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## **Championing the MY Education Brand**

- Malaysia as an Education Hub
- Global drivers of the growth in demand for quality assurance, accreditation and rankings of higher education institutions.
- Accreditation of institutions, programmes and faculties.
- International rankings of institutions.

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# Malaysia as an Education Hub

Malaysia has many attractive features that give it the potential to be a major education hub in South East Asia and the wider region, e.g.:

- Political stability
- High English literacy (highest in Asia)
- Moderate Islam (attractive to students from the middle east, south Asia, north Africa, Indonesia)
- Good economic growth
- Good geographical location (in South East Asia, close to India and China)

## Malaysia as an Education Hub (cont)

- As mentioned in previous presentations at this summit, Malaysian universities have not performed well in international rankings
- Malaysia needs to take these rankings more seriously if it is to fulfill its potential as a regional education hub
- It also needs to embrace internationalisation and globalisation

# Globalisation and Internationalisation

“The growth of international networks and global competition subverts a national approach to education and upsets everything we know about higher learning. What emerges is a new republic of learning, a dense global universe of institutions, providers and websites, competing products and educational philosophies, all seeking to package knowledge, share it widely, and sometimes profit from it.”

(Professor Glynn Davies, Vice-Chancellor, University of Melbourne)

- Good or Bad??



## **Global Drivers of the Growth in Demand for Quality Assurance, Accreditation and Ranking**

- Growth in participation rates in higher education.
  - These rates are over 50% in some countries (Australia has a target of 40% by 2020)
  - Raises concerns about the quality of the education and the capacity to service the higher demand and this leads to the call for QA mechanisms and organisations
- Higher mobility (intra-national and international) of students and staff.
  - Lack of first-hand information about more distance universities leads to the demand for dedicated organisations to assist in the due diligence process
- Increased collaboration between universities.
  - More articulation of degrees and programs internationally; Bologna agreement; student exchanges, dual degrees, RPL compatibility.
  - Universities themselves are searching out similarly ranked, rated and/or accredited universities with which to partner.

- New education providers and non-traditional educational structures.
  - The growth in the number of universities, the emergence of virtual universities, the growth of private institutions, franchising, branch campuses, transnational institutions and pathway providers has fragmented the education sector and invalidated the old quality assurance mechanisms
- Increased accountability.
  - Driven partly by increased participation rates, educational institutions are becoming increasingly accountable to the governments, corporations and individuals that fund them (accountable to taxpayers in terms of value for money, accountable to students in terms of learning outcomes, employability and so on). This accountability demands good QA processes.
- All the above factors suggest a greater need for independent audits, accreditations, rankings and ratings and explain the growth in national and international QA organisations.

## Accreditation and Academic Quality Assurance

- Educational accreditation is a quality assurance process under which the services and operations of an educational institution, programme or faculty are evaluated by an external body to determine if applicable standards are met.
- For programmes and faculties, accreditation is a normally a voluntary process in which the accrediting body works cooperatively with the University and relevant faculty to examine the policies, practices, procedures for quality assurance and improvement, academics standards, curriculum, administration/operations and support services.
- The accrediting body verifies that the University/Campus meets a set of standards and can continue to meet such standards. If standards are met, accredited status is granted by the agency.

## Accreditation of Institutions

- In many countries, universities and other institutions are accredited by an independent national body
- In Malaysia, the Malaysian Qualifications Agency (MQA) regulates the programmes offered by public and private universities. In 2010 it gave “self accreditation status” to eight universities enabling them to accredit their own courses. Later last year it also ranked the universities in Malaysia under SETARA , giving them a Tier 5, 4 or 3 rating
- In Australia, the Australian Universities Quality Agency (AUQA/TEQSA) audits all universities on a six-year cycle and delivers a publicly available report with a list of commendations, affirmations and recommendations.

## Accreditation of Faculties – Business/Commerce Faculties

- Accreditation of faculties is largely restricted to business and engineering faculties, probably due to the diversity of health sciences and humanities faculties
- The same drivers of the demand for QA and accreditation that were previously identified apply to accreditation of business faculties. There are two global accreditation bodies here:
  - Association to Advance Collegiate Schools of Business (AACSB).
  - European Quality Improvement System (EQUIS), offered by the European Foundation for Management Development (EFMD).

