

PROGRAMME AND INSTITUTIONAL MOBILITY IN MALAYSIA

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CROSS BORDER EDUCATION FOR CAPACITY DEVELOPMENT

CONTEXT

- Prior to 1996: Xborder HE mainly people mobility - students studying overseas
- Post 1996
 - Growth of private **degree granting** institutions, offering own degrees or in collaboration with foreign HEIs
 - Growth of private **non degree granting** colleges which collaborate with foreign HEIs to offer foreign degree programmes through a twinning arrangement for credit transfer (programme mobility)
 - Establishment of branch campuses of foreign universities (Nottingham, Monash, Curtin and Swinburne).
 - Internationalisation of public universities : growth of Xborder collaborative arrangements for double degrees, credit transfer, teaching & research
 - Research universities – knowledge generation, innovation & wealth creation

CONTEXT

- Programme & institutional mobility mainly in private sector
- Private HE is not complementary but **INTEGRAL** to the higher education system.
 - Enrolment equal to public sector institutions, total enrolment about 500,000; 11% are foreign students.
 - > 500 private colleges offering range of programmes (certificate, diploma to twinning degree)
 - 21 public vs 27 private university/ university colleges, 4 branch campuses
 - 20 polytechnics (public)
 - 34 community colleges (public)

CONTEXT

- Quality private and cross border education essential in realising national socio-economic objectives :
 - increasing access to HE
 - expanding opportunities & student choice through diversification
 - responding to new labour market demands for competition based on innovation – ability to continuously create and adjust to advances in technologies and knowledge for the K-economy.
 - redressing inequalities,
 - fostering national unity and integration
 - enriching the social and spiritual needs of people with longer life expectancy.

Context

- **6% TERTIARY STUDENTS OVERSEAS >2 BILLION/YEAR,**
- Spends 3.5 % on education imports
- Receives only 0.5% export revenue
- Re look policy of prohibiting private degree granting HEIs (landmark legal ruling in favour of the Government in the “Merdeka” University case)
- 1996: change in political will;
 - liberalisation policies
 - Globalisation challenges

Liberalisation Policy

- Increase & widen access to HE
- Wealth creation
 - Reduce capital outflow
 - Revenue from foreign students
- Development for the information age
 - Global competence and literacy for international labour market
 - Compete internationally in new technology
 - Mutual understanding for global peace

Policies to increase export revenue (educational hub policy- making Malaysia attractive to local & foreign students)

- Secure reputation for quality – QA framework
- Establish foreign branch campus by invitation
- Entrepreneurial HEIs, increasing competition
- Increasing the capacity of local providers to operate overseas
- Strengthening the capacity of non degree granting colleges -→ degree granting status
- Promote Malaysia as a place for study and research– safe, stable, affordable, culturally diverse, international qualifications
- Student protection from fraudulent activities
- GATS commitment: privately funded HE services

LEGISLATIVE & ADMINISTRATIVE FRAMEWORK (1996)

- PRIVATE HIGHER EDUCATION ACT (REGULATE PRIVATE HE)
- NATIONAL HIGHER EDUCATION COUNCIL ACT (HE POLICIES)
- NATIONAL ACCREDITATION BOARD ACT (QUALITY FRAMEWORK – PRIVATE SECTOR ONLY)
- NATIONAL HIGHER EDUCATION FUND CORPORATION (STUDENT LOANS)
- AMENDMENT TO THE UNIVERSITY & COLLEGE UNIVERSITY ACT – CORPORATISATION OF PUBLIC UNIVERSITIES
- ESTABLISHMENT OF THE DIVISION FOR QUALITY ASSURANCE FOR PUBLIC UNIVERSITIES (2002)

Emulating the Marketisation policies of exporters a decade earlier (oversimplified)

Reduction in government funding & strengthen accountability in public universities



HEIs more creative & entrepreneurial



New & more efficient methods of provision & delivery



Aggressive marketing



Internal & X-border market

Emulating Exporters (e.g Australian policies)

