies and a desire from senior and executive management to engage with a Railway Operations, internationally-recognised qualification.

The design of these Honours and Master levels continued to reflect a strong work-based focus; each level starts with a Personal and Professional Development module that facilitates students considering their personal and professional learning goals for that level of study. Subsequently, 50% of credits at both levels are negotiated projects to allow the student to bring both personal and professional development whilst addressing company-relevant projects and opportunities (often those they may have identified in the PPD module). See Fig. 12.3. In contrast to the Certificate, Diploma and Degree admissions, where RP(i)L is used for entry, applicants to Honours must hold a degree-level qualification and for

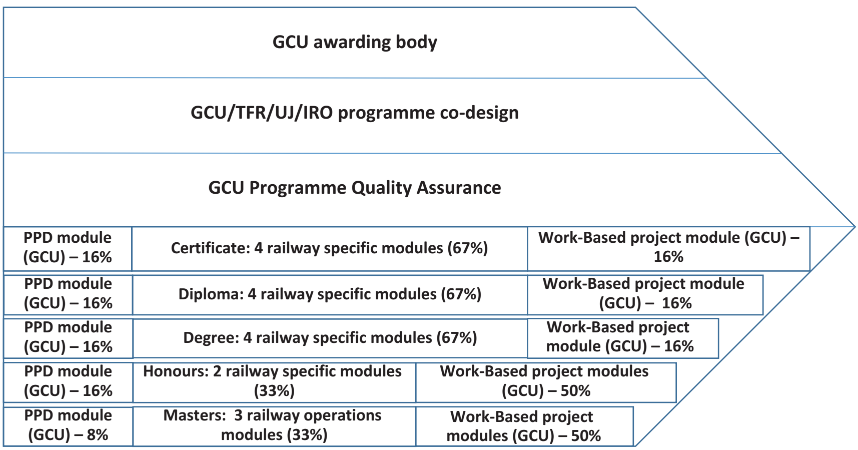

Fig. 12.3 Transnet Freight Railway suite of Railway Operations Management programmes at 2016/17: partnership and curricula model

Masters an Honours qualification. The design of the existing levels (Certificate, Diploma and Degree) evolved, consistently having six modules per level and an opportunity to further balance the South African and global aspects within the railway-specific modules.

The planning resulted in the expansion of the teams at GCU and UJ including new programme leaders for Honours and Masters levels and GCU Academic Development Tutors to support students with their individualised academic development. IRO created the new core learning materials at Honours and Masters levels for the railway-specific content to GCU academic standards and UJ again provided the South African contextualisation. TFR Champions (Senior Managers within the organisation) were appointed to connect ROM more strongly to TFR management, particularly around choice of projects at Honours and Masters level so that projects were strategically aligned to business needs (as well as individual development). To co-ordinate the increased activities, Programme Boards are being held three times a year with full representation from all partners and students. Additionally, 'One Team' events are being held at least twice per year in South Africa with partners to support ongoing professional and programme development and knowledge sharing.

The delivery model follows the same pattern as for Phase 1 (sequential module delivery at one centralised location) but the module duration increased to 16 weeks. The only exception to the single module at a time is at Masters level, where two modules are sometimes taught at a time (but always 30 credits), which support a work-study-life balance.

The overall experience of students in Cohort 5 (first group of students on the new programme design) has been extremely positive (Fig. 12.4). It is interesting to note that whilst satisfaction is consistently high (>98%), the strength of support for their experience increases from Certificate to Degree level which broadly reflects a stronger self-belief and a sense of empowerment to solve problems creatively within the workplace. In free-text answers, students indicated that their self-perception of the benefits of the programme had been similar to students in Phase 1 (Table 12.2): increased confidence, better understanding of the business and its interdependencies, personal impact as well as organisational benefits. Additionally, the students have highlighted the value of the PPD modules, the work-based project modules and the railway-specific modules;

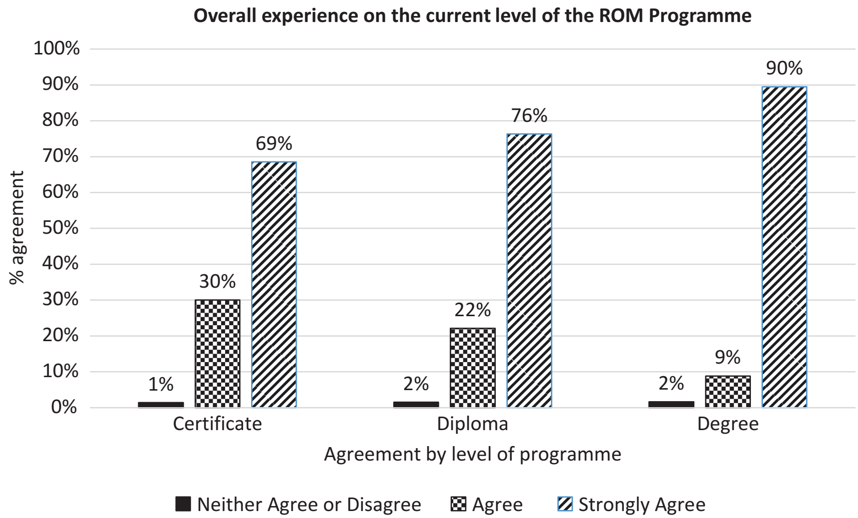

Fig. 12.4 Cohort 5 students' overall experience at Certificate, Diploma and Degree levels

the programme is highly relevant, balanced and enables students within the workplace.

Students who have studied previously have commented positively about the enhancements to the programme, "*I could see the different level between the diploma and the degree … the student support [ADT] was a new addition and was very helpful at the degree level.*" This is supported by TFR, "*ROM has grown leaps and bounds,*" and to such an extent that interest in participating in the programme is coming from other African countries and organisations. For TFR, ROM is helping to create a critical mass of change makers within the organisation and has created a growing talent pipeline of employees able to solve the complex problems that exist in any railway operation in an effective manner. The realisation of the value of ROM is beginning to influence job profiling with TFR with the desire to make a particular level of ROM required for certain positions within the organisation. TFR does recognise that in any changes to job descriptions it will need to support all employees in that position to access ROM and, consequently, there may be an increased demand for ROM.

Table 12.2 Themes and representative quotation of Cohort 5 students' self-perceptions around ROM programme

Certificate – Theme	Representative quotations
Increased confidence	"I now have confidence in myself and I understand my company more. I know that my input in this company is valuable and by me adding my input it helps TFR."
Social learning benefits	"It was a great experience being a student again, meeting different colleagues and interacting and sharing different views for different business units."
Value chain awareness	"Have a better understanding about operations in Transnet and the importance of customer service. To have good communications with all the relevant stakeholders."
	"Learning to think beyond the current processes and rules of the rail environment. Prior to the program I just accepted that the rail environment should remain the same and not change. Partnerships with other modes of transport never crossed my mind."
Personal opportunity	"Meeting the head of school of rail and the CEO in class and hearing their words of encouragement."
	"I now have a different view and approach to Railway business and great potentials can be realized, if all Railway people can open our minds. I can now be confident in my daily execution of tasks."
	"I am able to further my studies by making reference of my experience I have gained throughout my career."
Programme relevancy	"It has been a great experience and I'm going all the way to the last level of studying (masters)."
	"The entire course was an eye opener for me. The fact that the presenters was chosen for their knowledge and experience make it a very powerful programme."
Work-based programme benefits	"Learning about the different forms of learning and how they are defined, and how they apply in my everyday life experiences through learning outside the company and within the company."
	"Work-based Project is more fruitful as I am now knowing how to check for things that affect the business to grow and come up with possible solutions to see TFR be a profitable business and be able to achieve its mission and vision".

Conclusions

This unique case study of a Transnational, Work-Based Education in South Africa at undergraduate level has clearly demonstrated its impact. It is providing tangible personal and organisational benefits through a flexible educational model (one-level-at-a-time, one-module-at-a-time, use of RPiL for entry, sequential module delivery) that is railway-focused and provides an immediacy of learning back into the organisation. The impact of the programme is demonstrated at individual level (increased self-efficacy) that is impacting TFR by developing a critical mass of employees capable of solving complex and interconnected railway operations challenges and has helped greatly with internal succession planning and talent management within TFR. The value of ROM to TFR is reflected in the demand for places every year exceeding available funded places, increased respect for ROM graduates within the organisation and the consideration of having a ROM qualification for certain positions in the future. At the heart of enabling this success has been the deepening partnership between GCU, IRO, UJ and TFR, based on common shared visions and a set of values; ROM is what higher education should be about, namely enabling individuals to develop themselves to be better citizens using lifelong learning to enable change at a personal, social and a wider economic level. As one TFR Executive Manager expressed, "this is an amazing programme and unique in the continent."

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13

Investigating Transnational Student Experience: Opportunities and Next Steps for a Joint Degree Delivered by Institutions in the UK and Hong Kong

Anthony Manning

Introduction

Research Context

Internationalisation of Higher Education remains an important priority for countries across the world (Crăciun 2018) including countries or regions such as Hong Kong and the UK which have long had a culture of cultural, political and educational exchange. As noted by Hudzik (2014) comprehensive Internationalisation, which Transnational Education (TNE) contributes to, should involve desirable practices in institutions and their actual approaches to implement a more integrated, strategic or comprehensive global engagement across their core missions: teaching,

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research and service. However, given the many forms of internationalisation in Higher Education and the demands on the limited time of the contemporary academic (Barrett and Barrett 2007), international education ventures which encourage internationalised student experience and harness of guidance from students as part of student-centred learning (Killick 2014, p. 157), require continued attention.

This chapter will explore views and examples of impact on student experience based on the perceptions of postgraduate Transnational Education (TNE) students who have studied on a joint degree programme which has been collaboratively designed and delivered by the University of Kent (Kent) and Hong Kong Baptist University (HKBU). The degree is delivered in Hong Kong with certain modules taught by academic staff at HKBU and other modules taught by visiting faculty during intensive teaching blocks provided by Kent.

Research Focus

The study has been designed to examine students' opinions on their academic skill development and the extent to which the students feel that their studies, through this form of TNE, has enhanced their employability prospects and intercultural awareness. The investigation also sought to identify students' views on their cultural connection with and sense of belonging to both institutions involved in the delivery of the degree.

TNE Outcomes Beyond Registrations

Linked to the role of internationalisation in skill development, De Wit (2015) advocates a re-orientation towards outcomes and impacts and away from an input and output approach. Rather than focusing on the number of people in certain groupings, categories or incidences of involvement in internationalised activities, de Wit argues that the emphasis should be on the skills acquired or the benefits and impacts derived. In addition, Brandenburg and De Wit (2011, 2012) explain this by noting that in order for internationalisation to be truly successful within an institution, it has to move beyond the realms of the International Office and become a core element of curriculum development, quality assurance and faculty development. This is a useful stance when attempting to design and evaluate TNE activity which leads to meaningful learning outcomes for students.

