

## The UK TNE HE Playbook and Pakistan:



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In the TNE landscape there are many players, some with knowledge of TNE HE, some that are not aware of the pitfalls and the challenges attached to running various kinds of transnational setups. There is no denying

that transnational education is the greener way for education and a very solid example for widening participation.

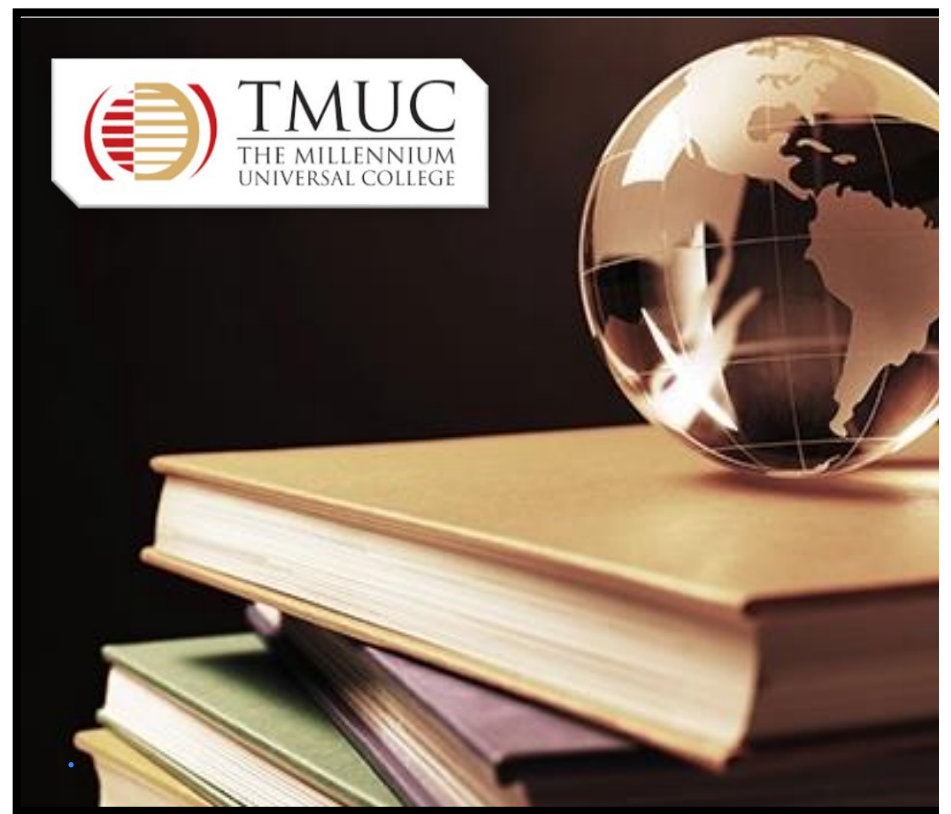
Pakistan's population is estimated to reach 403 million by 2050 (UN median range projection). Pakistan has more young people under the age of 30 than it ever did. With only 214 Higher Educational Institutions, the dearth of good higher educational institutions with a global reach is a real challenge (British Council and Higher Education Commission Pakistan, 2021). The rising inflation and the lock down have not helped. Students have never found themselves in times like they do now. Higher Education clout in Pakistan have had to become creative and greener soon and looking at this opportunity TMUC saw the potential and the solution for the economy and the educational void for quality education. Pakistan is a small sliver of the entire TNE setting globally. And TMUC is at the moment occupying a national footprint.

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. As students can get their education without leaving their home country or region, it can reduce the brain drain from developing countries. Thanks to financial might and competition from the transnational education, universities of many host nations have emerged as strong international competitors in the race for talent hunts, research and innovation. Based on current trend, economic progress, and geopolitical development, the outflow of knowledge seekers from the developing nations will compensate the inflow of students especially between Asia, Europe and North America. The emerging superpower China now receives more students than it sends abroad. It may be noted that China sends around 400,000 students overseas for higher education each year followed by India with around 300,000. In 2007, China's international enrolment was ranked 5th in the world, just behind the USA, Britain, France, and Germany.

