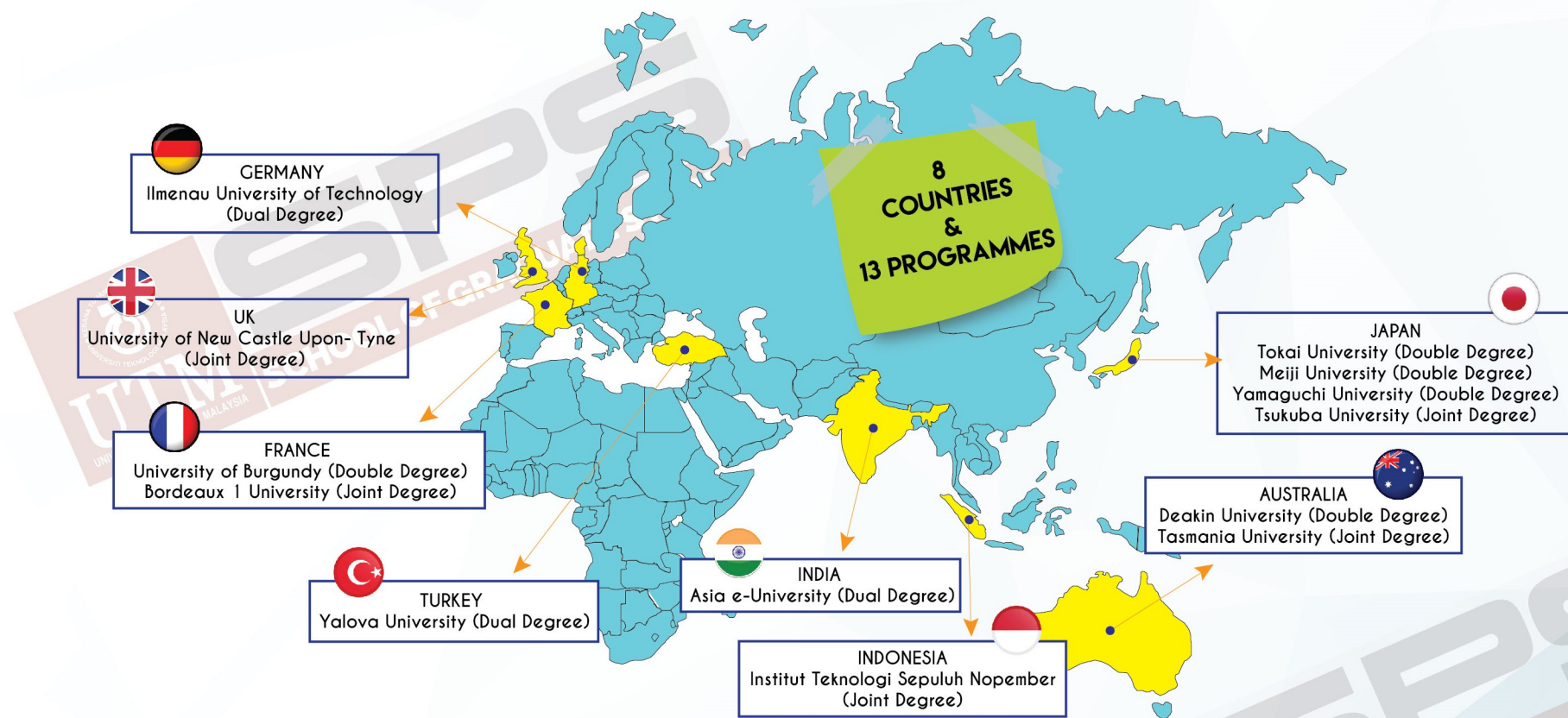


INTERNATIONALIZATION OF PG PROGRAMMES IN UTM !



FACTS AND FIGURES

The top five countries for transnational education provision destination of UK qualifications in 2009/10 were:

Malaysia	Singapore	Hong Kong	Pakistan	Nigeria
48,255	42,715	24,135	23,570	16,930

BRITISH TNE PROVISION IN KEY ASIAN MARKETS

Country	# of Active UK Institutions	# of Active Partner Institutions	# of Programs	Most Common Type of Provision	% Undergraduate
Malaysia (2010)	72	107	260	Partner Institution In-Country	N/A

- ✈ The geographical proximity, historical and linguistic bonds have provided an excellent opportunity to foreign universities in early 2000 to capture a lion's share of South East Asian (Singapore, Malaysia, Vietnam), South Asian (India, Bangladesh, Sri Lanka) and North Asian (Hong Kong, China, Taiwan) from foreign universities education market in Asia has peaked in 2003 with 1569 programs.
- ✈ Laws enacted in Malaysia, Singapore, Hong Kong, China, United Arab Emirates (UAE) and Qatar to attract leading universities from developed countries such as UK and Australia to offer the programmes to locals.
- ✈ Singapore and Malaysia are leaders for hosting large number of foreign universities' programs.
- ✈ The offer of international programme by developed countries extend from undergraduate to postgraduate to tap the rising education market in Asia.