Learning, Skills and Internationalised Student Experience Through TNE

Over time, experts representing numerous different subject areas and philosophies have identified theories which help to explain how learning takes place. One prominent theory, constructivism, developed and popularised by Piaget (1936), acknowledges that learning happens through people's active involvement in the process. Constructivists argue that people learn in an incremental way through building on existing knowledge. This view of learning shows it to be a multifaceted procedure. It involves consideration of new situations and the shaping of new findings in order to add to previous experiences and concepts which have already been formed.

The constructivist view of learning clearly identifies that building knowledge requires much more than just knowing facts. As a result, if learning is to be understood in this way there is a key role for transferable academic skills and student experience in the development and application of knowledge for educational purposes and beyond. Transferable academic skills, such as those focused on in Manning and Nukui (2007), can assist in the process of shaping, presenting and building knowledge and in the sharing of those understandings more effectively with others.

The rationale for the importance of fostering transferable academic skills in internationally positioned higher education is also argued by Knight (2003) who highlighted the importance of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education. The reliance of this appears to heighten in the context of TNE delivered by universities in two or more countries. The significance of this is further emphasised by Van de Vyver and Crisp (2019) who explain, when diverse groups of individuals mix their brains are forced to process complex and unexpected considerations and viewpoints. The more people do this, the better they arguably get at forming complex ideas themselves. An important linkage between curriculum internationalisation, critical thinking and knowledge construction is then also described by Hudzik (2011) who notes that there is a requirement for commitment, confirmed through action, to infuse international and comparative perspectives throughout teaching, research and service missions of higher education. This point is key in terms of showing the relevance and value of curriculum internationalisation within TNE. TNE through activities such as the programme delivered by Kent and HKBU also supports the ambitions of knowledge diplomacy in line with Knight (2018):

> ...History has shown us that addressing both global and national issues require collaboration and a commitment in order to find solutions that respect the individual needs and perspectives of different countries, while at the same time finding a common path to ensure different but relevant benefits for all.

As Knight (2018) describes, knowledge diplomacy focuses on 'the role of international higher education and research in building and strengthening relations between and among countries'. Importantly, it is not a uni-directional process, but rather it should be interpreted as a two-way and reciprocal avenue through which 'relations between and among countries can enhance international higher education and research'. This is supported by Altbach and De Wit (2015) who recognise that although international co-operation and exchange are not guarantees for peace and mutual understanding, they continue to be essential mechanisms for keeping communication open and dialogue active.

Research Design

Paradigm Choice and Methodological Approach

The researcher's approach to this research project has adopted a pragmatist approach, given the multi-dimensional overview which a mixed-method approach can allow and the benefits to this project of investigating complementary realties made visible through both quantitative and qualitative data.

Decisions related to the design of the research tools utilised in this project have been crucial in order for the study to be considered worthwhile, trustworthy and generalisable both in terms of the wider relevance of the findings which emerge and the relevance to others who may wish to conduct similar research themselves (Chalhoub-Deville et al. 2006, p. 74). It is hoped that the triangulation of results drawn from a mixed methods approach will bring complementarity and enhance validity of inferences drawn from this study given the polarity of concerns about less plural approaches such as those expressed by Adler and Adler (1994, pp. 377–92) on the one hand, who suggests that qualitative research is at risk of compromise given the intrusion of the researcher's role and, on the other hand, Blake (in Nesfield-Cookson 1987; in Cohen and Manion 2007, p. 17) who argues that the quantitative approach, when alone, is reductionist and mechanistic in nature. In other words, it is hoped that the triangulation of quantitative and qualitative data collected via qualitative and quantitative findings drawn from a survey will provide an additional level of corroboration for any findings (Dörnyei 2007, p. 165).

Research Tools

Quantitative and qualitative data were collected from students, through survey using items which require a response to a discrete visual analogue scale. Additional qualitative information was also gathered through open survey questions. This information was also be triangulated with data collected from observations of meetings and workshops related to the same TNE activity and associated group of students. After analysis of the data, a series of recommendations were made in order to seek to enhance the experience of future cohorts of students and to continue to build the benefits to student experience derived from the study of a single degree which is contributed to by institutions in two different countries. The findings were presented in a form which is intended to be relevant to other TNE providers when considering mechanisms to enhance engagement with collaboratively delivered TNE.

Survey

Typically, surveys are tools are used to collect quite specific sets of information and it is generally accepted that surveys are best used when researchers are seeking to measure factual, behavioural and attitudinal information (Bethlehem 2009, p. 44; Denscombe 2003, p. 155; Dörnyei 2003, p. 5, 2007 p. 102). Given the focus of the investigation in this project which seeks to gather information about the views of TNE students it was decided that an online survey which would be suitable for quantitative data collection and subsequent statistical analysis (Dörnyei 2003, 2007, p. 104). In addition, in order to attract more detailed and personal responses, which would provide a rich source of qualitative data, a series of more flexible and open responses was incorporated within the survey design.

With regard to the type of questions used within the survey, a combination of multi-item Likert scale questions and specific open questions where created in order to collect information relating to the views and experiences of students who participated in his project.

The main rationale for the prevalent use of an inter-related scale of items is the recognition that when measuring a construct, inferences drawn from test or survey data can be less reliable if they are based on isolated or one-off answers and not based on multiple measures (Fulcher 2010, p. 57).

The following chart describes the structure of the survey protocol in more detail (Fig. 13.1).

Meeting and Workshop Observations

In addition to the data collected through the survey tool from students participating in the TNE programme in Hong Kong, three other TNE-related sets of meeting and workshop observation records have contributed to the data used in this research (Table 13.1).

In each case, the meetings and workshops have focused largely on student experience on the TNE programme and perceived opportunities for enhancement with a particular focus on opportunities for students to derive additional benefit from a degree provided by two institutions.

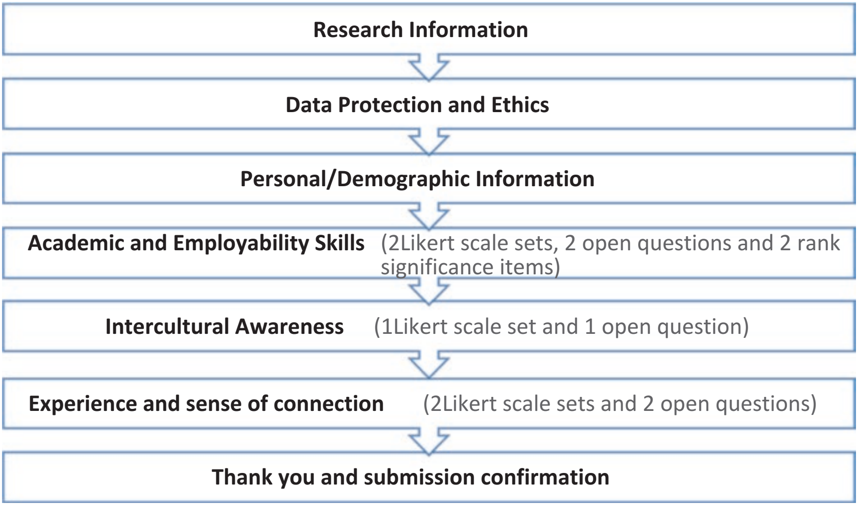

Fig. 13.1 Survey structure

Table 13.1 Activity/communication observation sets

(A/CO SET 1)	(Nov 2017 and Nov 2018) Two workshops in Hong Kong
(A/CO SET 2)	(2018) Kent-based staff meeting with participants from HKBU staff
	(2018) Interview with two TNE students at Kent
	(2019) Ongoing discussions undertaken by Kent staff regarding
	TNE student experience
(A/CO SET 3)	2019 HKBU-based staff meetings with staff participant from Kent

As noted by Cohen et al. (2018, p. 412) a key feature of observation and participant-focused research is that it provides the investigator with the opportunity to gather data from social situations. Blumberg et al. (2014 p. 375) also note that observation can be ordered in three main ways: direct or indirect. The former requires the presence of the observer, whether the presence of the observer is known or unknown (overt or covert research), or whether the researcher is concealed or partially concealed. It the case of each of these observations the research has been undertaken through a direct, known and overt protocol. In line with some of the suggestions provided by Spradley (2016) and Kirk and Miller (1986), journal notes, notes made in situ and email records were used to record key features and occurrences from each of the observed sessions.

Although it is recognised that data collected from observations can be powerful research tools, the limited scope of the observed sessions associated with this project is acknowledged and therefore it is accepted that the information yielded is only valuable where there is corroborating triangulation of inference with other data (Cohen et al. 2018), in this case, from the survey.

Le Compte et al. (1993, pp. 199–200) provide a useful set of guidelines for directing observations of specific activities, events or scenes. Spradley (2016) also suggests a checklist of the content of field notes.

Survey Sampling and Respondent Characteristics

The process of determining an appropriate sample size on which to base data collection for this research was undertaken after reference to a number of guidance sources. Simply stated, it is accepted that larger sample sizes serve to help reduce sampling error but this is at a decreasing rate. Several online calculators and tabular estimation mechanisms are available for determining survey sample size, such as those listed by Taherdoost (2017, p. 238) and Siegle (2019). Given the sample size of students on the TNE programme in focus is 60, the calculations showed that the minimum sample size in this situation is 52.

In order to recruit participants to complete the survey current students and alumni who are completing or who have recently graduated were asked to respond. Fortunately, a total of 67 students or recent alumni responded with a total of 52 respondents from the current cohort of students and 15 alumni who graduated in November 2018 and 2017 (Fig. 13.2).

Although the sample size is arguably sufficient, it remains small. However, it should be noted that sample size problems are context-dependent (Lenth 2001).

For example, how important it is to increase the sample size to account for such uncertainty depends on practical and ethical criteria. Moreover,

Fig. 13.2 Survey participants by year of graduation

sample size is not always the main issue; it is only one aspect of the quality of a study design. For example, the ethical issues in an education related survey, such as this context, vary significantly from those in a medical experiment and the consequences of an over or undersized study also have differing implications.

As Slekar (2005, pp. 79–86) also clarifies, in educational research, where students are involved, it is rarely possible to study an entire population (Borg 1987, p. 139). Similarly, in support of smaller sample sizes for educational research, Borg and Gall (1989, pp. 236–237) explain that, in certain educational research projects, small samples can be more appropriate than large samples. Where a study probes deeply into the characteristics of a small sample, this can offer more insight than an alternative study which approaches the same issue by gathering less insightful information from a larger population.

As emphasised by Ary et al. (2010, pp. 390–391), it is the representativeness of the sample which is more important than its actual size, as an unrepresentative sample will lead to inappropriate inferences drawn from data, irrespective of the size. Another factor for consideration is the level of homogeneity of the population sample. Given that this population of 67 respondents is comprised of students from mainland China, who have completed the same TNE degree programme over its last three cohorts, it has been deemed possible to accept this size of sample population.

