



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

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**NIAD-QE University Quality Assurance Forum
Open Seminar, 7 August 2018**

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

TNE: 3 generic models

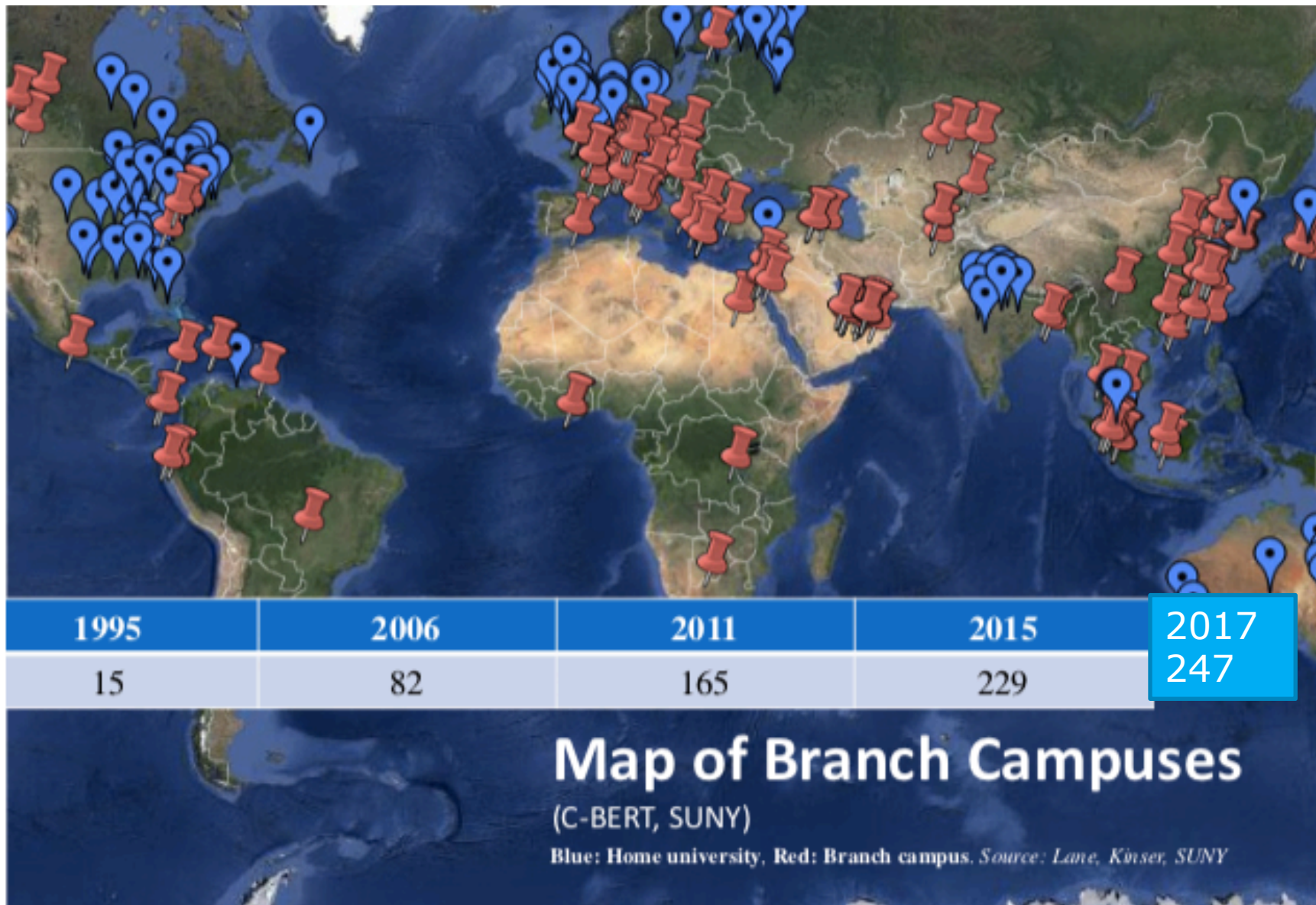
- First generation: '**classic**' **internationalized university**: diversity of international partnerships, international students/staff, collaborative intercultural activities at home and abroad . Most common model
- **Satellite model**: university with branch campuses, research centers, management/contact 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
Economist

