

International Branch Campus (IBC) / Trans National Education (TNE) implementation/communication/ quality assurance

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Outline

1. Challenges and benefits of TNE

2. Communication Strategy

3. Quality assurance



1. Challenges and benefits of TNE



Group presentation during seminar EMMC Euroculture, University of Groningen



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- First generation: 'classic' internationalized university: diversity of international partnerships, international students/staff, collaborative intercultural activities at home and abroad. Most common model
- Satellite model: university with branch campuses, research centers, management/ contact offices around the world.
- Internationally co-funded universities

Knight, Jane. "International Universities: Misunderstandings and Emerging Models?" *Journal of Studies in International Education* 19, no. 2 (February 23, 2015): 107–21. https://doi.org/10.1177/1028315315572899.



TNE: benefits

- > Academic benefits
- Status building/ branding: position in the global academic world, rankings
- > Economic benefits:
 - Raising revenue:
 - co-operation with business
 - Attracting students from all over the world
- > Intercultural dimension
 - Often changes/adaptations in curriculum necessary, e.g language
 - International classroom: very beneficial for employability; but needs training

Rapid growth IBC





Quick Facts: 2017: 247 IBC in operation

33 exporting countries

- > US (77)
- > United Kingdom (38)
- > France (28),
- > Russia (21),
- > Australia (14)

Source: 30 Jan. 2017, http:// cbert.org

Largest importing countries

- China (32)
 (excluding Hong Kong SAR)
- > United Arab
 Emirates (32)
- > Singapore (12)
- > Malaysia (12)
- > Qatar (11)

Survey, 2014

The Intelligence Economist Unit

Higher education in the 21st century: Meeting real-world demands

An Economist Intelligence Unit research programme sponsored by Academic Partnerships





Is your institution looking to expand its footprint into other countries? (eg, physical campuses, online presence, recruiting internationally)

(% respondents)

Strongly considering		1
	20	✓ 66 % consider
Moderately considering		
		3:
Marginally considering		
	15	
Not considering at all		
		25
Don't know		
10		

Economist/Academic Partnerships, 2014



What are your main motivating factors for expanding into other countries?

Please select up to two. (% respondents)

Widening institution's profile internationally

	61
Raising revenue	
	56
Increasing research opportunities	
21	
Fostering student exchange	
19	
Building alumni network	
11	
Expanding course offerings	
10	
Other	
3	
Don't know	
2	

Which regions are of greatest interest when considering international expansion?

Please select up to two.

(% respondents)

Asia-Pacific/Japan

	74
Middle East and Africa	
	35
North America	
21	
Latin America	
13	
Eastern Europe	
13	In which country are you personally located?
Western Europe	(% respondents)
8	115
	US 36
	UK
	32
	Singapore
	5
	Australia

India, Philippines, China, Hong Kong, Indonesia, Japan, South Korea

Vietnam 1

4



IBC and Japan:possible since 2004, no education hubs

As of May 2015:

(1)Campuses in Japan that are formally recognized as educational institutions offering foreign university curricula

Name
Temple University, Japan Campus
Far Eastern State University Hakodate Branch
Tianjin University of Traditional Chinese Medicine Japan College
Beijing Language and Culture University, Tokyo College

(2)Campuses in Japan that are formally recognized as educational institutions offering graduate school curricula

Name
Temple University, Japan Campus
Alliant International University/California School of Professional Psychology Masters in Clinical Psychology- Japan
McGill MBA Japan

http://www.mext.go.jp/en/policy/ education/highered/title02/ detail02/1373880.htm

Education hubs

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HONG KONG

Plans announced in 2008 to develop as regional education hub. Promoting itself as 'gateway' to China, with world-class institutions, English-language instruction and over 1,000 TNE offerings. Vast majority of international enrollments currently from mainland China.



TAIWAN

Plans announced in 2011 to develop nation as a regional education hub. Targeting Chinese speaking students and educators from neighboring SE Asian nations. Strong international enrollment growth, from 58,000 in 2011 to 92,500 in 2014.