Analysis

Survey Quantitative Data Analysis

As noted in the section in this report on research design, it is common for Educators and researchers to create several Likert-type items in order that these can be arranged into a survey scale. This then allows the calculation of an average score for those scale items. It is this approach which this project has followed.

As an additional step in order to ensure that the data set which relates to each subconstruct is sufficiently uniform, Cronbach's Alpha will be used to gauge the internal reliability of items in each Likert scale grouping (Dörnyei 2007, pp. 206–207). This helps to identify whether, in most cases, respondents who rated one particular question in a set also rated a related question similarly highly or lowly. This type of correlation indicates a reliable representation of a construct in a survey. However, if in responses to questions in set show notably divergent ratings from the same respondent, this absence of correlation may suggest that the items do not measure the same construct and that the coherence of the set of items should be reconsidered.

In certain cases, Factor Analysis can be used to examine the construct validity of Likert scale items through the process of reducing a large number of variables through a questionnaire to a smaller number of factors (Bachman 2004, pp. 257–293; Fulcher and Davidson 2007, p. 184). However, in the case of this small scale research project, given that the range of items in each construct was relatively small, so as to avoid response-set acquiescence (De Vaus 2002, p. 107) and effectively represented either a series of paraphrased alternatives of the same question or a set of sub-dimensions of an existing defined construct it was decided that the further step of Factor Analysis would not be required. This also aligns with (Hair et al. 2010, p. 676) who notes that three or above items are preferable for a confirmatory Factor Analysis and that a larger sample size is required than the one available through this particular study.

Survey Qualitative Data Analysis

Content Analysis has been identified as an appropriate analysis method for the open questions included within the survey protocol. Content Analysis examines and organises patterns in data (Tashakkori and Teddlie 2003, p. 314). For the purpose of this research project it will be used with responses to open items in order to identify meaning or trends embedded within these qualitative responses. In qualitative Content Analysis categories of meaning surface through close examination and, according to Denscombe (2007, p. 237), Content Analysis can reveal otherwise invisible features within texts.

Before the thesis stage of this project, a means of Content Analysis was piloted for use with the transcribed data from a set of short interviews. This involved a series of procedures as suggested by Gillham (2004, pp. 63–66) and Denscombe (2007, p. 237). This method involved the use of analysis grids which assisted in the identification of categories and trends in shared meaning. Analysis of the raw data has enabled the identification of certain patterns of response which cluster into discernible factors or constructs. These factors or constructs are referred to below in the presentation of findings connected to each open question.

As described by Heigham and Croker (2009, p. 308), coding refers to the phase of data analysis whereby researchers attempt to interpret the data which has been collected by looking through it methodically, grouping and clustering related substantive concepts and labelling them. The role of coding in Content Analysis is part of the process of disclosing aspects of what is being communicated (Denscombe 2007, p. 237).

Findings

Survey Quantitative Findings

Development of Academic Skills (7, 8, 9)

With regard to the responses from the Likert scale items (7, 8 and 9) linked to Academic Skills, across the three questions in the scale, 56 respondents (83.58%) either agreed or strongly agreed that the programme had helped to develop their academic skills (Table 13.2).

Table 13.2 Responses from the Likert scale items (7, 8 and 9) linked to academic skills

Rank Value	Option	Item 7	Item 8	Item 9.	Average Count
1	Strongly disagree	7	5	6	6.0
2	Disagree	3	2	2	2.3
3	Neither agree nor disagree	2	3	3	2.7
4	Agree	40	39	36	38.3
5	Strongly agree	15	18	20	17.7

Development of Employability Skills (11, 12, 13)

An average of approximately 47 respondents (70.15%) either agreed or strongly agreed that the programme had helped them to develop employability skills during their studies (Table 13.3).

Specific Academic and Employability Skills Developed Effectively During the Programme

When students were asked to identify the top five employability and academic skills which they felt that they had developed most effectively, the most frequently cited five academic and employability skills were: Using numbers and statistics 52 (77.6%), Problem-solving 52 (77.6%), Critical Thinking 42 (62.7%) and Academic Writing 29 (43.3%) and Research 28 (41.8%) (Fig. 13.3).

Specific Academic and Employability Skills Identified as Requiring Further Attention

Areas which respondents noted that they needed further attention on in order to improve their range of academic and employability skills included, Leadership 32 (47.8%), Creativity (47.8%), Giving presentations (44.8%), Discussing and negotiating (44.8%) and Critical Thinking 26 (38.8%) (Fig. 13.4).

Table 13.3 Responses from the Likert scale items (11, 12 and 13) linked to employability skills development

Rank Value	Option	Item 11	Item 12	Item 13	Average Count
1	Strongly disagree	6	7	7	6.7
2	Disagree	3	3	2	2.7
3	Neither agree nor disagree	7	13	11	10.3
4	Agree	39	36	35	36.7
5	Strongly agree	12	8	12	10.7

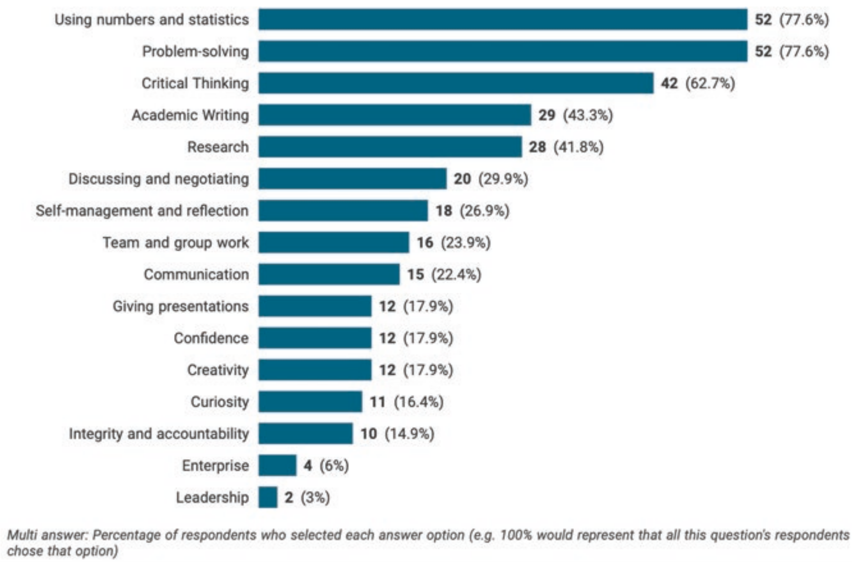

Fig. 13.3 Top employability and academic skills developed

Intercultural Awareness (17, 18, 19, 20)

As far as the scale for intercultural awareness is concerned, on average, 43 (64.18%) of respondents either agreed or strongly agreed that the programme had helped them to develop skills in intercultural awareness (Table 13.4).

Table 13.4 Response relating to intercultural awareness

Rank Value	Option	Item 17	Item 18	Item 19	Item 20	Average Count
1	Strongly disagree	5	7	6	6	6.0
2	Disagree	10	5	6	6	6.8
3	Neither agree nor disagree	10	15	9	11	11.3
4	Agree	32	31	34	33	32.5
5	Strongly agree	10	9	12	11	10.5

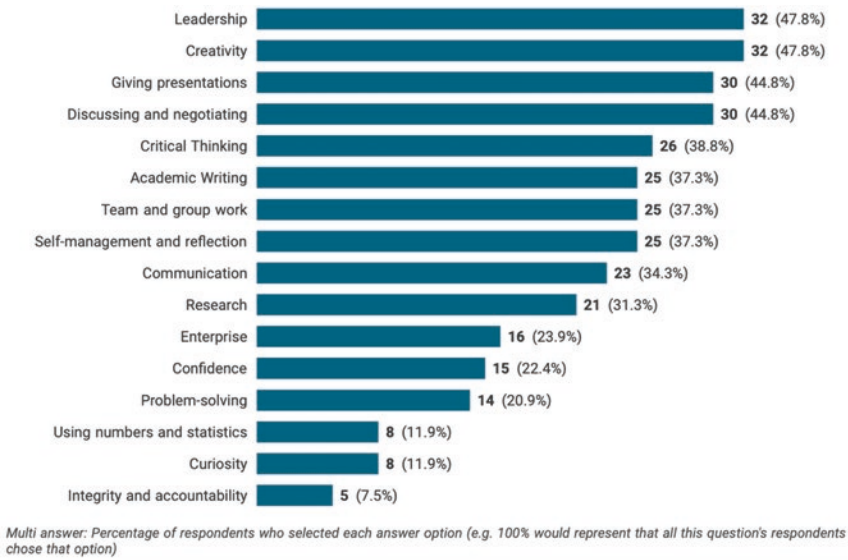

Fig. 13.4 Top areas within employability and academic skills requiring additional attention

Experience (22, 23, 24, 25)

When it came to respondents' student experience from transnational study delivered by two universities, 51.7 (77.16%) either agreed or strongly agreed that they had a positive experience through this mode of delivery (Tables 13.5 and 13.6).

Table 13.5 Comments relating to transnational student experience

Rank Value	Option	Item 22	Item 23	Item 24	Item 25	Average Count
1	Strongly disagree	7	6	6	6	6.3
2	Disagree	3	4	3	3	3.0
3	Neither agree nor disagree	4	8	4	7	5.8
4	Agree	37	33	41	38	37.2
5	Strongly agree	16	16	13	13	14.5

Table 13.6 Sense of affiliation connection to Kent and HKBU (26, 27)

Rank Value	Option	Item 26	Item 27
1	Strongly disagree	6	6
2	Disagree	3	7
3	Neither agree nor disagree	8	13
4	Agree	29	30
5	Strongly agree	21	11

Where the results of items related to student affiliation with the two universities is concerned it is noticeable that 50 students (74.6%) agreed or strongly agreed that they had a strong connection with HKBU. The sense of connection with the University of Kent was reported as lower with 41 students (61.19%) either agreeing or strongly agreeing that they had a strong connection.

Survey Qualitative Findings

In Q10, when respondents were asked to share their views in response to an open question on the academic skills that they had developed, the most frequent responses were linked to the main focus of the degree in statistical analysis, modelling and the use of related software and technology. In addition to these core skills some other patterns of reference included time management, and report writing. There were also comments shared on the benefits of different teaching styles.

The comments below are drawn from students' own words in response to Q10:

- Learned lots of programming skills that will really useful during practical working.
- Learnt about the theory and application in statistics and business.
- I studied a lot of academic knowledge and professional software.
- Each teacher has their own style, I like this difference
- Communication skills with partner when doing one project.
- I have developed my ability for writing professional reports and knew how important a BA is in the financial market! While several useful and thoughtful software improved my skills.
- Time management.
- Self-study ability.

When employability skills were referred to in response to Q14, students acknowledged the use of software and IT skills to analyse data as key in building employability skills. This was accompanied with frequent reference to the development of problem-solving skills through the programme. Other skills which were mentioned by a significant number of students included communication skills. Students also encouraged ongoing focus on embedding additional employability and transferable skills into the programme.