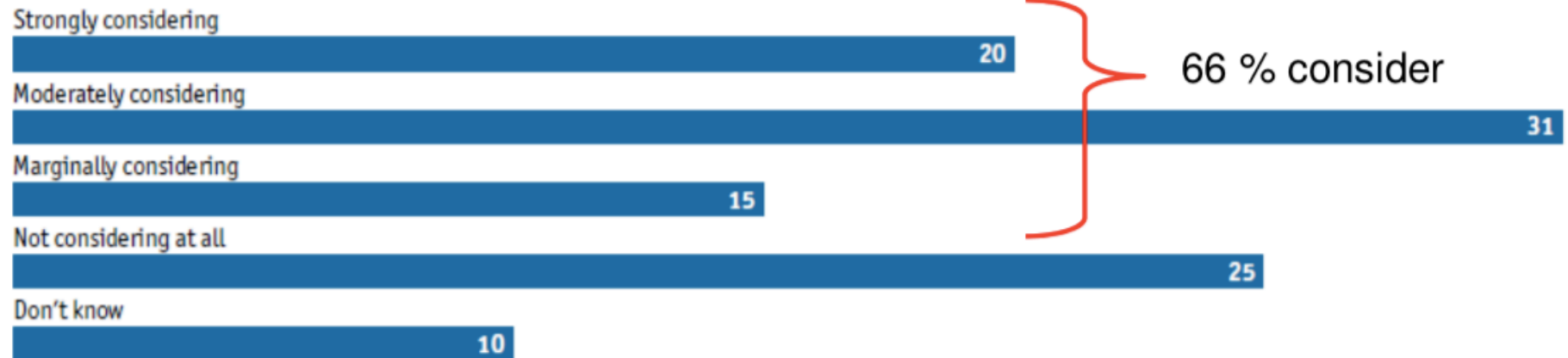
Intelligence
Unit

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)



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

Western Europe

8

In which country are you personally located?

(% respondents)

