

# Case study

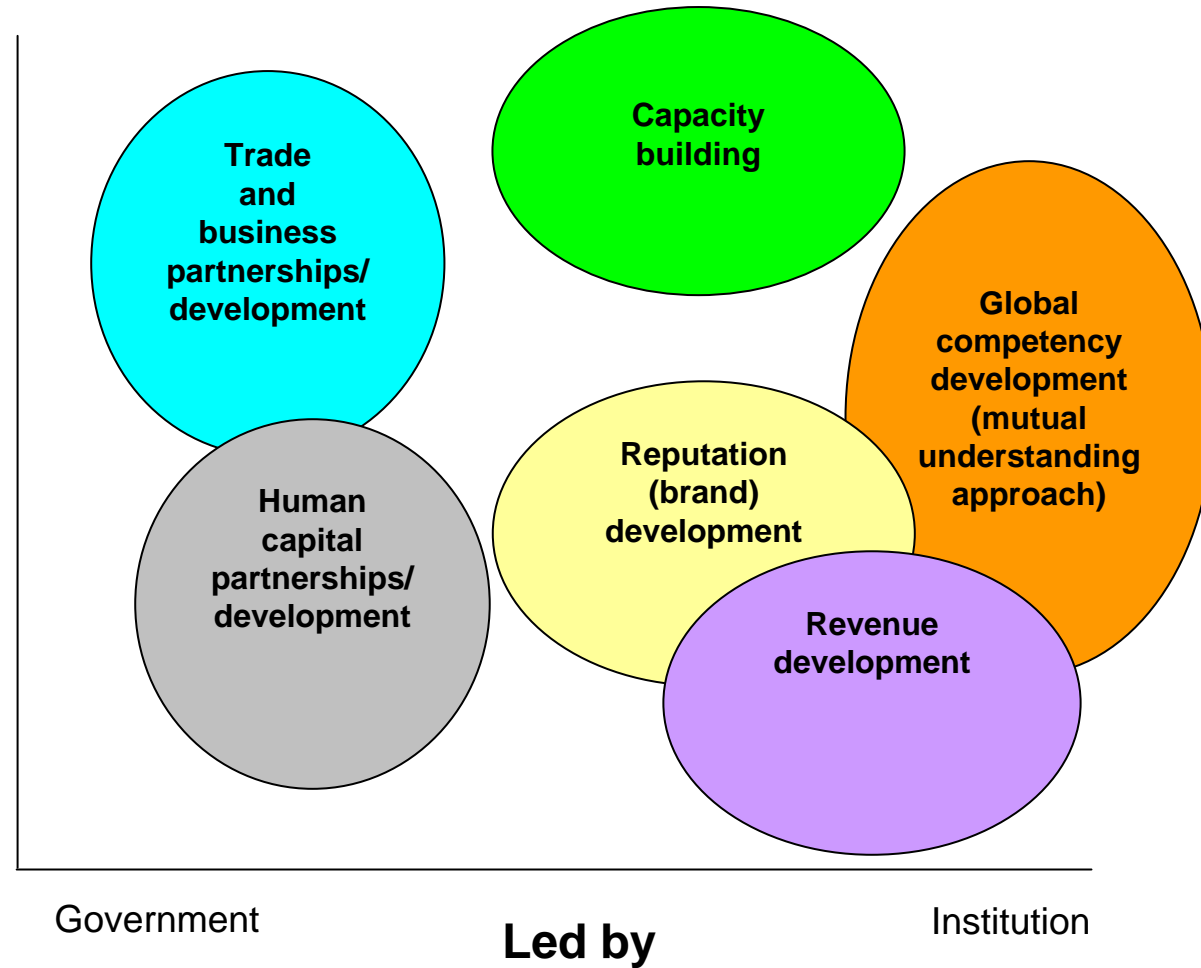
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The University of Hong Kong

Benefitting receiver

**Benefits**

Benefitting provider





# The U21 Global MBA educational environment

e-text  
Multimedia  
Textbooks

The  
Instructivist  
Environment

Authentic assessment  
Work projects  
Transfer of  
Knowledge  
(Networking;  
Alumni)