The comments below are drawn from students' own words in response to Q14:

- Data mining, the statistical software using etc.
- Technical skills, like computer skills, are really important for me in applying for a job.
- Learn to use many different tools to help to solve problems.
- How to use excel to solve the linear problem how to use Spss to do forecasting
- I get many chances to communicate with others. Creativity is needed.
- Improve my writing skills.

- I think there should be more courses about employability skills.

In response to Q21, which focused on the development of intercultural awareness skills, the most pronounced pattern of expression centred on benefits derived through experience of different cultures, understandings and communication styles, including meeting people from different parts of China and teaching styles of academics from outside of Hong Kong. However, a similarly large amount of students noted that they were not specifically aware of developing skills in intercultural awareness through the course.

The comments below are drawn from students' own words in response to Q21:

- Meet classmates from different parts of China.
- Help me to adapt to different teaching styles quickly.
- Learning from the teachers with intercultural background.
- I have adapted to the difference of teaching ways from western mentors. It is really different and changed my way of thinking and arranging my time for doings things.
- China and Britain have different cultures and different teaching methods but each has its own advantages.
- I will look at the same things through different eyes.
- I think the intercultural awareness makes me more interested in different views on knowledge.
- I am sorry that I don't have such a clear view on intercultural awareness.
- Sorry, I guess I have none of this kind of experience during my studies.
- We don't have much time discussing like other programs.
- Nothing.
- Not much.
- None.

With regard to student experience during their studies (Q28), the most frequent expression was that of general satisfaction with the jointly provided degree. More specifically comments particularly focused on the opportunity to study in an intercultural academic environment which encompassed the best features from both universities. In addition, there seemed to be a shared feeling that gaining even more exposure to teaching from Kent staff would be welcome. Beyond subject knowledge there was frequent reference to the motivational learning environment.

The comments below are drawn from students' own words in response to Q28:

- My experience is that HKBU's teaching focus is on theoretical teaching or mathematical things. Kent's teaching focus is on software using. I think I take advantage from this program.
- Experienced as like at UK and at HKBU
- It is really remarkable. I do not need to go the other country but can receive authentic Western-style education and listen to English native speakers speak English.
- Student experience is one of the most precious experiences in life
- Hope to have more connections with Kent.
- Since HKBU has an advantage on statistics and Kent has a strong ability on business I am glad to have these combination studies on one program.
- The teachers are all great and like to arouse everyone's enthusiasm for learning

As far as affiliation with the University of Kent is concerned, in Q29, students at HKBU referred to interest in having longer teaching blocks provided by Kent staff. There was also significant interest expressed in meeting students who are involved in student exchange from Kent to HKBU and in opportunities to visit or have further contact with students and staff at Kent.

The comments below are drawn from students' own words in response to Q29:

- Connect with the same programme students in Kent.
- Let teachers stay in Hong Kong for at least two weeks
- More communication activities travel from Hong Kong to the UK.
- Send some students who previously studied in Kent to HKBU.
- It will be better if Kent university's teachers can stay for a long period in HKBU because that is a better for our academic communication

- Exchange students
- More academic exchange and questionnaire responses like this.

Observation Qualitative Findings

The main findings which can be drawn from the meetings and workshops observed in the UK and HK relating to TNE student experience are summarised as follows (Table 13.7):

Conclusions and Recommendations

After consideration of the findings the following conclusions have been drawn from the research:

A large percentage of participants feel that the TNE programme has assisted them in developing the core academic and employability skills associated with the degree programme and future employment. Skills commonly referenced include: using numbers, problem-solving, critical thinking, academic writing and research.

In addition to core subject skills, there is a clear interest in additional opportunities to develop transferable academic and employability skills beyond the core subject knowledge including leadership, creativity, giving presentations, discussing and negotiating and further focus on critical thinking. This links back to the constructivist view of learning described earlier in this chapter which notes that building knowledge requires much more than just knowing facts as described by Piaget (1936).

Just under two thirds of students acknowledged that the TNE programme had helped to develop intercultural awareness and open comments supported this with reference to communicating with people from other nationalities and experiencing teaching from the UK and Hong Kong. Although all students were Chinese nationals there was a clear sense from the participants that both being in Hong Kong and having contact with Kent represent different forms of international experience

Table 13.7 Activity/communication observation sets 1–3: main observations

(A/CO SET 1)	November 2017 and 2018: Students appreciate additional contact with Kent staff and welcome even more of this Students appear to enjoy provision of further information and resources linked to the University of Kent Students describe their experience of teaching from both Universities with positivity Students express interest in interacting more with Kent study abroad students. Students express interest in visiting University of Kent
(A/CO SET 2)	(2018 July) Kent and HKBU staff have a professional and highly interactive working relationship (2018 July) Both HKBU and Kent staff are keen to continue to develop opportunities for academic collaboration and student interaction (2018 July) Representatives from both universities acknowledge the complexity of building in large scale student exchange to Kent. Given the financial implications, it was noted that only two TNE students participated in the short-term exchange arranged from HKBU to Kent (2018 July) Kent and HKBU staff discuss other virtual or electronic opportunities to connect TNE students based at HKBU with students at Kent to allow students to build their association with both Universities and to benefit from resources available to them. (2018 July-2019 August) Kent-based internationalisation staff discuss and implement opportunities to enhance engagement with Kent: Increase number of virtual contact points with HKBU-based TNE students Increase number of visits to HKBU undertaken by a wider group of staff beyond Academic Staff Enhance communications with HKBU students during the academic year Involve HKBU students in a more specific TNE experience survey Redesign annual graduation HK-based reception to enable HKBU TNE students to attend Create an opportunity for HKBU students to connect with Kent students through Kent's Global Learning Online (GLO) platform. Connect HKBU TNE students with Kent exchange students who are studying in HK
(A/CO SET 3)	August 2019: Additional opportunity for feedback to Kent from staff and TNE students at HKBU has been well-received Suggestions for building HKBU TNE student association and affiliation with Kent welcomed. Kent and HKBU staff keen to see how suggestions relate to student survey feedback HKBU and Kent Staff keen to start planning for implementation after survey results

for them. Other comments suggested a strong interest amongst students in gaining further exposure to international teaching methods and opportunities to mix with staff and students from other countries. These findings point towards the psychological and social benefits of intercultural engagement Van de Vyver and Crisp (2019) and the beneficial outcomes of internationalisation in Higher Education as referenced by Hudzik (2011).

With regard to overall experience on the programme, a high percentage (77%) referred to a positive experience and commented on the benefits of acquiring subject-focused knowledge, confidence and communication skills. There is frequent reference to the benefits derived from experiencing different teaching styles and an interest in even more contact with Kent. This links to features of successful internationalisation within the core curriculum as noted by Brandenburg and De Wit (2011, 2012).

As far as a sense of connection and affiliation with both universities is concerned, it was noted that the sense of affiliation with HKBU was higher amongst participants than that with the University of Kent. Both staff and students note a strong interest to engage with Kent students and staff although there is an understanding that a high volume of student mobility would be impractical given that students have opted for single-site TNE based in Hong Kong with visiting Kent faculty. Whilst this pattern of affiliation may be expected, given the location of the TNE it still suggests an opportunity to facilitate a higher level of engagement with the UK-based institution and its staff and students. If this is achieved the venture will have an opportunity to foster even higher levels of student experience and to strengthen relations between and among the institutions and countries involved in a manner which aligns with knowledge diplomacy as described by Knight (2018).

The findings of the survey data and those collected from the observations of meetings and workshop jointly support the above conclusions and therefore a series of recommendations have been identified in order to encourage ongoing activity to continue to enhance TNE student experience.

Recommendations

In order to continue to enhance TNE student experience associated with this particular programme and to build on the observations drawn from the data in this research it is recommended that both institutions should find ways to:

- encourage additional signposting of opportunities for students to develop transferable skills alongside the core subject knowledge associated with their degree programme. This should involve existing opportunities at HKBU and accessible opportunities and resources made available through students' registration at Kent;
- increase opportunities for students to engage with Kent and to benefit from their dual registration, given that Kent is geographically distanced from the students' main campus at HKBU, with recognition of the inaccessibility of international travel for many students;
- give particular emphasis to opportunities for students to engage with Kent through:
  - virtual exchange mechanisms
  - introducing TNE students located at HKBU to Kent and other exchange students based in HK
  - encouraging other academics and support staff to visit HKBU and the TNE students during the academic year and at graduation.

Through actioning the recommendations noted above it is believed that this will enable staff and students at both institutions to collaborate in bringing further enhancements to the positive student experience which is already in place. The noted recommendations also represent a natural continuation of the ongoing commitment to high quality transnational education which HKBU and Kent have committed to and which is reflected in recent meetings and discussions as well as supported by students' comments in the survey which has been part of this research.

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14

How a Misplaced Attention to the Student Experience Can Limit the Progressive Impact of TNE

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Introduction and Context

Transnational education (TNE), in addition to being a way for education institutions to internationalise, build international reputation and partnerships, and increase student recruitment, has inherently progressive potentials for host locations. TNE is a way to make available education programmes to people who would not otherwise be able to access them because they are unwilling or unable to move internationally, be it for financial, family, cultural, work, or visa related reasons. It can thus play an important role in contributing to widening international access to quality and relevant education, in particular in locations where there is unmet demand, as well as contributing to the development of strategic skills needed to support social and economic development, whilst avoiding the consequences of brain drain associated with outward student mobility. TNE can thus play an important part in making progress towards the United Nations Sustainable Development Goal 4 of ensuring

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'inclusive and equitable quality education and promote lifelong learning opportunities for all'. (United Nations 2015).

Education providers can also benefit from TNE, not only financially (an often over-estimated benefit and motivation), but also by gaining insights into different cultures, societies and education systems, being exposed to different approaches to teaching and learning as well as different ways to address shared challenges. Through TNE delivery and partnerships, providers can expand their knowledge base and their international networks, and ultimately diversify and enhance their academic offer and their capacity to develop innovative solutions in today's global world. This can help providers better serve their core mission of educating people for the benefit of communities in a context of globalisation.

It is therefore promising, and not surprising, that over the past twenty years TNE has witnessed a significant growth, in terms of number of education providers offering their programmes overseas in an increasing variety of delivery models, number of students studying on TNE programmes, and number of countries and territories in which it is being offered.[1] Growing TNE now features as a key strategic objective of many education institutions, as well as sending and receiving countries' governments' international strategies.[2] The strategic importance of TNE for education is also demonstrated by the increasing attention it is receiving internationally by regulators, qualifications recognition agencies, sector bodies, information and media platforms, and academic publications such as the present one.