- Aid based → trade based international education programme
- Incentives to expand international marketing (discretionary fees based on market forces, prohibit subsidisation, no limitation on numbers)
- Marketing coordinated by government to remove undercutting & to protect reputation of Malaysian HE
- Government coordinated immigration/visa policies with education

Triggering Institutional changes

- Organisational and cultural transformation
- Enterprise university - business-like operations with sophisticated management of commercial services
 - international marketing
 - Student enrolment
 - Administrative support
 - English language preparation
 - Reception & orientation services
 - Non academic counseling (accommodation, health services, immigration requirements etc)

Current status

Fiscal Relief

- Aim of achieving fiscal relief far from being achieved
 - Government still plays a dominant role as provider of HE (major competitor to private operators)
 - $\frac{1}{4}$ of allocation in 5-year plans goes to education
 - Competitive bidding for funding not realised
 - Public HEIs not at liberty to set tuition fees, expand student numbers & recruit international students (undergrad)
 - Internationalisation mainly in domestic aspects (curriculum, teaching, research, some study abroad components)

Unbalanced growth of private sector programmes

Level	local	foreign			
		Branch campus	2+1	3+0	Total
Certificate	450				
Diploma	1468	5			5
Bachelor	452	98	49	105	252 (35.8%)
Postgrad	140	54		1	55 (28.2%)
Total	2510	167	49	106	312 (11.1%)

Mainly IT, Engineering & Business

Impact of market growth

- Diversity
- Students have more and more difficulty in judging the content and credibility of programs
- Risks of market being joined by:
 - misinformation
 - low quality provision
 - rogue providers
 - diploma mills
 - qualifications of limited validity

Enhancing the quality framework

Assuring Quality in heterogeneity

- Local programmes
- Foreign programmes
- Professional programmes (local & foreign)
- Different levels (certificate → doctoral)
- Different types of institutions
 - Degree /non degree granting
 - Public/private
 - Self accrediting
 - Skills training
- Different delivery modes or course arrangement
 - Face to face/ On-line/distance/Blended
 - Collaborative (course design/jointly conducted)
 - Franchise (designed by exporter, conducted by partner)
 - Local partner provides physical facilities, admin, market promotion
 - Competence assessment w/out courses
 - Off shore operations (foreign branch campus)

Objectives of Quality Assurance Guidelines

- Student protection
- Transparent & readable qualifications facilitated by reliable & user friendly information sources
- Transparent, fair, coherent & reliable accreditation & recognition procedures for qualifications
- International cooperation & mutual understanding amongst national QA bodies and accreditation agencies