MALAYSIA

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SOUTH KOREA

Two new purpose-built education hub projects currently under development. Incheon Global Campus has attracted 4 IBCs in last three years. Jeju Gobal Education City will be focused more on international secondary schools and language learning.



SINGAPORE

Global Schoolhouse initiative launched in 2002, aimed at bringing in global talent and global institutions. International enrollment growth has stalled (75,000 in 2014; 90,000 in 2010), but internationalization remains strong: 11 IBCs, departmental collaborations with prestigious international partner institutions, thousands of TNE offerings.



IBC = International Brach Campus

TNE = Transnational Education

standing at 90.000 in 2012.

Two purpose-built higher education zones attracting

least 7 standalone IBCs around the country. World's biggest market for TNE program offerings and enrollments. International enrollments growing.

international campuses. In addition, there are at

World Education Services, 2015 International Education Hubs in Asia, wes.org/kre

http://wenr.wes.org/wp-content/uploads/2015/07/ WENR-0715-asia-v3.png



Japan

- > Various policies to support student mobility, e.g. Scholarships.
- Global 30 Project -Establishing University
 Network for Internationalization



Benefits that were foreseen for UGY in 2015 S. Poppema, 2015



- Reputation building in East Asia
- Demographic developments in Europe
- Increasing international competion for students
- Collaboration with local and international industry in China and at home
- Only international branch campus in Northern China, Shandong Province
 - China, Shandong Province
- Research intensive
- Entrepreneurial
- Sustainable



Sibrand Poppema

- > Research/ranking/reputation
- > Role of local and international industry
- > Sustainability of UG in view of declining population

Not mentioned: enhanced employability graduates; international experience is very important

Figuur 1.14

Bevolking 4 t/m 25 jaar naar leeftijdsgroep, 1990-2030



- 🗕 4 totn jaar
- 12 tot16 jaar
- 17 tot 25 jaar

Important factors

- 1. Diminishing cohorts in Europe
- 2. Growing cohorts in Asia
- 3. Increasing competition for international students by other European countries, USA, UK etc.



However: 2016 growth population Netherlands

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Geboorteoverschot en migratiesaldo (*2016 tot 1 december)





Benefits

students

- Develop intercultural competences
- Develop international setting for education and research
- Work placement opportunities

research

- External sources for fundingcollaboration with business
- > Research profile more diverse



What elements of relevance for Japanese HEI?

- > Demographic developments
- > Reputation
- > Rankings international research
- Collaboration with international and Japanese industries



Questions ICB establishment

1 Why? 2.Where? What? How?





Q1:Why?

- 1. In general: What is the aim of the HEI
- 2. How does the BCI fit in the aim/purpose of the HEI

Ad 1. Gallup Poll 2015: "It's Hard to Differentiate One Higher Ed Brand From Another" :

"We prepare the leaders of tomorrow." "We nurture lifelong learners." "We aim to have a global impact, while serving our local community."

Recommendations: Explain: 1. why does the HEI exist What does it deliver, how is the academic/student culture

2. Why the the BCI of relevance for 1. How does it make the HEI stronger/ more sustainable.

Question:1 Why? 2. Where? What? How?

- > Why? What is the aim?
- > Where to start a BCI?
- > What do Japanese HEI have to offer in particular? Is there a specific niche?
 - What are the opportunities for graduates?
 - Students are choosing host destinations based on not only the high quality of education but the market opportunities that the destination will be able to offer Report British council 2015 on HE
- > How to start?
 - Importance of collaboration
 - Funding opportunities
 - Start small? (faculty exchange, double degree programmes)

Collaboration is of key importance

- > My experience:
- > Erasmus Mundus programme of Euroculture,
- > 1 of the 4 non-European
 partners is Osaka
 University

- International centres e.g.
 Osaka centres abroad
- Summer
 programmes
 Short stay
- > Double degree programmes
 - EU-JAMM
 - CEMS