US

36

UK

32

Singapore

5

Australia

4

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

3

Vietnam

1

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

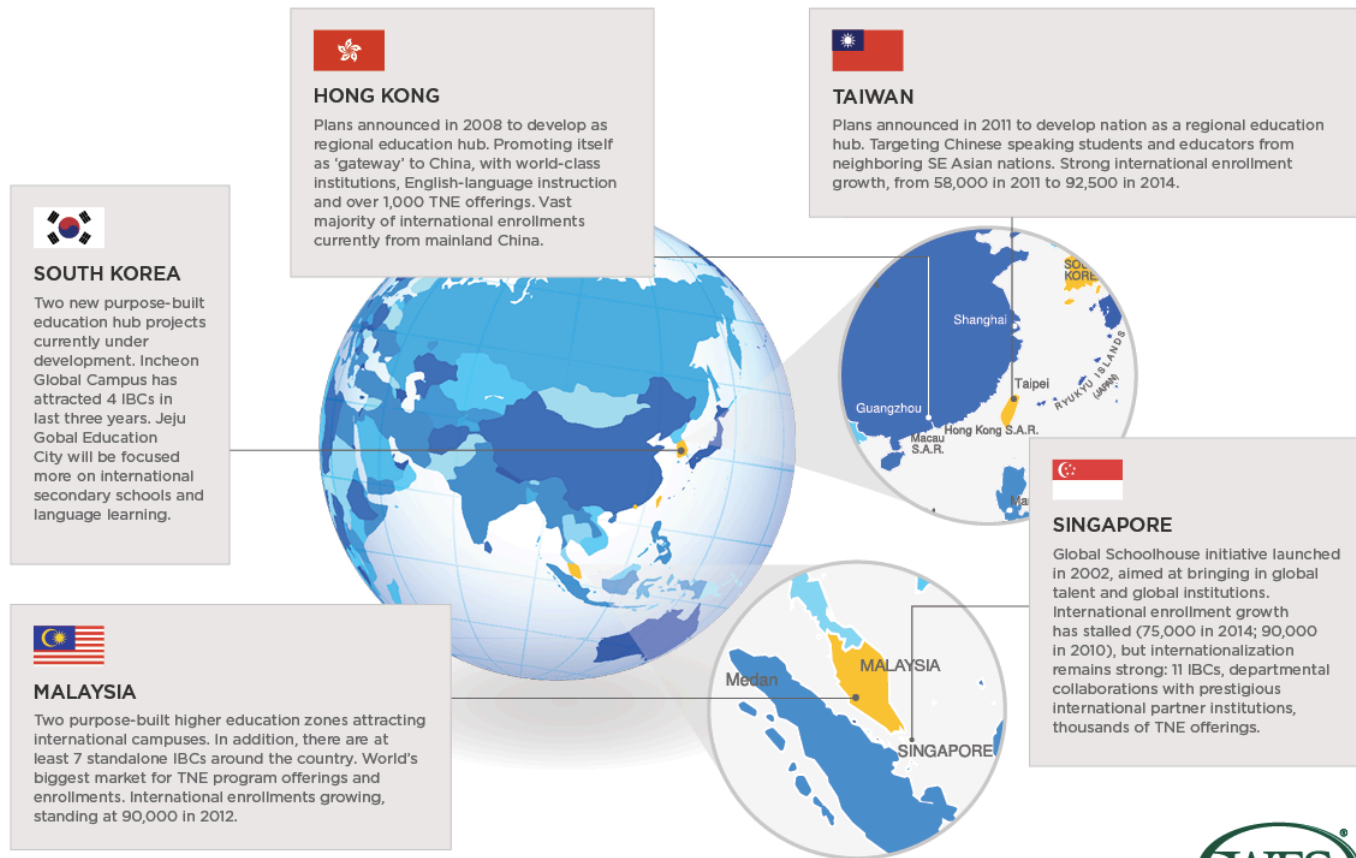
Name
Temple University, Japan Campus
Far Eastern State University Hakodate Branch
Tianjin University of Traditional Chinese Medicine Japan College
Beijing Language and Culture University, Tokyo College

(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



IBC = International Branch Campus
TNE = Transnational Education

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



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 competition for students
- ❑ Collaboration with local and international industry in China and at home
- ❑ Only international branch campus in Northern China, Shandong Province
- ❑ Research intensive
- ❑ Entrepreneurial
- ❑ Sustainable