[1] The UK has traditionally been a leading country for TNE, with over 80% of all UK universities now involved in some or other form of TNE – ranging from different types of collaborative partnerships, to distance learning and branch campus delivery. At the last count, the Higher Education Statistics Agency (HESA) reported 139 universities delivering TNE provision in 225 countries and territories to 693,695 students (UUKi 2019). Significantly, the number of students studying for UK degrees overseas (TNE students) now well exceeds that of international students coming to the UK, by over 50%, and this number has continued to grow year on year.

[2] Recently for example the UK (HM Government 2019) and Australia (Australia Government 2019) have developed new international education strategies supporting the growth of national outbound transnational education, and the Philippines (Official Gazette of the Republic of the Philippines 2019; Philippine News Agency 2019) and Egypt (Egyptian Official Gazette 2018) have introduced legislation to open up their countries to TNE partnerships and branch campuses respectively.

However, there is still suspicion and unclear evidence about the actual benefits of TNE. From a host location perspective in particular – the perspective taken by this publication – there are continuing concerns about the quality and relevance of foreign education offered in the receiving territories and to the local communities. These concerns, if left unaddressed, might present obstacles to harnessing the potential benefits associated with innovative ways of delivering education across borders. They may induce receiving or sending locations to disallow the delivery of or deny the recognition of qualifications gained through TNE, or certain types of TNE provision. Typical examples of TNE facing recognition challenges include all forms of distance learning with no face-to-face delivery component, different types of partnership arrangements, such as with local colleges without degree-awarding power or private education providers or foreign providers outside university world rankings, and educational programmes developed only for the local context.

This chapter, focusing on higher education, aims to explore the rationale behind these concerns about TNE provision, by looking at some of the key underlying quality assurance and qualification recognition challenges. It explores the thought that these concerns ultimately rest on a 'traditional' understanding of, or expectation about, the type of student experience that should be associated with acceptable higher education learning. It puts forth the argument that by de-linking expectations about ways of learning and the student experience from the learning outcomes expected from graduates, it will be possible to develop a more progressive stance to education. A stance that would allow our globally interconnected communities to fully harness the potential of innovative forms of education, such as TNE, for widening international access to quality and relevant education.

The Comparability of Learning Outcomes and the Learning Experience

The challenges associated with TNE are several, but it is with a firm sight to its potential benefits that they need be looked at. Delivering education programmes at considerable geographical and often cultural distance poses obvious challenges. In particular, with an ultimate view towards the delivery of quality and relevant education, how can education providers satisfy themselves about the standards of their education programmes and the quality of the student experience when they deliver those programmes in different and distant locations and through different and often complex delivery arrangements? The generally accepted expectation, what can be regarded as the international golden rule for the quality assurance of TNE, is that the standards and quality of education provision offered overseas should remain comparable to the standards and quality of similar education provision delivered at the home campus (see for example the UNESCO/OECD 2005).

While equivalency of standards is generally undisputed and relatively straightforward to assess, looking for instance at how learning outcomes are set and assessed, it is the expectation of comparability of the learning experience that can be challenging and lead to difficulties. This is due to both the necessary variations in student experience when studying in different locations and in different cultural and educational settings, and different views about the experiential preconditions for achieving expected learning outcomes and gaining a higher education. It is precisely the difficulty involved in developing an internationally shared understanding of the required comparability of the learning experience when programmes are offered in different locations, and more broadly the lack of a shared understanding about the defining features of a higher education student experience, that lies behind the existing obstacles to the recognition of TNE qualifications, or certain type of TNE qualifications.

Keith Sharp (2017) has similarly suggested that 'a lack of attention to the logical distinction between standards and quality has hampered efforts by regulatory régimes around the world to develop coherent policies with respect to hosting transnational higher education provision'. As he eloquently points out, the conceptual distinction between standards (i.e. the learning outcomes to be achieved) and quality (i.e. the way in which learning outcomes are achieved) means that it is possible 'to set and maintain robust academic standards whilst offering poor learning', and vice versa:

> quality teaching, carried out by well-qualified and experienced teachers, an excellent learning environment and the provision of first-class learning resources will not guarantee high academic standards unless the intended learning outcomes and, crucially, the associated forms of assessment are set at the correct level and are robustly and reliably applied. (Sharp 2017: 142)

The lack of appreciation of the conceptual distinction between learning outcomes and the student experience, and the related view that a certain type of learning experience – such as comparable experience to the home campus, face-to-face delivery or delivery in institutions with degree-awarding power – is necessary to enable the acquisition of the required learning outcomes, are some of the most common considerations behind the refusal to approve the delivery or recognise TNE qualifications.

The Comparability of the Student Experience in TNE: Achieving Learning Outcomes Vs. Meeting External Expectations

Comparability of the TNE student experience with the experience of students studying at the home campus of the TNE degree-awarding body will not only be difficult to achieve, given the necessarily different contextual circumstances of delivery, but might not even be necessary. What will generally be necessary for providers, and this applies to all education not exclusively TNE, is to provide the enabling support required by students to achieve the expected learning outcomes. What is to be regarded as required support to the learning experience will depend on a number of considerations, for example the type or specific needs of students (e.g.

language support for foreign students), the subject of study (e.g. certain areas of studies such as engineering or medicine will require specific practical experience), the mode of study (e.g. technical support for distance learning provision), and importantly students’ expectations. The recent focus on the student experience in higher education policy circles, at least in the UK, is for example very much linked to increased students’ fees, and how to drive and measure excellence beyond threshold standards.

A recent review of UK TNE in Malaysia I was involved in, brought the issue of the variability of the student experience, and its relation to standards and expectations, particularly to the fore. TNE in Malaysia takes many different forms, including established sizeable branch campuses, small and expanding branch campuses, and different forms of collaborative partnerships of the franchise and validation kind, as well as supported distance learning delivery. While it was apparent by looking at institutional processes for programme development, monitoring and review, practice for assessing learning outcomes, and data about student achievements, that the UK universities involved in the review exercise had a firm grip on the standards of their degrees offered in Malaysia, students were receiving very different learning experiences depending on the type of model of TNE they were studying on, and of course the cost of their investment.

Reassuringly, students were clearly communicated with from the start, as to what type of experience they would receive in support of their studies, and this showed in comparable student satisfaction level despite the very different student experiences provided. But it demonstrated that no single model of student experience was required to ensure that students achieved the same expected standards – although different models of provision and different financial investments by some of the students were associated to different levels of expectation about the learning experience.

This is not to say that host countries’ requirements regarding the student experience for TNE provision are unreasonable. Different host countries have different strategic priorities for their societies, their economies, and their education systems, and they are not only entitled, but expected to place first their own requirements on the education offered to their communities. For instance, host countries might want foreign providers to contribute to the capacity development of local institutions, or to expose students to an international and excellent learning experience, thus requiring from them specific commitments in terms of the quality of the student experience and teaching resources. Local expectations might also extend to standards, requiring the inclusion of specific content and learning outcomes in programmes of studies, or indeed that the learning outcomes and the content of programmes are exactly the same to those delivered back home.

The Code of Good Practice in the Provision of Transnational Education, adopted by the Lisbon Recognition Convention Committee back in 2001, already pointed to the need of the comparability requirement for academic quality and standards to take into account both the sending and receiving country of TNE provision (Council of Europe 2001).

However, the focus of this chapter is on requirements related to the student experience that authorities place on education provision with a view to safeguarding students and societies from low quality education, but which end up hindering the provision of relevant and needed qualifications. These requirements might include for example the need for delivery to be exclusively or predominantly face-to-face, or for foreign degree-awarding bodies to partner only with local providers with degree-awarding power or for local providers to partner with top-ranked foreign providers, or again delivering only programmes that a foreign provider already delivers back home.

These requirements pose obvious limits to the delivery of innovative education capable of meeting the education and skill needs of local and global communities. For instance, modes of delivery relying on new information technologies have the potential to reach a wider spectrum of the population, enabling access to education to disadvantaged or less represented sectors of societies, contributing to inclusive and lifelong learning, while keeping a lower carbon footprint than other modes of international education requiring long distance travel.

Partnerships involving local colleges without local degree awarding power also have significant potential to widen access to education to students who might not be able or not feel at ease in studying at traditional local or international universities, as well as being able to contribute to developing the local higher education capacity. This type of partnership is a well-established and respected model in the United Kingdom, where many of today's universities have started as validated colleges of other institutions with degree-awarding power.

A number of host countries, in the attempt to secure the quality of inbound TNE, also pose limits to the type of foreign providers being allowed to offer qualifications in their jurisdictions, or on the type of qualifications, accepting only top-ranked universities and qualifications that are already run at the home campus. The former requirement might prevent foreign providers with excellent reputations in teaching, or in very specific subjects, to offer their expertise in-country, given the primary focus on research and whole institutional performance of leading university world rankings. The latter might prevent the delivery of qualifications better suited to meet the local skills needs, as demand in the host country of delivery might be different from demand at home.

These restrictions seem to boil down, on the one hand, to a reductive view of the student experience associated with acceptable learning and the required comparability between TNE and home campus delivery. On the other hand, they relate to the lack of reliable measures to reassure international stakeholders that standards of TNE are being safeguarded across borders and are relevant to the local contexts of delivery. Without such reassurance, host countries' authorities might be inclined, in order to stay on the safe side, to adopt blanket policies that might prevent the delivery or recognition of qualifications which are both relevant and of good international standards.

It is therefore argued that by de-linking the achievement of the learning outcomes associated to a programme of study from the modality in which students achieve those learning outcomes it will be possible to unleash the progressive potential of TNE provision. This however requires, all key international stakeholders, including ministries, qualification recognition bodies and accreditation bodies as well as education providers, to work together to develop a shared understanding of the requirements for quality education provision, and to develop innovative and cooperative solutions to the quality challenges posed by TNE. It also requires developing trusted international processes for benchmarking TNE qualifications against both home and receiving countries' expectations and reference points.

Conclusion: Cross-Border Cooperation and the Global Recognition of Qualifications

In previous publications I have argued for the importance of inter-agency cooperation for improving reciprocal understanding of expectations about quality cross-border provision, building trust between different education systems, and exploring innovative ways to address regulatory gaps, unnecessary regulatory hurdles, and reap the benefits of international education (Trifiro' 2018, 2019).

The Quality Assurance of Cross-Border Higher Education project, managed by the European Association for Quality Assurance in Higher Education (ENQA), led to the development of a toolkit which offered practical advice for strengthening cooperation in securing the quality and the international recognition of quality cross-border higher education (ENQA 2016; Trifiro' 2015). As outlined in a follow-up study carried out for the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), the regulatory framework within which national agencies operate sometimes does pose obstacles about the extent to which they can actually join forces to simplify the regulatory jungles associated with cross-border education (Trifiro' 2018). Being aware of these obstacles is essential in order to develop realistic strategies for cooperating internationally to facilitate the development of TNE provision capable of meeting the needs of our increasingly interconnected communities and ensuring qualification holders can be truly mobile.