Source by Quality Assurance Agency - QAA (2010)

BENEFITS OF THE PROGRAMS

Providing Institutions

TNE diversifies education programme delivery and reaches new students.

Brand/Reputation development for the quality of education provision.

Host Countries

Academic impact: significant knowledge transfer via quality assurance processes, teaching and assessment methods and programme management.

Skills impact: skills gaps in labour markets are addressed, especially at Master's level, where evidence shows employers engaging favourably with TNE graduates.

Socio-cultural impacts: underscores the importance of English language and intercultural competence.

Students

Experience of a globally recognised award and international experience.

Acquisition of employability skills and qualities for enhanced career prospects and more promising future.

The transnational education helps to develop local skills, reduce capital outflow, brain drain, and pressure on local education system.

It offers choice for students, opportunity for competition development among foreign and local institutions hence quality improvement.

The current trend of internationalization of higher education system will generate students mobility between developed and developing countries

Benefits

OUR GLOBAL PARTNERSHIP



A GUIDE FOR CREATING TNE

Transnational education arrangement in which a student studies for an award granted by a university based in a country other than the country in which the student is studying (Global Alliance for Transnational Education, 1997). It involves preparing graduates for a globalized world through Internationalisation of curriculum and internationalise the student learning.

Transnational education is an arrangement in which courses or programs offered by an educational institution based in one country are delivered to students located in another country.

Thus, transnational education is considered to be borderless non official higher education which offers all forms of higher education activities operating in parallel to and outside the official higher education system of the host country. The transnational education in the context of globalization has come a market driven activity to promote multicultural, diverse and internationalized outlooks among students.

MODE OF TNE

◆ Branch campuses

Under branch campus attangement, an educational institution of higher studies form the offering country (source country) establishes a fully fledged branch campus in the host country to deliver courses and programs to students in that country.

◆ Franchises/partnerships

Under this mode of delivery, a provider form the offering country uthorizes a provider or a partner in the host country to deliver its courses and programmes. The qualification is awarded by the source country's institution. All arrangements for teaching, management, as- sessment, profit-sharing, awarding of qualification are arranged in compliance with the host and source countries' regulations/policies

◆ Mutual recognition of awards (Dual-degree, Double Degree and Joint award)

Offering double degree or joint degree is a new phenomenon. Under this scheme, education providers in different countries collaborate to offer a single degree program and/or double degree program for which students qualifications from both providers, or a joint award from the collaborating partners. This arrangement is especially popular among European, North American and Australasian universities.

◆ Study abroad

In this model a student from an institution of country travels to undertake courses and degrees for a fixed period of time at an institution which is located in a different country. Under this arrangement, after completion of the course(s), students get due recognition of their completed courses in their home institutions. The arrangement allows students to be exposes and experienced different cultures, language and lifestyles. This mode of transnational education is popular among students in developed nations. However, it is less popular among Asian institutions.

◆ Distance/virtual education

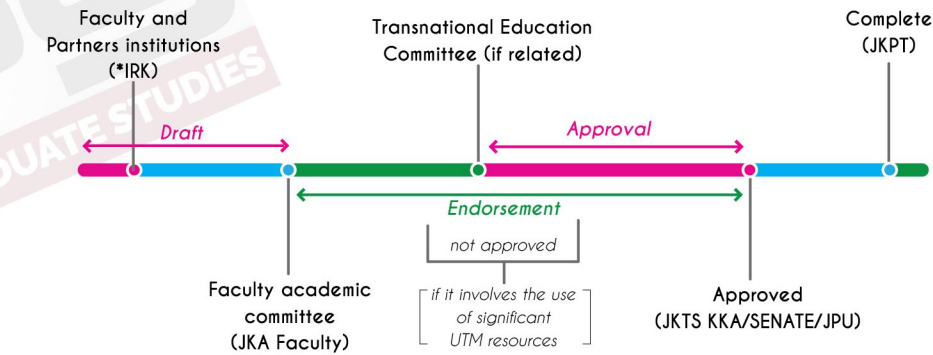
Under distance/virtual education delivery mode, course and programs are offered via televisions, radios, computers, internet, video conferencing, Skype, Lectipia, virtual black-board, correspondence, or the methods within or beyond the national boundaries. All student directly enroll in source country's institution from anywhere in the world. Under this mode of delivery, occasionally some arrangements of face-to-face intensive lectures/workshops and other supports are offered to students through regional study or support centers.