University of Groningen Yantai - a branch campus in China

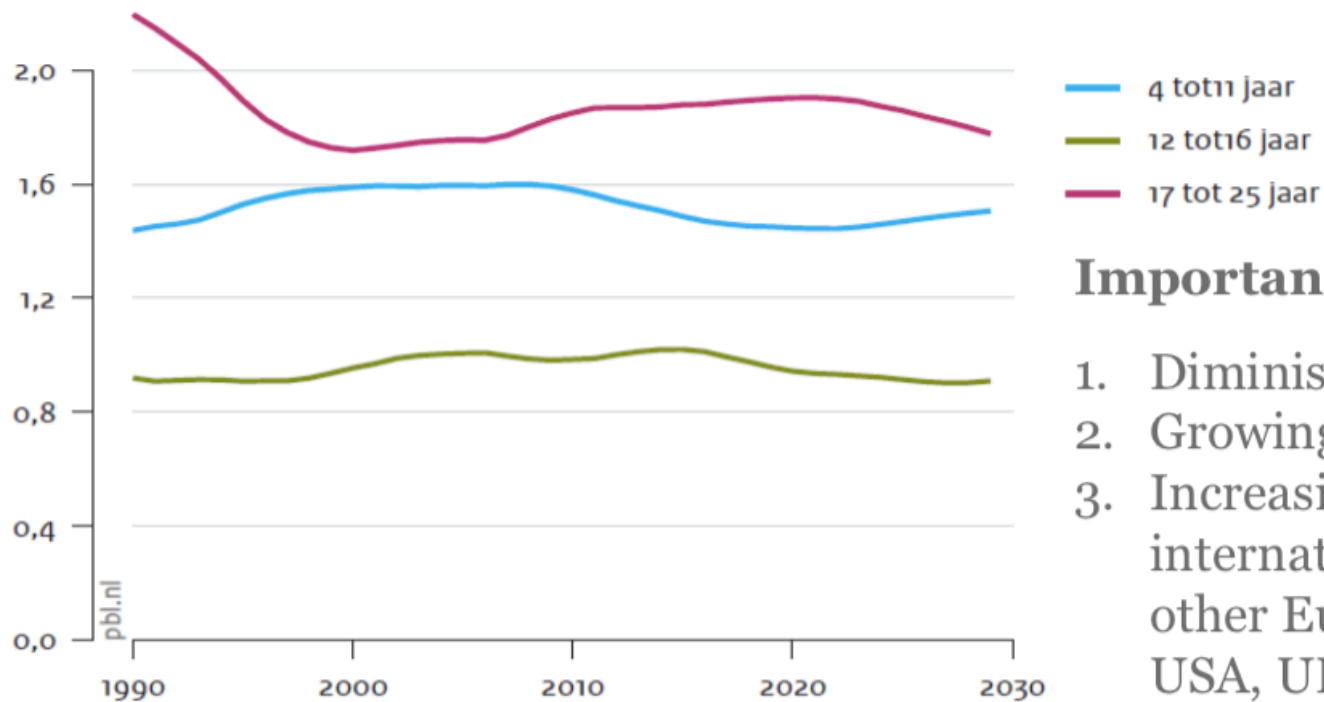
Sibrand Poppema



- › 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

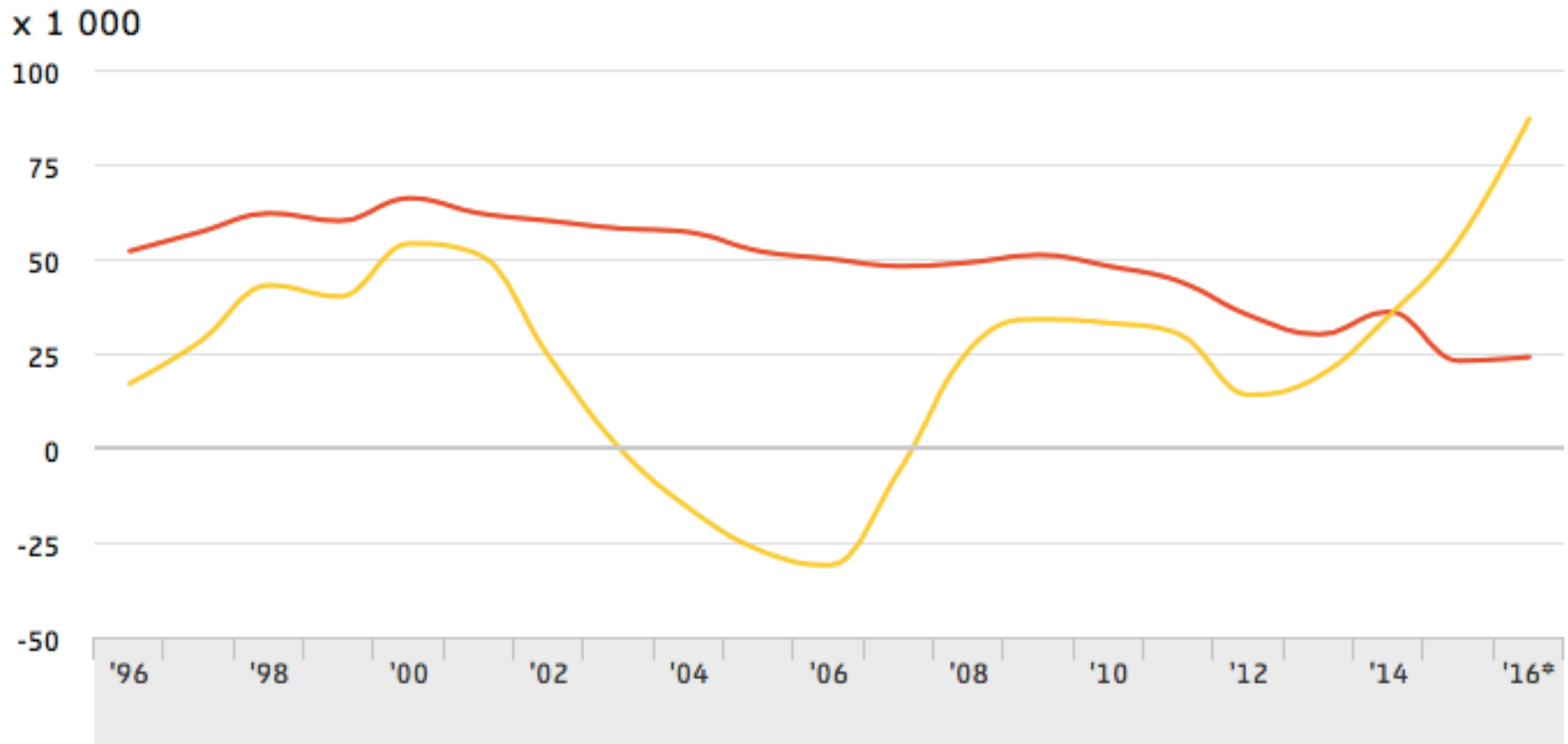


Important factors

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

Geboorteoverschot en migratiesaldo (*2016 tot 1 december)



— Geboorteoverschot — Migratiesaldo

<https://www.cbs.nl/nl-nl/nieuws/2017/01/bevolking-in-2016-relatief-sterk-gegroeid>

Benefits

students

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

research

- › External sources for funding-collaboration 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



KOREA UNIVERSITY BUSINESS SCHOOL

KEIO UNIVERSITY

HKUST BUSINESS SCHOOL

Academic Institutions



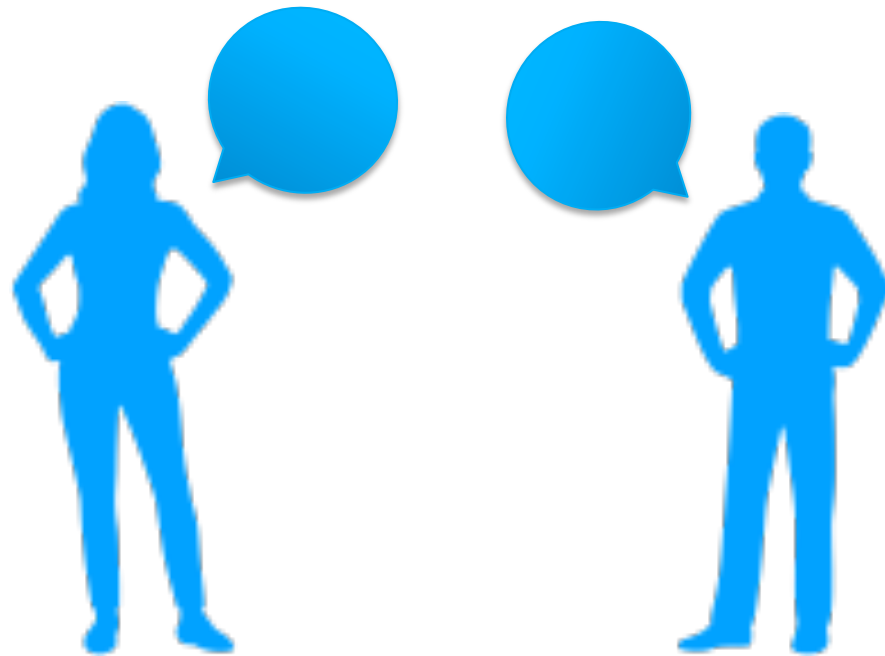
Social Partners



Corporate Partners



2. Communication strategy



What is necessary for ICB

1.4 Programme and provider mobility

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>

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

- › 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

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

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

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

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



- › 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

Country	Score
Australia	
UAE	
Netherlands	
UK	
Hong Kong (SAR)	
Germany	
Malaysia	
France	
Oman	
Vietnam	
Israel	
Saudi Arabia	
Philippines	
South Africa	
Greece	
Russia	
China	
Kenya	
Pakistan	
Sri Lanka	
Kazakhstan	
Thailand	

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-users-guide_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