The  
Professional  
Environment

The  
Constructivist  
Environment

The  
Communicative  
Environment

Individual assignments  
Team work  
Situated enquiry  
Faculty moderation

The  
Evaluative  
Environment

The  
Supportive  
Environment

Emails  
Bulletin Boards  
Voice over ip  
Chat rooms  
Networking  
meetings

Self-assessment  
Formative assessment  
Peer assessment  
Authentic assessment  
Evaluation-based QA

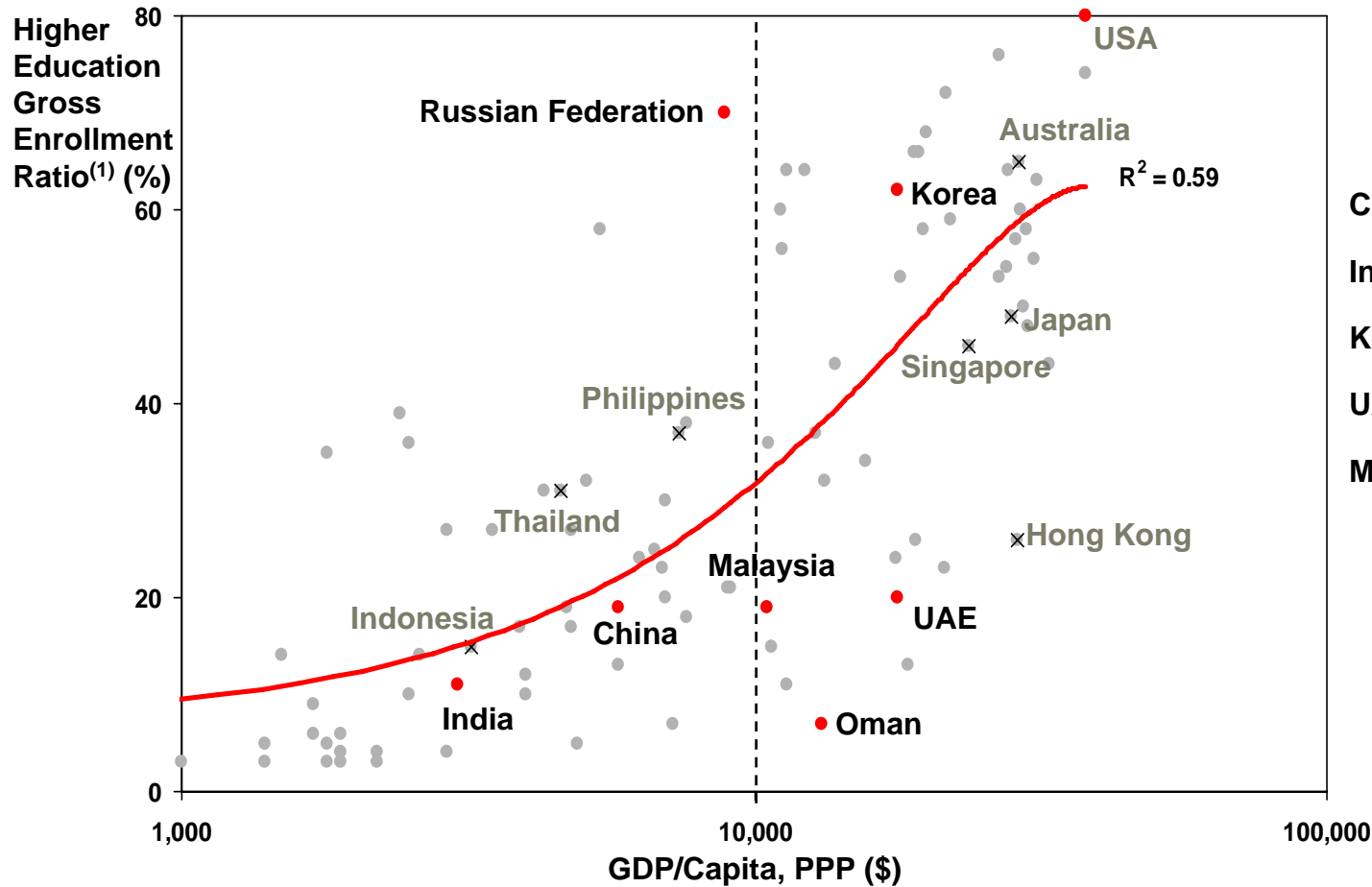
On-line libraries  
Career counselling  
Technical support  
Learning support  
Financial support

