

# **Specific Challenges to Muslim Private Higher Education Institution:**

The Journey of  
Cyberjaya University College of Medical Sciences

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# GLOBAL CHALLENGES TO HIGHER EDUCATION

- The global higher education industry is now facing multi-faceted challenges regardless of their public or private ownership status.
- The need to provide higher education access to the growing number of youth finishing secondary education
- The issue of relevancy of educational programs, job marketability and the ongoing concern of “competencies among the working population, i.e. provision of life long learning pathways is amongst the challenges.



# THE “ AXIOM” – PUBLIC IS ALWAYS BETTER

- Hence, the accepted “axiom” that public universities will ensure “quality and higher standard of education “ can be challenged.
- Issues of ensuring “marketability and functionality” of graduates are not being addressed.
- Private Higher Education institutions are still being “closely scrutinised and monitored” through a public institution “perception” of quality and standards.



# THE MALAYSIA HIGHER EDUCATION “SCENARIOS”

- Specifically in Malaysia, we have more private universities/uni-colleges and colleges than the public higher institutions.
- The current state of “influx” is due to the introduction of PHIE act (555) that was enacted in 1996. It is important to be reminded that the act was introduced to regulate the mushrooming of international twinning programs (especially among non-muslim private institutions)
- The act was also to compliment the role of public sector in providing higher accessibility to the younger generation.
- Government policies to encourage development of “educational hub”



# THE ANOMALY

- In Malaysia the anomaly is; currently almost 60-70% of Muslim students are studying in Non- Muslim owned institutions.
- This is due to probably the superior perception of standards, infrastructure and facilities and also teaching resources as well as better marketability and employment opportunities.



# CYBERJAYA UNIVERSITY COLLEGE OF MEDICAL SCIENCES (CUCMS)

- Cyberjaya University College of Medical Sciences (CUCMS) was established in 2005 to address initially the unavailability of medical and pharmacy seats at the local public institutions.
- CUCMS formed partnership with Ministry of Defence's and also the Ministry of Health to optimise and utilised the clinical facilities in both ministries.
- Moving on, the limitation of quotas for medical and pharmacy as well as another “influx” of medical colleges locally and globally, forces CUCMS to re-assess our position.

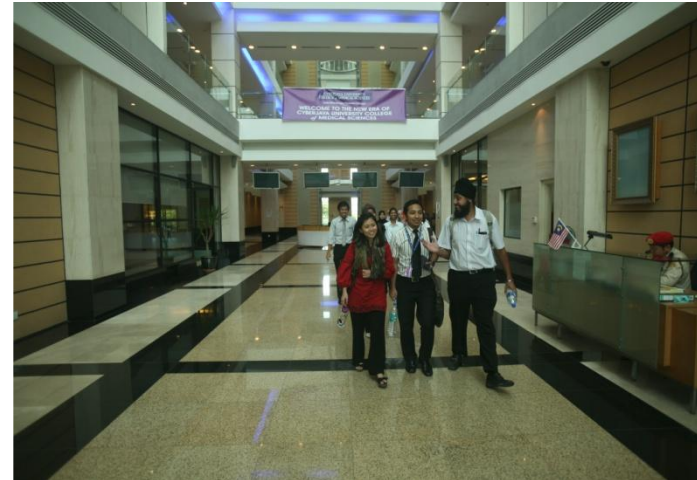
# MAIN CAMPUS



# Main Campus - Interior



Building



Foyer



Lab



Foyer

# FOUNDATION IN SCIENCE CAMPUS





# ACADEMIC PROGRAMMES

## Foundation Programme

- Foundation In Science (Medicine/Pharmacy) (A 6527)
- Foundation In Allied Science (MQA/PA 0260)

## Diploma Programmes

- Diploma in Paramedic Sciences (KA 8874)
- Diploma in Occupational Safety & Health (KA 10326)

## Undergraduate Programmes

- Bachelor of Medicine and Bachelor of Surgery (MBBS) (KN 6525)
- Bachelor of Pharmacy (Hons) [BPharm(Hons)] (KN 6526)
- Bachelor of Homeopathic Medical Science (Hons) [BHMS(Hons)] (KA 9621)