◆ Articulation

The articulation is a systematic revognition by an institution from the offering country of specified course(s) or program(s) at an institution in the host country. This model allows partial credit transfer towards a program at the offering institution.

IMPLEMENTATION OF TNE :

A) SELECTING OF TNE PARTNERS



In the provision of transnational education services, selection process for TNE partners should be transparent in order to maintain the reputation of the university. Before the selection of partners, a thorough assessment by the PU on the proposed IRK should be implemented. Among the aspects of evaluation needs to be examined is the financial position, qualifications and accreditation standards based on reputation IRK MQA as education providers in line with the TNE policy statement.

*IRK = Partner Institution *PU = Public University

B) APPROVAL PROCESS MOU/MOA

INITIAL DISCUSSION

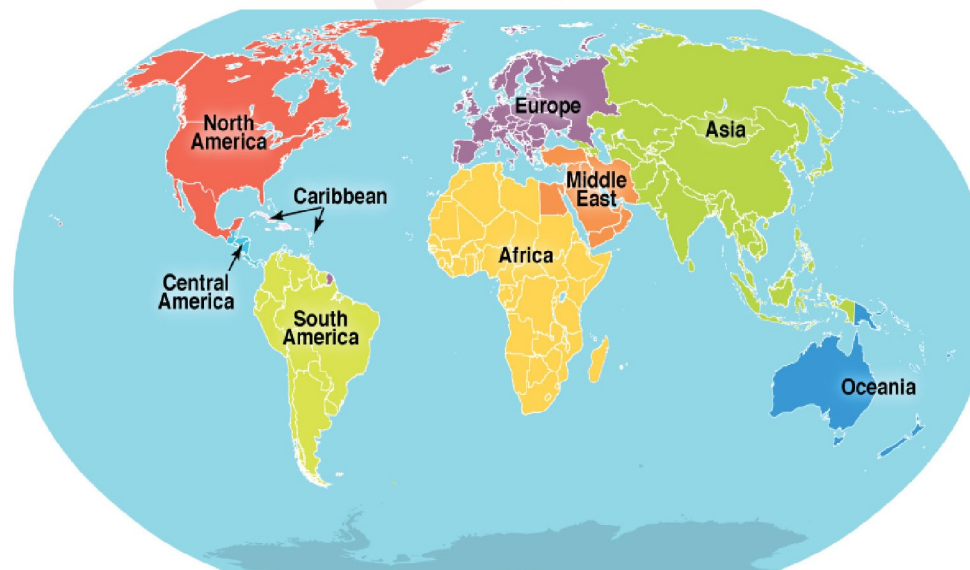
- > Institution
- > Reseachers
- > Research Centers

DOCUMENTATION

- > International office
- > Graduate school
- > Legal unit
- > Supervisors
- > Candidate

SIGNING OF MoU/MoA

- > Vice-chancellor (VC)/President
- > Deputy VC / Deputy President
- > Dean of Graduate School
- > Supervisors
- > Candidate



Prof. Dr. Zaidatun Tasir,
Dean
School of Graduate Studies
Universiti Teknologi Malaysia



// Technology is an enabler of Transnational Education (TNE) particularly for graduate education. Malaysia should and must lead the initiative in the ASEAN region //

FOR FUTHER INFORMATION

SCHOOL OF GRADUATE STUDIES
UNIVERSITI TEKNOLOGI MALAYSIA

Tel : +607 553 7877
Fax : +607 553 7800
Email : graduate@utm.my
website : sps.utm.my

Centre for Quality & Risk Management (UTM QRIM)
UTM JOHOR BAHRU

Level 3, Dewan Sultan Iskandar
Universiti Teknologi Malaysia, 81310 Johor Bahru, Johor

Tel : +607 - 553 0521
Fax : +607 - 553 0726