- Development of global and e-competencies
- Better discussions
- Better staff-student interactions
- Higher quality content, enriched course materials
- Flexibility (social benefits)
- On demand education
- Faster responses (on-demand interaction and support services)
- Student-centred learning
- Increased access, also promoting life-long learning
- More choices for students
- More interaction between students (intimate community of learners)
- More egalitarian (esp. E2L students)
- Access to experts from around the world
- Possibly, financial benefits

(Article by Kassop:  
[10 Ways...](#))

- **1. Quality on a par with that of the parent universities**
  - (Assured by a quality assurance body)
- **2. Provide global education to learners**
  - (Teamwork with learners from around the world)
  - (Access to experts from around the world, both content providers and teachers/facilitators)
  - (Cutting edge globally relevant content)
  - (but with Local case studies; knowledge transfer to and from work)
- **3. Enhance access to this quality education from around the globe...**

## Cross-country Comparison of GER and GDP/Capita, 2004



	GDP/capita, PPP(\$)		CAGR
	2004	2009F	(04-09)
China	5,790	9,170	9.6%
India	3,040	4,430	7.8%
Korea	21,600	28,929	5.9%
UAE	17,820	19,149	1.4%
M'sia	10,540	14,050	6.0%

(1) Gross Enrollment Ratio: Tertiary enrollment as % of population in relevant age group (typically 18-23)