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- Kholah Yaruq Malik, Dean of Academics & Internalisation, TMUC Pakistan

The transnational education provides an opportunity for working professionals to upgrade their qualifications while working full time as they have limited scopes through local education systems. The transnational education can have negative impact as well. Embracing internationalization among higher education systems in Asia has clearly suggested that Asian countries are very keen to become more international. Some researchers have expressed concerns about over westernization of Asian unique cultures, languages, traditions and heritages. In order avoid over westernization, Asian universities need to rediscover Asian scholarship, unique values, traditions and cultures through academic exchange and international research collaboration within Asia. At the beginning of the transnational education, many programs were delivered not at a level of their source country. However, thanks to stiff competition among foreign universities and steps taken by the host countries, the quality of most programs has significantly been improved. Various professional bodies of source and host countries regularly undertake audits and provide accreditations ensuring the minimal level of standard required for a particular program. (Firoz Alam, 2013).



In 2019-20, 453,390 students were studying for awards of 156 UK providers in 225 countries and territories through transnational education (TNE) (UK universities International, 2021)

With growing numbers comes equally matching set of problems. What the new TNE players do not foresee is the reputational risks involved in setting up offshore campuses, validated programs and even franchise agreements without the right human resource and intellectual capital needed to look after the learners that are the center and balance for all of this. Maintaining quality and academic value is crucial for student success and more importantly the success of both the provider and the partner institute. Governance for any such partnership is critical, tutor readiness, turnover and workload all need to be managed properly. A regulatory body that not only supervises the academic delivery but has enough clout and resources to support engagement and enhancement maybe the answer. The opposite of which may well be a risk not worth taking. The absence of human capital needed to successfully run such complex machinery may cause serious challenges for the long-term growth and success of such partnerships.

One solution could be, is to have the partner institute (in this case, the UK university) should set aside tangible spend for the training and professional development of the local teams managing the partnership in the host countries, have it built into the agreement; an enabling environment for the teams to travel, study and even work in the UK, to be able to not only deliver the qualification but also to retain them in the TNE HE field. Establishing chapters of TNE think tanks, platforms, like, OBHE, QAA, TNE HUB, INQAAHE, UK Universities International etc. in Pakistan. The department for international trade UK may also consider funding a policy institute dedicated to TNE HE UK in Pakistan especially when total UK revenue from education related exports and transnational education (TNE) activity was estimated to be **£25.2 billion in 2019, an increase of 8.1% since 2018** in current prices. Since 2010, estimated UK revenue from education related exports and TNE activity has risen by 58.8% in current prices. (Department for Education, 2021)

Being open and inclusive will be key, so far, the partner institutions and the Pak-UK gateway is brushing the surface alone. When graduate outcomes and employability are at the core, being inclusive will not be that difficult. The Pak UK Education gateway is the right step towards a more inclusive approach to have all the stakeholders come on one page and benefit mutually. The Impact of which can only be seen once functional steps are taken and everyone is taken along. Hosting conferences and announcing fellowship programs alone will not suffice. HEI should ensure that the student remains at the centre of TNE program design, development, and delivery. (British Council Pakistan and Higher Education Commission, 2021, p. 18).

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# Some Reflection - Post Colloquia 2022.....



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*“It’s more important than ever that educators collaborate to continually improve and support the success of each learner.” Dr. Gene Carter, CEO and Executive Director of ASCD*

Research evidences that educational reform and improvement works best when there is peer learning and operational professional learning networks at work. It is with this aim that TMUC conducted its 6<sup>th</sup> Annual Colloquia exactly a month ago focused at reflecting on ‘Impact of TNE: Rethinking Student Success’. It was indeed a fantastic opportunity for approximately 100 professionals from across six Campuses to come together and consider how each one of us can support improved student success. The feedback received post event concluded that there was greater engagement and learning by the staff in attendance where the sessions were hands-on and allowed peer interaction. This most assuredly confirms that learning happens the most where learners/ audience have the opportunity to learn in a collaborative setting, and where they are afforded the