**THE MALAYSIAN
QUALIFICATIONS AGENCY
BILL**

To increase stakeholder confidence

**standards of
qualifications &
quality of delivery**

QA PROCESS

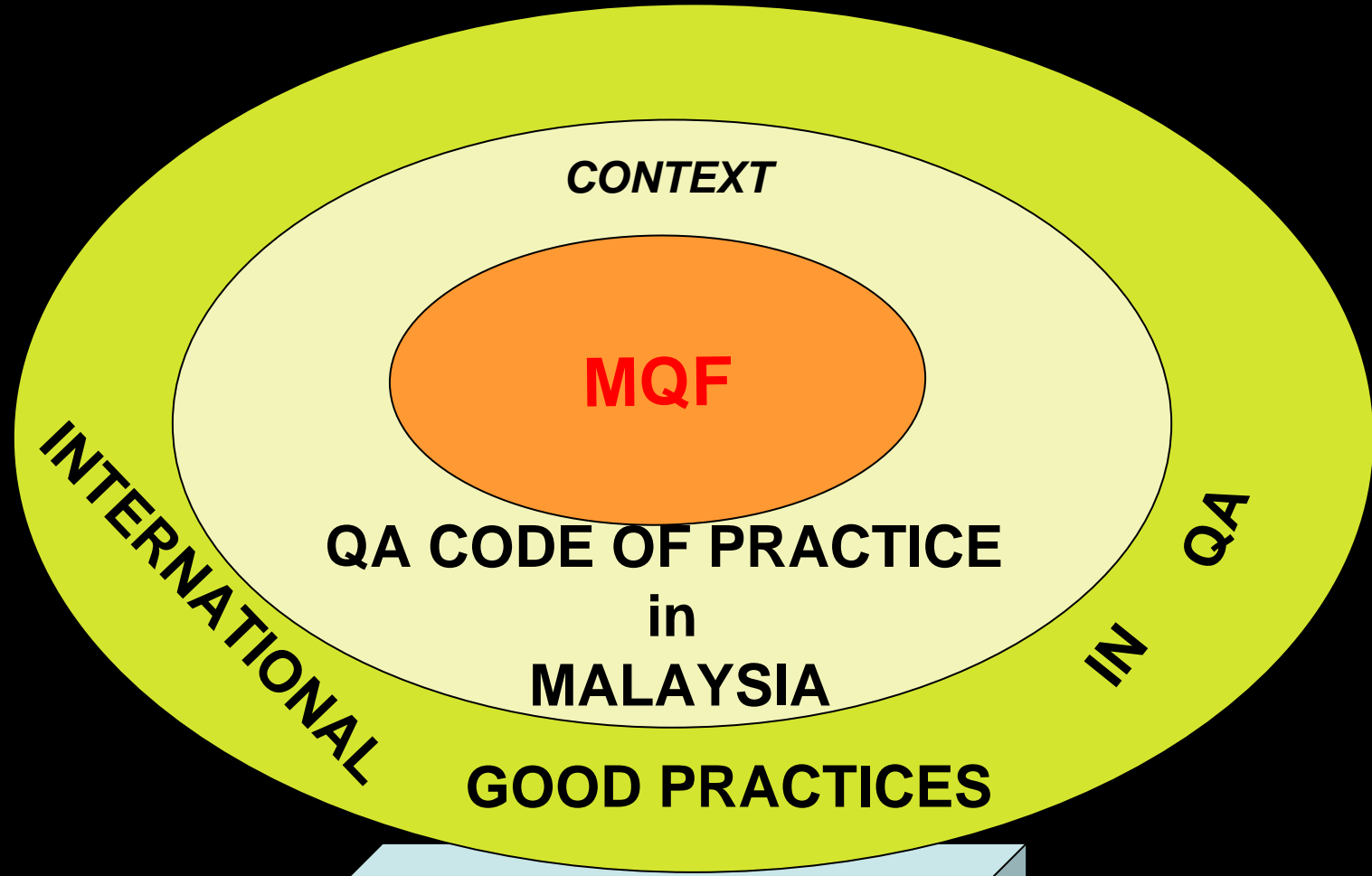
- **always maintained & enhanced**
in line with nationally agreed guidelines
- **benchmarked with international good practices**

**students
parents
employers
industry
profession
public at large**

**INSPIRE CONFIDENCE OF
STAKEHOLDERS
WITHIN & OUTSIDE
MALAYSIA**

**measurement
monitoring
maintenance
enhancement**

PRINCIPLES OF QUALITY ASSURANCE



ROLE OF MQA

Role of MQA

- **Adhere to international good practices in accreditation, institutional audit and registration of qualifications**
 - Transparency, objectivity, fairness
- **Use clear assessment criteria, standards & procedures to emphasise competence & learning outcomes (MQF) as well input & process characteristics (QA code of practice);**
- **Maintain cross border cooperation & mutual recognition between competent recognition & QA authorities; share information to weed out accreditation mills**
- **Involve important stakeholders**
- **Emphasis on training & capacity building for institutional culture of quality**

PART VIII –ACCREDITATION

Seven categories:

- Programmes and qualifications under the Malaysian Qualifications Framework (local)
- Professional programmes and qualifications (local & foreign)
- Skills training programmes and qualifications
- Other foreign programme or qualification, foreign qualification offered by distance learning and joint and collaborative qualifications
- Programmes & qualifications offered by self accrediting higher education providers
- Conducting accredited programmes in branch campuses
- Prior experience and learning

Thank you