TNE Malaysia:
The Past that Shaped The Future

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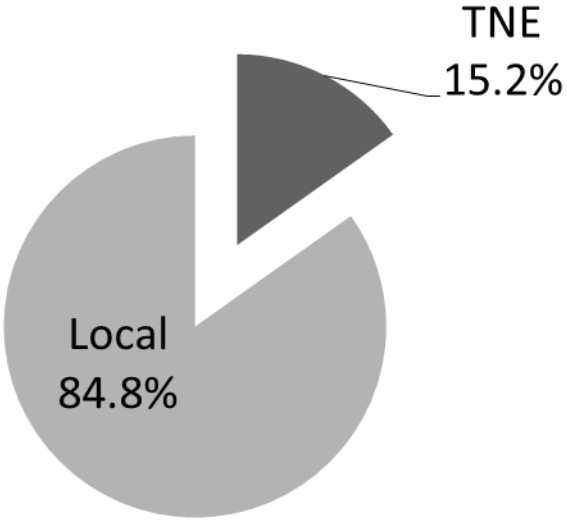
Background



- TNE developed as the direct consequent of:
  - The National Economic Policy
  - Liberalisation of the Private HE Sector

- Characteristic of TNE Malaysia today:
  - Regulated by MOHE
  - Covers a full range of courses and levels
  - Mainly UK and Australia
  - Various modalities; branch campus (faculties), franchise, ODL, articulations, joint, dual, …
  - Largely within the 'private and for profit' organisations
  - 15.2 % of TNE programmes (MQR, Dec 2012)

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International Branch Campus

Name of Institution	Sending Country	Year Established	Location
Curtin University Sarawak	Australia	1999	Sarawak
Monash University Sunway Campus	Australia	1998	Selangor
Netherlands Maritime Institute of Technology	Netherlands	2011	Iskandar Corridor
Newcastle University Medicine Malaysia	UK	2009[1]	Iskandar Corridor
Nottingham University Malaysia Campus	UK	2000	Selangor
Swinburne University of Technology Sarawak	Australia	2000	Sarawak
The Henley Business School (Reading University, UK)	UK	2012[2]	Iskandar Corridor
The University of Southampton Malaysia Campus	UK	2012	Iskandar Corridor

[1] Programme launched. Campus set up in 2011
[2] Full campus to open in 2015. Currently short courses are offered

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Franchise Arrangements - by Types of HEIs

	Doctoral	Masters	Bachelor	Diploma	Certificate	Others	Total
Universities-Local	50	235	611	272	16	101	1285
Universities-TNE	0	22	93	4	0	11	130
Uni Colleges-Local	4	10	65	234	14	42	369
Uni Colleges-TNE	0	12	71	16	2	5	106
Colleges-Local	0	11	44	882	108	92	1137
Colleges-TNE	0	10	177	43	25	35	290
Other-Local	0	0	16	259	63	19	357
Other-TNE	0	1	19	5	8	4	37
Total	54	301	1096	1715	236	309	3711
% of TNE Program	0.0	15.0	32.8	4.0	14.8	17.8	15.2

Note:

1. Based on accredited programmes and not including training programmes not registered with the Ministry of Higher Education.
2. Source: Malaysian Qualifications Register, Dec 03 2012

Results and Benefits: Academic Quality

- Perception of better quality
- "Raises the game on research agenda as even the public universities are now pushed to lead the research agenda in the country"
- "Greater understanding … and provided opportunities to learn from each other"

Results and Benefits: Economic Impact

- Increased number of international students, e.g. 38% for Nottingham University Malaysia Campus (NUMC)
- Help stem the outflow of currency in providing access to international qualifications locally
- Provide access to students in a region where there are not many options, e.g. Sarawak

Results and Benefits: Social/Cultural

- Access to HE

- Employment of "foreign professionals either working or visiting the country". BC TNE, for example 'opens up to students the culture and practices of a foreign country without having to leave Malaysia' as they have higher percentage of international staff

- Contribution to community or neighbourhood through outreach programmes, 'development, 'wealth' and better infrastructure to the vicinity'

Results and Benefits: Status and Ranking

- TNE provisions had elevated Malaysia to being a global leader in TNE

- There is also no evidence to show that the presence of TNE as a franchise model is able to impact the ranking of local providers in the SETARA exercise (the national rating exercise).

Results and Benefits: HR and Politics

- HR:
  - TNE help build national capacity particularly in the fields of Science and Technology
  - TNE provides opportunities to retain local staff and bring in foreign staff,
  - TNE promotes 'brain gain'
  - Capacity building

- TNE does not have direct impact on Malaysian politics mainly because it is illegal for students (hence HEI) to be involved in political activities.

Observations and Conclusion: The Way Forward

- ‘Foreign presence’ vs. ‘Foreign influence’

- TNE good for:
  - Providing access
  - Building capacity
  - Stemming outflow of currency
  - Building Nation
  - Attracting foreign students (73%) (est. 6% in BC)
  - Encouraging ‘brain gain’

Observations and Conclusion: The Way Forward

- Branch Campus model is better for:
  - Research as it is opportunities for collaborations
  - Contributing to QA/Policy development, because of 'faculty presence'
  - 'Brain gain'
  - Access in rural areas/not popular areas
  - Nation building, in targeted field – e.g. science and technology

- Franchise is still the best way to test the viability of TNE and a good way to open up TNE as it is low risk, high return and supports capacity building.

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Terima Kasih!

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