The recently signed Global Convention on the Recognition of Higher Education Qualifications (UNESCO 2019) clearly indicates that this is a high priority for the international higher education community. The ENIC-NARIC network working together with international recognition and accreditation bodies, can play this all-important role of ensuring that TNE remains about the delivery of education leading to qualifications that will be recognised internationally for their relevance and standards.

In this context UK NARIC, building on its established expertise in international qualifications comparison, its wide network of sister organisations and regulatory bodies worldwide, and its international membership covering higher and vocational education institutions from over 60 countries, can play a key role in taking forward this progressive agenda. Working with like-minded providers, qualification recognition agencies and regulatory bodies worldwide, UK NARIC has developed a learning-outcomes based approach to the quality assurance and benchmarking of TNE qualifications aimed at supporting their international recognition and portability. The TNE Quality Benchmark scheme (TNE QB) is an international external and independent peer-review service aimed at reassuring international stakeholders that TNE providers through specific TNE operations are capable to offer TNE provision that: (1) is of comparable standards to that offered at the home campus; (2) provides a learning experience that support all student to achieve the expected learning outcomes; (3) takes into account the education, training, and skills needs of the local context of delivery. This peer-review reassurance is carried out against a set of international standards and indicators, aligned with existing international reference points and guidelines, which apply to all TNE delivery, regardless of country of origin or delivery; and it is informed by international engagement with international regulators, quality assurance bodies, and credential evaluators (UK NARIC 2020).

The unparalleled potential of UK NARIC is that it is able to address three key aspects:

- Linking quality assurance with the recognition of qualifications
- Covering all education levels
- Servicing all TNE, regardless of nation of origins

I have argued in this chapter that the lack of recognition of TNE qualifications is often due to a lack of a shared international understanding about the essential features of quality cross- border, and specifically about the type of student experience that should underpin acceptable quality cross-border education. I have argued that a primary focus on ensuring that students achieve the expected learning outcomes of their programme of study, from both a sending and receiving location perspective, might help developing such minimum shared understanding, facilitating the recognition of innovative forms of cross-border cooperation that can contribute to meeting the education and skills needs of contemporary global societies. UK NARIC's learning outcomes based approach to benchmarking qualifications can support the development of such shared understanding about the minimum thresholds for the comparability of quality and standards of TNE qualifications with similar qualifications delivered at the home campus, and their relevance to the local context of delivery.

The focus of this chapter has been on TNE at higher education level, but there is also much TNE at vocational and skills level, which also requires quality assuring and whose comparability with host countries' education systems and qualifications frameworks (where they exist) can be less understood. Many host countries are in fact directing attention and funds to the vocational and skills sector, and to the need to develop better links between the different educational levels and sectors. UK NARIC, again, is well placed to address this strategic area of education and TNE, facilitating better understanding and seamless articulation of different types of international qualifications at different levels, international partnerships and progression arrangements.

And thirdly, with its international membership, and its understanding of different national qualifications frameworks and education systems, UK NARIC can further help in reassuring stakeholders about the quality and comparability of TNE from different sending countries. This can be extremely valuable in particular for those receiving and sending countries that do not have or are still developing regulatory frameworks for TNE.

As UK NARIC's approach to TNE qualifications benchmarking will start to be implemented it will be possible to describe and disseminate the key features of its process, its main outcomes and lessons learned in future publications and events of the TNE HUB. Through continuous engagement with international stakeholders, this approach could act as catalyst for the development of the required shared understanding to facilitate the international recognition and portability of TNE qualifications, and with this the growth of TNE capable to address the specific education and skills needs of different host locations, and our shared global communities.

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Improving Inclusion: Short Courses as an Opportunity for Transnational Education

Sarah Williamson and Alexander Heinz

Introduction

The summer was once a very quiet time on university campuses across Europe, with classrooms empty of teaching and academic staff largely working away from their departments. But over the last 10 years or so large numbers of European universities have looked again at their teaching portfolios and begun to make provision for opening up the campuses in the summer to an additional intake of students. With this change that has extended the academic calendar the time has arrived where summer short courses have become a moment of innovation and experimentation in teaching and learning as well as a transformative opportunity for international education.[1]

[1] The King's College London summer programming division is an educational business development unit charged with creating space for faculties to innovate. They invite faculties to work with

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This chapter examines how short courses can provide a vehicle for transnational education and, in particular, how they can be applied as an effective channel for improving inclusion. Its argument is in three parts: (1) a discussion of how short-term programming increasingly engages with non-traditional students, (2) an exploration of three case studies to trace how they are breaking new ground in overseas delivery and (3) some consideration of the lessons and good practice that can be learned from these initiatives.

Transnational education cannot be considered conceptionally in isolation from the wider discourse on international education. Education is increasingly bite-size (Taliaferro 2018), both for the domestic market of students in the UK and its international education counterpart. An increasing demand for summer school exchange places of around three weeks can be seen while in-semester exchange numbers for study places of circa twelve weeks are either holding steady or in decline. In the United States of America where there is a long tradition of faculty-led short-term education abroad programmes, universities are reporting that existing programmes are being shortened further. It is also becoming increasingly common for them to be integrated into existing modules that form part of the core semester degree teaching which can render the international education element as concise as barely one week long.

The implications of this are varied. To be effective vehicles for learning, short courses must be choreographed in greater detail and learning approaches must be both creative and active to make it a meaningful experience and this provides a challenge as educators need to think carefully about what realistically can be taught in a short period of time. On the side of opportunity, short courses present possibilities that are not so readily inherent in longer periods of study such as greater accessibility. Penn State University's 2016–17 data shows, for instance, more than twice the higher rate of non-traditional student participation on embedded short-term programmes as opposed to their long-established faculty-led programmes (Brubaker 2018). Given the standalone potential of a short course, when designing the content educators are more at liberty to

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them to design short courses and to develop dynamic new teaching techniques. The summer portfolio teaches 2000+ students annually, including some that are under 18 years of age.

tailor courses to the learning and the life needs of the participating cohort. Shorter programmes are easier for participants to accommodate in busy lives as well as more financially affordable. This is especially good news for enabling traditionally-underrepresented students to join in, where their family or work commitments might prevent them from doing so in a longer experience.

A Short Note on the Importance of Diversity in the Context of Transnational Education

A common theme of transnational education is the encounter with the 'other' in the form of a different teaching method or different content. It is about leaving behind habitual ways of experiencing (Vande Berg et al. 2012). It is about confronting and encountering people with different values, ideas and perspectives. Students often describe transnational education and wider international education experiences as transformative. This gives a strong sense of the narrative the students construct themselves about their experience and can be a useful idea to keep in mind when developing these courses especially for groups where this may be their first and only such experience. However, we need to be careful about translating such statements one to one, as transformative in educational sciences has different meanings. In Kolb's model (Kolb 1984) it signifies the transformation from experiential learning, through reflection, into experimentation and practice and it is the beginnings of this which can be seen in the first case study.

In all the examples that follow, the reader is asked to keep in mind Pascarella's definition of diversity: 'interactions with a diverse spectrum of people, ideas, values and perspectives that are different from one's own and challenge one's assumed views of the world' (Pascarella 2006: 521). The participants in the following case studies all comprise students and staff groups who are traditionally under-represented in international education. They are:

- India-based students for whom studying abroad is unlikely for financial and other reasons;
- Disabled students from the UK and elsewhere;
- British students identified as in receipt of Widening Participation status;
- Staff from specialist disability units at King's College London and other universities;
- Staff on research only contracts;
- Staff on teaching only contracts.

Case Studies

Berlin-Based Programme for Widening Participation Students

> Diversifying the mobility offer by delivering short-term placements for both study and work abroad opportunities can increase participation. Short-term mobility has value and can also act as a taster for future mobility.
>
> Widening Participation in Outward Student Mobility:
> A toolkit to support inclusive approaches

The first of these examples focuses on a programme which was developed for UK students who were studying for degrees as part of the UK government's widening participation scheme. The course was predicated around the idea that it might encourage students to develop personal agency through studying abroad, on this occasion in Berlin. Also, a key focus when designing the course was a belief that by creating short-term options participation could be boosted while simultaneously engineering a starting point – a taster – for more courageous, longer international experiences.

Doris Sommer (Sommer 2014) writes about how communities have sparked civic agency using art as a disruptive force and it is this concept that forms the basis of this carefully choreographed international education experience. The idea is for participants to develop cultural intelligence and use Berlin and its difficult history, a history synonymous with a moment where individuals had to brace themselves for adversity and against the state, as a source of inspiration and as an example. To participate in the course is to explore a moment where it is okay to feel uncomfortable. It is an opportunity to think about how they might have positioned themselves in such a situation. This reflective moment is something that is also supported through the assessment on this course. Firstly, that the students consider an international dimension to their future that might not have occurred to them otherwise and secondly, that they develop awareness of and confidence to take agency and responsibility in life and to raise their own expectations.

This course was not designed to be a history course. It is rooted firmly in the present, focusing on aspects such as contemporary job market challenges, the start up, entrepreneurial scene and refugee 'welcome culture' or lack thereof. Berlin is not a beautiful place on the surface and the visitor must look closer to really access what the city has to offer: its main resource are its people. Through its people the city reveals itself to the visitor, the temporary local, only over a period time. 'What Makes Berlin's Citizenry So Attractive', one of the key workshops delivered as part of the course in the middle of the week, is often a turning point for participants and it is not until they have experienced it that they are ready to understand and engage in a proper discussion about civil agency in Germany versus that of the United Kingdom. Indeed, as the participants come to realise as they near the end of their Berlin stay, the course is not really about Berlin as they may have originally thought but about themselves, reflected through the prism of a study of Berliners. It therefore follows that the course engineers a range of experiential learning opportunities, centring around encounters and dialogue with very different Berliners and supported by thematic lectures and exercises.

The programme is challenging intellectually, physically and sometimes mentally, but in a measured way. It has its painful moments and asks about the role of guilt to move on, the need for forgiveness to live in Germany, the responsibility of generations born long after an event. It is also demanding in other ways. It requires students not just to think as medics, as geographers, as scientists or literature students. It requires the courage to do so and the openness to listen; last year a student mentioned that she felt listened to for the first time in her life. It asks of us to think about wider contexts and areas of our life that they might not have thought about, or not have talked about. Are the Stasi headquarters offices boring as the evil is banal? Is evil even the right word? And so it goes on with difficult and often unexpected questions continuing to present themselves as the course weaves its way through the Berlin geography.

In planning the course, it is kept in mind that as short as the course is, there will naturally be only a limited time together with the students and consequently there might be a more complex narrative to these students than can initially be seen. Glimpses of that complexity appear through moments of the course that are insightful in unintended but welcome dimensions such as when a group met with the immigration commissioner of a Berlin borough and the students opened up about their own, sometimes ongoing experiences as migrants and their struggles to obtain the right status for residency, studying and working. This is but one example of where the course encouraged them to reflect on and assess their outlook and perspective in life by virtue of having transplanted them to a new (international) context where a transnational perspective became an inherent dimension to the discussion and to the thought process being applied.