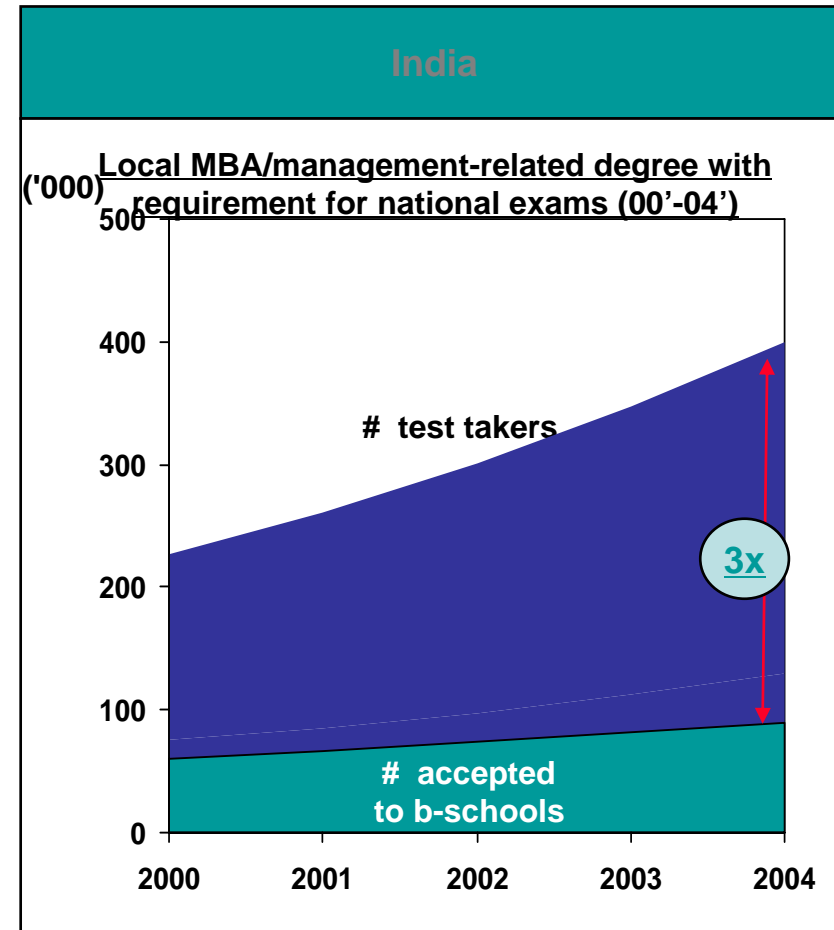
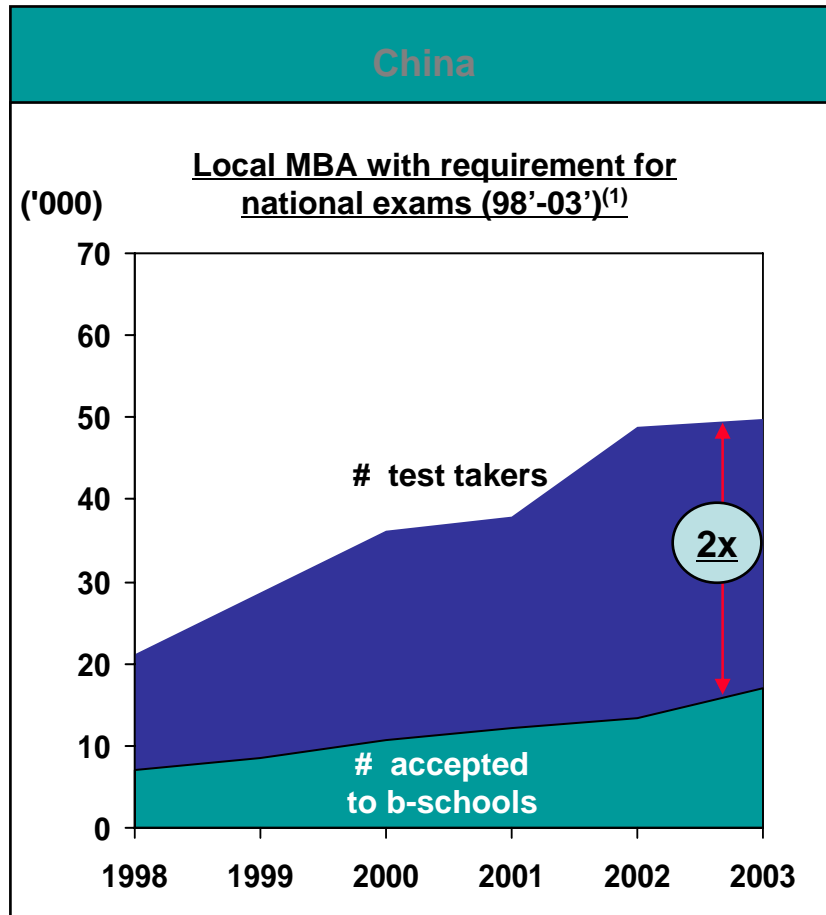
Source: CIA World Fact book; UNESCO Institute for Statistics; Ministry/Department of Education of respective countries

- Flexibility (time and place)
- Learners can carry on working with no loss of income, or continue to raise family
- GDPpercap-based tuition fee
- Anonymity (all comers)
- E2L advantages
- Egalitarian (e.g. loud/shy)
- Low bandwidth
- Capacity building (working with corporates; governments)

- No facilitation of brain drain
- No difficulties of finding academics to teach the programmes

- Has to be able to succeed where many others have failed!
- Each programme and each country requires extensive market analysis (needs analysis) ...

## Demand-Supply Gaps Are Large: Estimated 2x - 3x of Supply



(1) Data for management-related degree not available but interviews suggest similar over demand situation  
Source: China Education Bureau; Literature search, BCG analysis

- Cross-border educational provision in a bordered quality assurance environment: Lack of cross-border QA system

- D/L escapes need for local QA
  - But then, problem of keeping control over the proliferation of e-learning courses, especially when offered by:
    - off-shore
    - for-profit
    - temporary or new
    - non-educational institutions
    - professional training awards (specific educational goals)
- Leads to degree mills and low quality providers
- Leading to the need for QA
- This is the dilemma!