ICI-ECP project Double degree

Research > Research Faculty of Arts > Center for Japan Studies

First Japanese student in DDprogramme 'EU-JAMM' receives his Master's degree at Faculty of Arts

31 March 2016

On 17 March 2016 Hiroki Nishihara received his Master's degree of the Research Master Modern History & International Relations in Groningen. He will also receive a Master's degree later this month from the Osaka School of International Public Policy (OSIPP), Osaka University. Hiroki Nishihara is the first Japanese student in Groningen to receive a double degree in the EU - JAMM (EU-Japan Advanced Multidisciplinary Master Studies)project, which is an Industrialised Countries Instrument - Education Cooperation Programme (ICI- ECP), funded by the European Commission.

In this pilot Double Degree programme 43 students (20 from the EU and 23 from Japan) are or will be hosted at one of the respective counterpart universities in the EU or in Japan for at least a full academic year to pursue a second master's degree at the host university. In this way students are able to study in two master's programmes and after successful completion obtain master's degrees from two universities; thus ultimately obtaining two degrees, one from a European university and the other from a Japanese university. Five European and 4 Japanese universities participate in this project that is coordinated in Europe by the University of Leuven and in Japan by Kobe University. The University of Groningen is involved in this project by the Double Degree arrangement between the Research Master Modern History & International Relations at the Faculty of Arts and OSIPP at Osaka University. In May 2015 the first Groningen student who participated in this programme, Andrei Cazacu, received his two master's degrees.



Graduation Hiroki Nishihara

https://www.rug.nl/research/centrum-voor-japankunde/ news/first-japanese-student-in-dd-programme

HKUST BUSINESS SCHOOL

KEIO UNIVERSITY



KOREA UNIVERSITY BUSINESS SCHOOL

О СЕМ Я

CEMS Global Alliance







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2.Communication strategy





What is necessary for ICB

1.4 Programme and provider m	obility
Setting up operations by foreign institutions	Can foreign institutions set up their own legally recognised teaching/research entities?
Cross border programme provision	Do regulations exist to allow for the provision of cross-border programmes by foreign providers, e.g. by way of twinning, programme articulations and distance learning?
Clarity and application of regulations for foreign institutions	Are legal regulations for foreign institutions clear, transparent and evenly enforced?
Domestic institutions abroad	Are public domestic institutions permitted to set up legally recognised teaching/ research entities abroad?

Communication

- > ICB: structure: questions
 - Legal structure Private? Independent?
 - Who owns intellectual property of executed research?
 - Budget
 - Is there an opt-out clause? exit-scenario is important
 - Staffing
 - Experience: how much personnel for management, teaching?



Keep control

- > Clear structure of who is responsible for what
- > Clear hierarchy and reporting
- Responsibility for content of degree programme
- > Teaching and diploma covenant
- > Regular site visits necessary
- > Staff training

Quality and educational vision of staff, example Groningen:

- > Staff: Chinese/Dutch/international
- Educational vision UGY: active role of staff in teaching programmes
- > Training in teaching at UGY; "Non-Dutch staff [= Chinese] will receive this in the six-month preparatory period they will spend at UG. All other staff will receive tailor made training on arrival at UGY".

https://www.rug.nl/about-us/internationalization/website-aanvraag-

bijlagen.pdf

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3. Quality assurance (QA)

> A. Mobility- recognition TNE qualifications> B. ICB- example YANTAI





a. Quality assurance & degree recognition > British council report *The Shape of Global*

Higher Education (2016)

QA weak point: "While most of the shortlisted states (71 per cent – 27 countries out of 38) have policies in place to support TNE provision, only a third have strong **quality assurance** for these programmes (34 per cent – 13 countries out of 38) and **recognise TNE qualifications** ".