India Summer Schools

The starting point for these makes them a classic version of transnational education. The concept involved taking King's academics over to parts of India to deliver courses in-country in order to enable local students who wanted to access an international education experience to join one of the courses closer to home. The courses covered a wide range of fields from the study of health to classes in the humanities. The participants were mostly undergraduates but also included some high schoolers aged 16 to 18. What was taught year on year would vary based on a number of factors including the availability of academic staff and what subject areas might be a natural fit for degree-seeking students enrolled at the host institution. Consequently, the portfolio could range from one course to ten courses in any given iteration.

The design of the courses allocated students 45 hours of direct contact time with their academic teacher over two weeks. Classes started not too early in the morning in order to allow those students commuting into the cities from the suburbs to arrive in time to join the classes and to participate fully. Academic content was enriched with study skills sessions, further encouraging critical thinking and group debate as well as soft skills, research approaches and academic writing techniques. The teaching format of the classes was very deliberately curated to make the learning as dynamic as possible so as to best facilitate the students' ability to learn in such a condensed, intensive period. Interactive tutor-student session formats, peer-to-peer learning as well as more familiar lecture settings were combined to great effect. Some courses also used game approaches for parts of the modules to interest and support a wide range of learning styles; their disruption of the classroom setting made its natural formality of as little a hindrance as possible. Following the fortnight of face-to-face learning and teaching, teachers would fly back to London but continue to be available to their students via online media while they completed their final assessments and awaited their grade for the class.

From the outset there was an unequivocal decision to partner with local institutions to deliver the courses and part of the thinking behind that was to build strong, symbiotic relationships with counterparts in India. Part of the institutional intention was to build King's corporate profile and presence in India but do so very visibly, and therefore transparently, through partnerships. Partners included Lady Shri Ram College and Miranda House of the University of Delhi, HR College of Commerce and Economics from the University of Mumbai and Unilever Research and Development and St Johns Research Institute, both in Bangalore. They are strong teaching or research institutions and students from among their ranks were invited to become participants in the classes. Local private companies were also employed to help with ground logistics and to supplement the in-country support from the host institutions for the visiting faculty staff from King's. The academic partnerships were fundamental to the success of the programmes. They helped us to understand how local students were learning and what subjects and skills they desired. Academic ambitions were seen clearly and, consequently, it began to highlight what King's could offer that might supplement what was being taught as part of their degree. In short, the university became able to add to and enrich their studies in a mutually beneficial, but supplementary way. Pleasingly, the courses were a tremendous success. Over 2000 students took part during the five-year project and this sizeable number gives a strong indication of the level of engagement possible if a transnational education programme like this operates successfully.

Although designed to offer an international education opportunity to local students, two years into the project it was decided to introduce a further dimension to the programmes by enabling a limited number of international students to join the classes as part of King's Study Abroad Programme. Numbers of international students were kept necessarily at deliberately low levels because, fundamentally, the courses were not designed to be a classic study abroad experience. They were not equipped with any supportive programming to facilitate cultural exploration or local familiarisation for first time visitors to India as a short education abroad course would have been. Instead they were kept deliberately devoid of additional programming in order to keep participation costs minimal and to not detract from their core academic purpose enabling local participants to take a King's research-led teaching module. Nor were the host universities accustomed to facilitating study abroad students to join their institutions. Rather, the international students who took part had the understanding that they were going to experience India and would be studying in India on its own terms and that they could explore parts of the culture in their own time with their own cultural agenda.

> Lectures held my attention and were very engrossing. I think the course has been very helpful in increasing my knowledge of not only theories of International Relations but also the background of it.
>
> Vishakha Wadhwani
> Participant in King's India Summer School in Mumbai
> Degree student at Jai Hind College, University of Mumbai

Vishakha Wadhwani's observation that he learned "not only about the theories of international relations but also about the background of it" is an indication of how different the kind of learning experience was; a fundamental indicator of transnational education. Students were involved in group presentations, researching ideas, synthesising an argument and putting forward a critical thinking essay. It was not a learning tradition with which they or their teachers were familiar as the principal teaching technique was customarily direct instruction. In this partnership-driven transnational education course these students were not just absorbing knowledge but studying through a new way of teaching and learning.

The direct impact of this different way of learning in the context of India is evident in the reflections of another participant, a very dynamic student who did a course on Media, Gender and Culture in Delhi and who later attended King's in London on a scholarship. She described the courses that she did as having connected her to a "network of like-minded individuals and like-minded scholars".

> By the time June rolled around, I was rethinking my decision to apply to King's International Summer School in Delhi. It was extremely hot and venturing outside felt like a battle. But I do not exaggerate when I say that the course changed my life. Each day, the readings and discussions opened up my mind to venture into previously uncharted terrains. (…) I have recently presented a paper on consumer capitalist and post-feminist themes in Indian chick lit at a conference in Delhi and it was this course that introduced me to a lot of key ideas and scholars in the field, thus enabling my research. King's International Summer School has connected me to a network of like-minded scholars and has been an enriching experience, both personally and academically.
>
> Fatma Khan
> Student on Media, Gender & Culture course,
> King's India Summer School in Delhi

During the development of this very course, one of the local college principals questioned the usefulness of offering that particular course, 'Media, Gender and Culture' as she wondered how it connected to the Indian female experience. Here, Fatma Khan's comments show the answer. The course has been a launchpad for her and opened up a perspective as to how she can move her academic career forward. Indeed, from detailed feedback King's has collected over the full five year project it is apparent that twenty-first century skills, as others have observed in transnational education contexts, are some of the most notable gains from the student perspective, alongside impactful academic content. Creativity, initiative, critical thinking, problem-solving, communication and collaboration were all highlighted by students as primary outcomes of their participation on the course. To this can be added employability skills of networking and negotiation.

A winning strength of these courses was how their content, although sketched on King's campuses, was redrawn to connect each element with India. India provided the case studies for all the applied learning. Also fundamental to their success was the introduction of a dialogic teaching style into the Indian classroom with peer-to-peer learning, something that is still unusual at many Indian institutions, playing a central role. This teaching approach was helpful too in enabling us to understand how to help the students research and write their essays in the manner that King's expects. They were encouraged to form their own critical argument not simply re-tell what faculty had told them in class. To enable this required King's to add to the curriculum a specific session to induct students to critical thinking and the outcome was that all students firmly acquired critical thinking skills during the course.

> My experience of teaching in India has been one of personal and professional growth. Having had prior reservations, I now find myself in a position where I can't imagine not returning to teach in this beautiful country. I have enormous admiration for the society of this exciting, flourishing, buzzing and inquisitive nation. I've been thrilled by my students' zest for knowledge, pursuit of cross-cultural links and engagement with topical political and institutional debates. I also find that year after year more and more of the young people taking my courses carry on to study law as a full-time degree.
>
> Dr Diana Bozhilova
> Tutor of International Relations module
> King's College London

There were also interesting initiatives around the staff development. This was a wonderful experience for staff from King's as well as from Indian partner institutions. Staff made connections and built relationships in the way academics do through research partnerships and joint professional development workshops. They shared ideas on assessment, quality assurance and teaching techniques. King's recognised that something powerful was happening through these burgeoning collaborations and so decided to fund some staff members from the Indian universities to come on a programme to London to carry out professional development with a wider set of King's colleagues and further their research in London. The impact of these courses on both the personal and the professional development of staff is a strong consideration as plans are made to shape phase two of this project.

Dialogues on Disability

The last of the case studies focused on another group of the student population that to date have had more limited opportunities to have an education abroad experience: disabled students. In 2013 a joint programme was started with the University of Delhi following some initial matchmaking conversations brokered by the British Council in Delhi. The aim was to create an annual programme which set out to redress the imbalance in opportunity for disabled students to have an education abroad experience. Such was its success in meeting a need that the programme grew over the years to the scale of a network of universities across continents all sending participating students and taking turns to host and contribute to the programme.

As the programme name 'Dialogues on Disability' indicates, a fundamental conceit of the programme's content is the intellectual space to discuss and explore the experiences of disabled students at their respective universities. Guest speakers comprising inspirational figures from the disabled community help to shape the intellectual content which itself is predicated around an aim of finding new ways of facilitating learning for disabled students. In developing the programme, special focus was put on employing responsible methodologies like touch tours that form part of the museum pedagogy canon. The course evolved to contain a strong public policy element too with a natural point of enquiry coming from the students as they discuss disability policies at the different participating universities. National approaches are very different indeed. In Delhi India, for example, universities were at the start of the programme expected to enrol up to 3% of their student body as disabled students. 'Dialogues on Disability' participants discuss such differences at length to identify what works in which context and what does not.

The students on this programme have not only formed lasting friendships across the many boundaries but have also transformed themselves into early-stage practitioners by creating a dynamic, supportive network. The impact of the course was substantial and to an extent anticipated and expected. What was unforeseen was the unexpected internationalisation dynamic that developed between disability professionals from the participating institutions. The contributing staff on this programme were from quite a range of different areas of the universities. As well as those customarily involved in delivering an international education programme, namely education abroad and international office staff, personnel from the library, registry and estate facilities management were also tasked with bringing the course to fruition. The result was that one can clearly trace how this programme has changed the way disability professionals look to embed policies at their universities. As one contributor commented part of the value of this course lies in its transplanting the participants beyond the "habitual ways of experiencing":

> Having the time to spend an extended timeframe during a shared experience away from my usual busy London office environment enabled me to listen in more depth to the experiences of disabled people which has both enhanced my understanding and influenced my approach to embedding inclusion at King's.
>
> Lorraine Ishmael-Byers, Disability Support and Inclusion, King's College London

Among international educators at university, one is sometimes not as attuned as one should be to the possibility that some of the professions engaged in shaping university life do not have any level of natural exposure to the international. The kind of unexpected internationalisation for staff above is a reminder that all universities, however developed they think their international agenda may be, probably have further to go before internationalisation is as embedded a reality as they expect and desire.

Conclusions

Reflecting on short courses as an opportunity for transnational education, it is clear that short courses can be an excellent starting point and help create and deliver meaningful engagement in country with limited, but notably not absent, investment. They can be excellent platforms for building lasting relationships with potential partners for internationalisation and they are also a great tool to understand how to operate in a different context and in different parts of the world.

This beneficial learning is balanced by noticeable risks. The short course market moves very fast and can be volatile. Political landscapes change and inhibit recruitment into the programme because of its location. The return on investment in course development can be surprisingly limited or frequently non-existent. Even the most interesting of courses that works well in one year might be poorly attended the next. The zeitgeist changes.

Sustainability needs to be defined differently for short courses than it does for standard university programmes. It is important to stay flexible, both operationally and financially. It is crucial to build relationships and permit them to flex in responsibilities and contribution over the year-on-year life span of the course. This frequently requires a malleable model with dimensions and caveats that would often be considered unsustainable within the canon. Of course, this built-in elasticity is not only more possible with short courses, their ability to respond to market conditions is an inherent part of their strength and appeal for the universities that build them.