## Postgraduate Programmes

- Master of Medical Science (by Research) (PA 8299)
- Doctor of Philosophy in Medical Science (by Research) (PA 8300)
- Master in Clinical Pharmacy (KA 10629)

# New Programmes to be Introduced

## **Diploma Programme**

1. Executive Diploma in Occupational Safety & Health

## **Undergraduate Programmes**

1. Bachelor of Dental Surgery (BDS)
2. Bachelor of Biotechnology (Hons)
3. Bachelor of Biomedical Technology (Hons)
4. Bachelor of Occupational Safety & Health (Hons)
5. Bachelor of Pharmaceutical engineering Technology

## **Postgraduate Programme**

Master in Occupational Safety & Health Management  
MBA (Health care and hospital Management)  
MBA (Pharmaceutical business)

## Other development

- Own Teaching Hospital (In the early stages of planning)



# THE NEW EMERGING DISCIPLINES: WELLNESS AND ALTERNATIVE MEDICINE

- CUCMS is now looking at Wellness and Alternative Medicine training to tap the bigger market of “preventive, health-conscious and non-sick” communities.
- The introduction of more allied health programs, traditional and complimentary medicine
- Promoting Continuing Health Education (CHE) will be the future growth in providing “niche’ training and education
- The strategy is towards ensuring sustainability and building a well focused “center of excellence (COE)”.
- The new delivery platform will include on-line and blended systems besides the traditional onsite teaching and clinical training



# WAY FORWARD

- International benchmarking
- International partnership
- Students and staff mobility
- Focus on New and emerging disciplines
- New “edupreneurship” culture in public and private higher institution
- Education as an industry with real government incentives and supporting policies.



# INTERNATIONAL BENCHMARKING

- Private higher institutions must “quantum leap” to match the international standards and curriculum
- Global marketability of students and international professional affiliations and recognitions are important
- Strong “quality assurance and compliancy” department with reliable SOPs (standard operating procedures) will lead to better recognition and governance processes.



# INTERNATIONAL PARTNERSHIP

- Promoting the “MESTI” coalition in higher education

- Malaysia
- Egypt
- Saudi Arabia
- Turkey
- Indonesia/Iran

## Collaboration areas:

- Co-branding qualifications, Student exchange, staff exchange, curriculum and academic benchmarking, research and development and market accessibility



# STUDENTS AND STAFF MOBILITY


- Promoting staff and students mobility among the “MESTI” coalition partners
- Transfer credits, summer and winter semesters exchanges, curriculum development, cross-teaching
- This will lead to building “future” networking in terms of academic partnership and business and economic development



# FOCUS DISCIPLINES

The focus on our “MESTI coalition” strength:

- Medical & Health
- Islamic Finance
- Islamic Sciences
- Agro-Technology
- IT and Software
- New Media, Film and Animation (as emerging disciplines)



# “EDUPRENEURSHIP “ IN PUBLIC AND PRIVATE INSTITUTIONS OF HIGHER LEARNING

- The “edu-preneurship” culture must transcend the public and private institutions
- The business acumen and sense” must prevail to balance the quality and accountability for the utilization of public funds.
- both private and public institutions must learn from each other
- The KPI for higher education institution is to reduce cost of delivering education, while producing quality and quantity that will be marketable, functional and contributive to the society at large.



# EDUCATION AS AN INDUSTRY

To promote education as an industry will need:

- ❑ The government support and policies
- ❑ Financial and banking facilities
- ❑ Good academic leaders and a managers
- ❑ “eduprenuers” that can ensure quality and sustainability
- ❑ A market” “supply and demand” that will match each other



# SUMMARY

- Higher education is the future of a nation
- Public or private higher education institutions must play complimentary roles rather than “servant-master” roles.
- Students marketability, functionality and “purposeful” ness must be the objectives besides the higher agenda of promoting knowledge and wisdom
- Pursuing Alliance strategies among muslim nations and institution
- A complimentary roles of government, financiers, academic leaders and “eduprenuers” to meet the requirement of the demand and supply in the market will lead to an efficient education industry.



THANK YOU