Shape of Global higher education (2017) p. 4

National policies IHE

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- > The countries and territories which (from policymakers' perspectives) have the most supportive IHE policies are Germany, the Netherlands, Malaysia and Hong Kong (SAR).
- > the nations with the most rounded IHE portfolio include Australia,Hong Kong (SAR), the Netherlands, Malaysia and the UK.
- > Overall, the European countries perform strongly with regard to national support for student and academic mobility, transnational education and research engagement.
- > Shape of Global Higher Education, p. 4

National support for international student mobility, TNE, international research engagement

British Council THE SHAPE OF GLOBAL HIGHER EDUCATION: INTERNATIONAL MOBILITY OF STUDENTS, RESEARCH AND EDUCATION PROVISION Volume 2 (2017)

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> Table 7: National support for international student mobility, TNE and international research engagement

	International student mobility	TNE	International research engagement
Australia	Very strong	Very strong	Very strong
Bangladesh	Weak	Weak	Weak
Botswana	Weak	Weak	Weak
Brazil	Strong	Weak	Strong
Chile	Weak	Very weak	Weak
China	Very strong	Strong	Very strong
Colombia	Strong	Very weak	Weak
Egypt	Weak	Weak	Weak
Ethiopia	Very weak	Very weak	Very weak
France	Very strong	Strong	Very strong
Germany	Very strong	Strong	Very strong
Ghana	Weak	Weak	Very weak
Greece	Strong	Strong	Strong
Hong Kong (SAR)	Very strong	Very strong	Very strong
India	Strong	Strong	Strong
Indonesia	Strong	Weak	Very strong
Iran	Weak	Very weak	Weak
Israel	Strong	Very strong	Very strong
Kazakhstan	Strong	Strong	Weak
Kenya	Strong	Weak	Weak
Malaysia	Very strong	Very strong	Very strong
Mexico	Weak	Very weak	Weak
Netherlands	Very strong	Very strong	Very strong



National policy& regulatory environment to support **international student mobility**

Figure 2: National policy and regulatory environment to support international student mobility

Country	Score	
Netherlands		
Germany		
Hong Kong (SAR)		
France		
Australia		
UAE		
Malaysia		
Vietnam		
China		
UK		
Turkey		
Oman		
USA		
Russia		
Thailand		
Israel		
Pakistan		
Greece		
South Africa		

- national IHE policies,
- > student visas
- opportunities to work during and after graduation

British Council THE SHAPE OF GLOBAL HIGHER EDUCATION



Table 6: Quality assurance and degree recognition



British Council THE SHAPE OF GLOBAL HIGHER EDUCATION no.2



Europe

- > strongest support for international education
- a high level of harmonisation of the education systems across the European Higher Education Area.
 - Erasmus Mundus/ Erasmus +
 - Research and innovation: Horizon 2020



Quality assurance

- TNE is not enough: recognition of TNE qualifications is necessary
- > Agreed standards and guidelines for quality assurance (2005, renewed 2015)
 - ECTS: important for mobility and credit recognition
 - > Learning agreements
 - https://ec.europa.eu/education/sites/ education/files/ects-usersguide_en.pdf

ECTS Users' Guide



Legal provisions Quality Assurance in the Netherlands

Before 2017

- ¹/₄ of each bachelor/Master programme needs to be done in the Netherlands,
- quality assurance of the Dutch HEI in place
- every degree programme needs to be accredited every 6 years

Amendment to Higher Education Act: (2017)

- Branch campus (BC) is possible.
- > Several conditions apply:
 - agreement of the University council necessary
 - Academic freedom must be assured
 - no use of public money in BC allowed
 - BC must be beneficial for the Netherlands



accreditation

- According to Dutch law, the degree programmes of UG offered in other locations or countries are part of the degree programmes of UG in the Netherlands
- > How to make sure the quality is up to standards
- > E.g. accreditation rules
 - Every 6 years
 - Accreditation of the university as a whole and the individual degree programmes
 - Special form for branch campus necessary, same principle



conclusion

- > TNE has a lot to offer, but needs a clear vision and policy and clear QA
- Collaboration is very important: universities cannot do this on their own



> Thank you for your attention