When it comes to finance, the courses that have been discussed in this chapter are not necessarily meant to be revenue-generating initiatives, but education institutions need to see the value overall and understand the financial dimensions to these undertakings for the institutions involved. There is no recipe for success but there are ingredients that make a successful outcome more likely. It is important to be clear with senior management about the mission of the short courses and to clarify from the outset what level of financial return is likely or indeed is being waived. This financial clarity is also crucial in order to operate on a fair and equal footing with overseas partners and secure their continued buy-in and commitment to the project as a joint initiative. It is imperative to be aware of one's own strengths as an institution operating within a market. It is essential to keep innovating and enshrine a freedom to innovate as part of the process within the programme's development. It is this innovation that feeds into the work of more standard teaching at home which in turn feeds the internationalisation agenda in ways that other forms of interaction hardly achieve.

A final thought is that where possible, there is no reason not to enable short courses to receive validation through standard recognition mechanisms. Some of the students studying on degree programmes in the UK can get their short-term study abroad experience recognised with their Higher Education Achievement Record (HEAR) and this is a valued addition when they start out in the job market upon graduation.

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Conclusions

Christopher Hill, Vangelis Tsiligiris, and William Lawton

As outlined in the introduction, the underlying motivations behind TNE activity can often be attributed to competing agendas. Issues of post-colonial expansion and soft power dynamics can be countered with discussions regarding global social responsibility, adherence to and promotion of development agendas. What is evident, of course, is that this is not a single problem with a single solution. TNE, while intrinsically formulaic in terms of programmes and courses, in practice and reality, differs greatly from location to location; from provider to provider; and from context to context. The true value of this book is in providing,

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not the definitive answer to an elusive question, but rather a detailed and highly relevant examination of diverse case studies, all providing greater insight into impact, sustainability and legacy.

The book was divided into two key sections in order to provide both context and relevance to the debate. The initial section of the book highlighted and analyzed impact from a local perspective, thus giving voice to the host nations and stakeholders, an often silent perspective in international higher education. The diversity of case studies presented provides the reader with a detailed overview and insight into the key issues of sustainability and impact. The aim of this book was not to provide a best practice guide for developing sustainability in TNE, but rather to showcase lessons learned and opportunities for further and future engagement.

The final section of the book examined the nature of partnership, with a particular focus on the central theme of sustainability. In addition, the impact of TNE, within the wider context of the UN sustainability development goals was discussed and presented. In this regard, the book provided both a micro and macro review of the issues of TNE impact.

The chapters of this book provide insight and analysis into a variety of cases. They highlight a diversity of responses and strategic approaches, and provide a detailed look into the actual impact and legacy of TNE around the globe. Much existing literature looks at TNE expansion and the sheer number of programmes and providers. This book has demonstrated the enormous value in stopping counting and starting measuring impact. This book uses primary data and in-depth analysis, to review on the ground responses to TNE development and in so doing, charts approaches to sustainability and capacity building that are of great relevance sector wide.

The chapters of this book provide much needed primary research and case studies on the impact of TNE in host countries. TNE has long been largely considered from the perspective of the 'sender' and it behooves us to further highlight the 'receiver' in this equation, in order to develop a more rounded understanding of the value, impact and legacy of TNE activity around the world.

In Chap. 2, Morris Williams highlighted the need for a conceptual model that would map quality assurance, staff development and capacity building in TNE. This call to action is highly relevant as it seeks to codify the approach to further TNE development in a manner that would not only increase understanding of action, but also accountability and transparency. The chapter included a case study review of Sri Lanka and went on to provide a clear link between the country findings and their value to the wider TNE approaches.

In Chap. 3, a group of UK authors discussed demonstrating equivalence through professional recognition. The chapter drew upon the direct experience of a UK-Botswana partnership and provided insight into the potential imbalance between staff capability across a partnership model. This critical issues, is at the heart of student experience, quality assurance and the promotion of transparent and consistent learning outcomes. While the approach is predicated upon assumptions of equality, there is great value in exploring this theme on an institutional and sector wide perspective to support increased awareness and quality of delivery and opportunity.

In Chap. 4, Ahmed Baghdady demonstrated the direct impact that transnational education has on, not just the capacity of a nation – a factor that has been frequently discussed and demonstrated in literature thus far – but also in the manner by which the presence of foreign providers has led to internal reforms in the higher education sector. These reforms, closely linked to scholarships and research activity highlight the call and response nature of transnational education and demonstrate the intrinsic value of collaboration to support growth and capacity building.

Drawing on primary evidence, Fotis Papageorgiou, Vicky Makellaraki and Vangelis Tsiligiris discussed the Greek case in Chap. 5 to highlight the positive impact TNE has had locally upon cost, access, and language of delivery – in this case, Greek. This chapter showed that the presence of TNE can both improve access to good quality education, and promote a wider agenda (UN SDG4), thus increasing capacity building and access at a deeper and more fundamental level.

Turing our attention to Asia, Anh Pham used Chap. 6 to discuss Vietnam and the specific impact TNE has had on domestic higher education. This chapter firmly demonstrated that TNE is both a driver and a responder to local demand. Student numbers, and mobility more broadly, are synonymous with TNE, often seen as driving each other at the same time. The clear connection between supply and demand was highlighted, with the author delving deeper into the issue in order to discuss the opportunities for skills and workforce development on a local level, thereby promoting both capacity building and the intrinsic value of a TNE provider abroad.

In Chap. 7, Janet Ilieva, Lotus Postrado and Michael Peak examined TNE in the Philippines and demonstrated, as in Chap. 6, the impact upon domestic higher education. This chapter identified and recognized that TNE is not a one-fit-all approach and provided a detailed discussion regarding the best models for the local context and aims. The chapter incorporated considerable literature and policy documents to provide an in-depth review of the process of TNE development from government led to HEI capacity building. This transition over time is critical to our understanding of TNE as it speaks to the need for flexibility and contextual and relevant growth.

Chapter 8 used the landscape of UK higher education in Nepal to demonstrate that TNE can have a positive impact on the local community, as well as on students. This element of capacity building is clearly key for acceptance, integration, and indeed, sustainability. Wendi Bloisi and Vince Hargy presented primary evidence to tell the story of students at three private colleges in Nepal. The chapter gives a voice to students who firmly state the value placed on an international education by the job market and as a result, the knock on impact of TNE graduates being able to better support families and the local economy. TNE literature often focuses on mobility and brain drain and examples such as the one presented in this chapter, are critical in demonstrating the inherent value in increasing access and opportunity.

Chapter 9 provided a further example from Asia. Elisabeth Wilding and Daguo Li presented an exploration of the NUIST-Reading Academy and how it contributes to staff development. The chapter discusses the issue of Knowledge Management and the need to include local staff in knowledge creation and development. Ensuring this level of buy-in demonstrates a firm commitment to capacity building and a means to improve the relevance of the learning experience by incorporating local knowledge and engagement.

The largely under-researched example of Uzbekistan is the backdrop for Chap. 10. A team of authors from Westminster International

University in Tashkent (WIUT) highlighted the lack of detailed understanding and awareness of TNE in Uzbekistan. This disconnect is not unique to Uzbekistan but is pronounced given the extent of provision on offer locally. This chapter posits that the connection between teaching and research can work to a greater extent in the favour of the TNE provider. As many TNE providers are primarily focused on teaching in the initial to mid-term stages of development, the ability to develop research capability and embed this within the teaching experience is of clear interest to the wider TNE sector. This chapter draws on primary evidence to identify the key elements needed for such an endeavour.

In Chap. 11, Nitesh Sughnani, using primary evidence, explored the motivations, challenges and benefits of TNE in Dubai - the first city in the Gulf to develop dedicated free trade zones for the purpose of higher education. The findings suggest a range of positive impacts of TNE in the economy, society, and education in Dubai. At the same time, the chapter highlighted opportunities for further growth and development via IBC cross-institutional collaboration.

Chapter 12 provided insight into an innovative TNE model in South Africa. A team of authors from Glasgow Caledonian University discussed a work-based blended learning in Railway Operations Management delivered across a network of four partners in the UK, South Africa and across industry and higher education. This chapter demonstrated the value of connecting partner, alumni and student perspectives to more fully understand the nature of impact. The findings highlight the need to build sustainability through relevant and supported partnership.

In Chap. 13, Anthony Manning used a joint programme between the University of Kent and Hong Kong Baptist University, to examine impact from the student experience perspective. This is a valid and relevant approach and one that provides a greater depth of understanding. There is clear evidence as to impact felt in terms of employability and there is detailed discussion regarding the connection students feel between the two institutions in question. This is a key issue and one to be highlighted wherever possible. The extent to which a student, and to that extent, staff, feel a connection with the host and sending institution can be critical to the overall perception and experience of the degree. This chapter provides a series of recommendations for the wider sector in this regard and promotes greater engagement and understanding across partnerships.

Chapter 14, by Fabrizio Trifiro', investigated the connection between quality assurance and innovative education provision. This chapter not only identified the key obstacles in place (recognition and varied forms of provision) but also argued for a more detailed understanding of the student experience and its connection to learning outcomes. In this manner, the chapter takes the debate out of the theoretical and places it firmly in the practical, calling for a more sensitive understanding of the key stakeholder journey and the ultimate value and relevance of a TNE degree. The chapter further argues that this increased intelligence, would not only improve the student experience, but also open up further avenues for development in TNE.

Chapter 15, by Sarah Williamson and Alexander Heinz, presented a multi-case study approach to innovative TNE provision. The case studies cover Europe and India and firmly demonstrate the necessity for relevant partnerships to be in place. Partnerships, grounded in capability, and focused on mutual success have a significantly greater chance of survival and of providing an enhanced student learning environment. The chapter also promotes the use of TNE short courses as a means to improving the student experience. This is of great significance as it further promotes the need for flexibility within TNE provision, a theme which has surfaced throughout the preceding chapters.

Through a series of detailed case studies, literature reviews and in-depth reflections, the chapters of this book generate considerable insight into the practical realities of TNE. As TNE continues to grow in strength and numbers around the world, there is a need to review and reflect. We must consider whether, or to what extent, programmes are fit for purpose. The sector needs to examine the connection between learning provision and learning outcomes.

This book highlights the need for further research on the issues of programme delivery, in particular the nature and duration of the courses; the need to ensure local relevance and value; the development of sustainable partnerships; and the need to pay increased attention to the student voice. Traditionally, TNE literature has focused on counting, both numbers of programmes and graduates. Now, we must turn to understanding the impact on host countries. This impact, and our increased understanding of it, will promote greater sustainability in partnerships; increased value to the local population and community; and increased flexibility and innovation in terms of design and delivery.

Index[1]

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[1] Note: Page numbers followed by ‘n’ refer to notes.

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