# AACSB

- AACSB is spreading into Australasia and Asia. It now has an office in Singapore and is becoming less US-centric
- there are 581 AACSB accredited business schools in 35 countries (82.4% still in the USA).
- 1171 members of AACSB in 75 countries.

## AACSB Standards

There are 21 standards relating to:

- Mission statement
- Continuous improvement objectives
- Financial security
- Student admission processes
- Support resources
- Academic standards
- Staff sufficiency
- Faculty qualifications
- Ethics and integrity
- Assurance of learning

## EQUIS

- EQUIS is also spreading its wings outside Europe
- There are 122 accredited business schools in 37 countries (54.9% in UK/Europe).
- There are 707 members in 80 countries.

## EQUIS Accreditation

EQUIS assessment criteria are:

- The Environment
- Institutional Status
- Governance
- Mission, Vision and Values
- Current Strategic Positioning
- Strategic Planning
- Quality Assurance
- Internationalisation
- Corporate Connections

## International Rankings

- The three most prominent world university rankings are:
  - Shanghai Jiao Tong University Academic Ranking of World Universities.
  - Times Higher Education
  - QS World University Rankings.

## Shanghai Jiao Tong Ranking

- The Shanghai Jiao Tong University Academic Ranking of World Universities ranks 1200 universities across the world.
- The criteria and weights are:
  - Alumni winning Nobel Prizes and field medals (10%)
  - Staff winning Nobel prizes and Field medals (20%)
  - Highly cited researchers in 21 broad subject categories (20%)
  - Articles published in Nature and Science (20%)
  - The Science Citation Index and the Social Sciences Citation Index (20%)
  - Per capita academic performance (on the indicators above) of an institution (10%)

## Times Higher Education-QS World University Rankings

- From 2004 to 2009, THE-QS ranked the top 200+ universities in the world.
- The criteria and weights used were:
  - Peer Review Reputation Surveys (40%)
  - Employer Review (10%)
  - International Faculty Score (5%)
  - International Students Score (5%)
  - Faculty/Student Ratio (20%)
  - Citations/Faculty Score(20%)

## THE (cont)

- Times Higher Education (THE) has now ended its partnership with QS (Quacquarelli Symonds) and from 2010 onwards has published its own rankings.
- It introduced a raft of improvements “to increase the rigour, balance and transparency of the annual global university tables – with more quality indicators, richer data analysis, more subject depth and much more input from the expert global academic community”.

## THE (2010 Onwards)

- Economic activity/innovation (10%)
  - Research income from industry (scaled against staff numbers)
- International diversity (10%)
  - Ratio of international to domestic students
  - Ratio of international to domestic staff
- Institutional Indicators (25%)
  - Undergraduate entrants (scaled against academic staff numbers)
  - PhDs/undergraduate degrees awarded
  - PhDs awarded (scaled)
  - Reputation survey (teaching)
  - Institutional income (scaled)
- Research indicators (55%)
  - Academic papers (scaled)
  - Citation impact (normalised by subject)
  - Research income (scaled)
  - Research income from public sources/industry
  - Reputation survey (research)

## Criticisms of Rankings

- THE/QS had been heavily criticised for giving a 40% weighting to a peer survey of institutional reputations.
- The volatility of the THE/QS rankings had also been criticised; there was significant variation, from year-to-year, in the rankings of particular universities.
- The Jiao Tong rankings have been criticised for giving too much weight to Nobel Prize winners, Field Medal winners and articles published in Nature and Science.

## Criticisms of Rankings (Cont.)

- The EU has reacted by stating that it will sponsor the development of a new ranking (presumably one more friendly to European universities?).
- Despite all the criticisms, rankings are here to stay.

## Summary and Conclusions

- The global drivers of the growth in demand for quality assurance, accreditation and ranking remain strong influences and the demand for QA organisations will only increase.
- We are likely to see even greater emphasis on rankings, ratings and accreditation (of courses, institutions and faculties).
- Refinements of the type introduced by THE from 2010 onwards will continue and more attempts will be made to measure quality.
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- Malaysia needs to take international rankings seriously if it is to continue to develop as an educational hub, attracting both students and staff