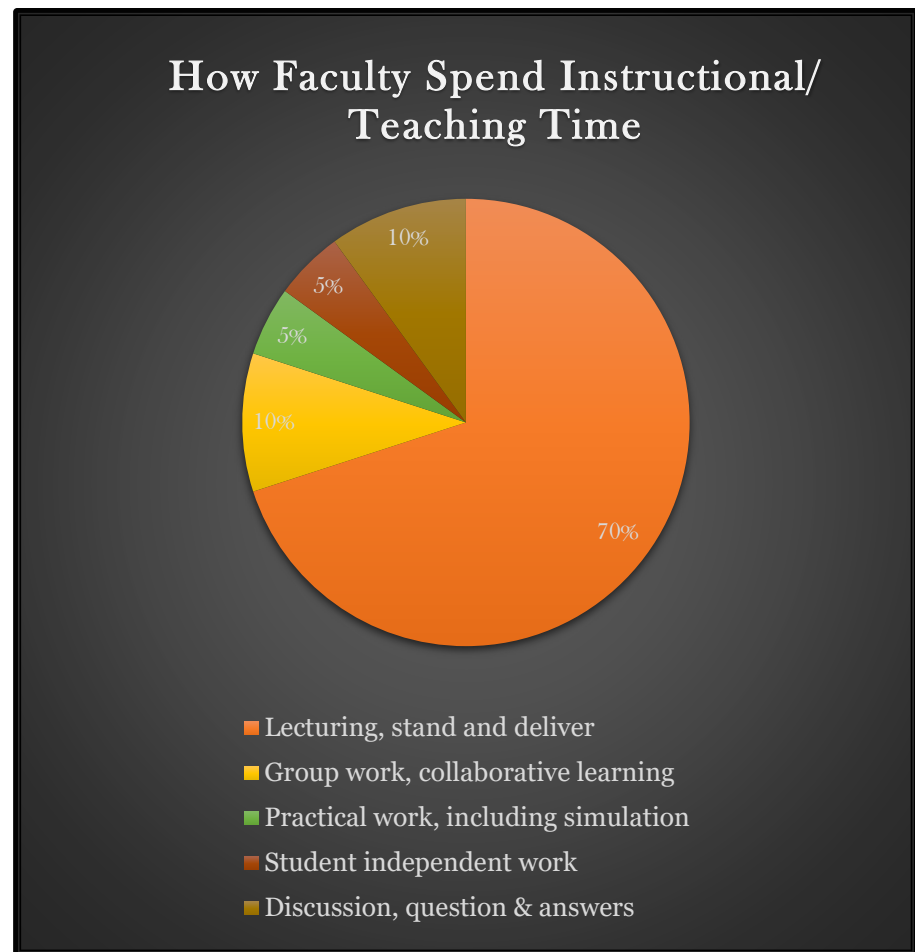
opportunity to contribute to discussions and dialogue.

Drawing on our own recent experience from this, all of us need to **rethink** how we deliver and teach. To help reflect, consider the following questions:

- a. Do we allow our students to work collaboratively, within the structured teaching time?
- b. Are there opportunities for our students to engage in peer discussions, and articulate their thinking with confidence, within lessons?
- c. How often do our students engage in hands-on learning activities that provide the necessary stimulus to think and apply knowledge and understanding?

If we were to estimate how faculty utilize instructional time in classrooms, this infographic would not be too far-fetched.

This begs the question, how much do our students learn and retain then?



This generation ‘Z’ or better known as ‘Zoomers’ have even shorter attention spans – they are a generation of swipe and scan. They are tech savvy. They crave the human element and learn best when they are actively engaged and given plentiful opportunities to voice their understanding, knowledge, and opinions. They are rich in the latter as the world of social media fills them with ideas and opinions. Our job then remains to help them learn – we need to teach them how to learn for themselves, how to interpret knowledge and apply understanding. The stand-and-deliver strategy is outmoded and can no longer help our students develop the multi-disciplinary knowledge and competence required.

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## \* Alumni Memoirs \*

TMUC is a place of knowledge and bliss. It has provided me a wonderful environment and opportunity to learn and grow myself in every field. In TMUC I have not only got the boost for studies but also for other curricular activities as well. I have got infinite love & support from my teachers at every step. They have encouraged me to polish my hidden talents in number of ways. TMUC was not a university to me but it was like a Family and becoming a graduating from there was one of the best decision.



*Saad Latif*

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