- Accreditation/registration body differences:
- For same programme and delivery, initial response varies from:
  - Encouragement to deliver “international” education (Singapore)
  - Laissez-faire policy (Hong Kong)
  - Arms length monitoring (Malaysia)
  - Scepticism (India)
  - Negative (Pakistan)

- Accept that there can be specificity of systems
  - Different purposes of QA system
  - Different philosophies
  - Different levels of state involvement
  - Different tools used for assessment
  - Different outcomes (judgements, reporting, benefits, sanctions, funding decision)
  - (from Hopper, chap.2)
- Takes account of
  - Different purposes of educational programmes (fitness for purpose)
  - Maturity of institutions
  - Different delivery modes (e-learning vs F2F)
  - Developed vs developing countries
  - Even perhaps local providers vs foreign providers
  - Or location in which programme is delivered

- For SAME programme, offered in different jurisdictions, there may be as many different accreditation systems to go through
- Usually same process
- Much communality of systems
- Some specificity -- different parameters, criteria and PIs
- Usually national autonomy

- FIRST, D/L programmes generally not subject to QA/accreditation
- Result: Enormous variation in quality. Difficulties of learners.
- SECOND, if introduce accreditation, done at a national level, and all are different
- THIRD, often inappropriate for D/L education

Land (For exclusive use of the Proposed Institution at the Permanent Site)

i) Location (Strike out whichever is not applicable)

[Metropolitan City / State Capital / District Headquarter / Rural Area]

**(Attach copy of letter from competent authority for classification of land, if claimed to be within the limits of Municipal Corporation of Metropolitan City/State Capital/District Head Quarter)**

**Not Applicable**

Area

Whether owned by the applicant Society / Trust: Yes                      No

If yes, then

Hectares

Acres

Area

/

**(Attach Copy of land documents)**

**Not Applicable**

Whether the land is registered through a

Sale Deed

Gift Deed

Leased by Government in the name of the Applicant Society / Trust / Proposed Institution.

If yes, then

Registration Number

: \_\_\_\_\_

Date of Registration

: \_\_\_\_\_

Place of Registration

: \_\_\_\_\_

**Not Applicable**

If the land is on lease from Government bodies then the purpose for which it was leased and period of lease granted.

\_\_\_\_\_ (Land, if leased from private bodies/persons is not acceptable.)

v) Any loans / mortgage raised against the titles of the land.

Yes

No

**Not Applicable**

Whether the land has been exclusively earmarked for the Proposed Institution by any resolution.

Yes

No

**Not Applicable**

If land is agricultural, then conversion certificate from Local Government / Competent Authorities.

Yes

No

**(Attach copy of land use certificate)**

**Not Applicable**

Whether the Applicant Society / Trust has submitted copy of proposal simultaneously to Concerned Regional Office

Yes

No

**Not Applicable**

Availability of Funds in the name of Applicant Society / Trust.

- “What are the key elements of a good regulatory framework?”

- Institutional mission
- Organizational structure
- Resources
- Curriculum, pedagogy and assessment
- Faculty support
- Student support
- Learning outcomes →

- Assessed against goals
- Student retention rates
- Pass rates
- Student satisfaction
- Faculty satisfaction
- Measures of student competence
- Employer satisfaction (placements, survey)

- Multijurisdictional accreditation?
- Accept (or review) other (usually national) accreditation
- Accept (or review) international professional accreditation (Equis, AACSB in case of management education)
- These require:
  - Development of a framework for international or mutual recognition of qualifications (EU has succeeded. UNESCO? MERCOSUR X)...would list of accreditation mills suffice?
  - Internationally agreed protocols for sharing accreditation information (Maldives)
  - Specific (and international) QA/accreditation for online learning

■ Thank you.