

## APPENDIX 30 A. Hong Kong and Singapore educational systems

### Hong Kong Education System

Hong Kong has eight publicly funded autonomous universities and 12 private universities

The [Education Bureau](#) coordinates all levels of education. It provides a simple overview in [Study Hong Kong](#). The University Grants Committee ([UGC](#)) is the primary body charged with evaluating research proposals and distributing research funding to the eight autonomous universities funded by the Committee. The University Grants Committee provides block grants, while the Research Grants Council (RGC) provides a variety of grants for special projects awarded on a competitive basis. Funding sources, funding opportunities, and successful projects are all listed on the Council's website.

The UGC released "Aspirations for the Higher education system in Hong Kong" (Dec 2010). Internationalization is a major theme of the report along with building ties with mainland China's institutions. The report further recommends that Hong Kong capitalizes on its unique position to develop research and graduate programs uniting Asian and Western perspectives (pg. 12). Access student and staff statistics at <http://cdcf.ugc.edu.hk/cdcf/statSiteIndex.do#>

In 2007, UGC initiated self-auditing by the autonomous universities and established the Quality Assurance Council as the oversight body. [Click here](#) to see the most recent audits for the universities.

Hong Kong derived its Research Assessment Exercise (RAE) from the system used by the [UK](#) until 2014. No assessment was carried out in 2007 as revisions are in process for the next round in 2020.

There were 12 "field panels" with a composite section-wide score. Each panel has a subset of subjects which are separate cost centers. See Table 30.2. RAE for a sample entry and the list of fields and subjects. The subjects are compared to those available from SciVal and InCites. The two grading systems are:

**Research output:** 4-star – world leading; 3-star internationally excellent; 2 star- international standing; 1 star – regional standing; unclassified

**External competitive peer-reviewed research grants esteem measures rating guidance:** 4 star – exceptional; 3 star excellent; 2-star – very good; 1 star – good; unclassified

The basis for the ratings are Institutional submissions. RAE states that "it is neither fair nor appropriate to compare the quality profiles of different institutions." UGC uses the results to "inform the distribution of part of the research portion of the UGC Block Grant to institutions in a publicly accountable way."

RAE has not been using third party sources of output. Eligible staff submitted up to four items. The output had to contain an element of innovation; contribute to scholarship and be publicly accessible. RAE Results of the Research Assessment Exercise 2014 are available at: <http://www.ugc.edu.hk/doc/eng/ugc/rae/rae2014results.pdf>

Guidance notes: [http://www.ugc.edu.hk/doc/eng/ugc/rae/gn\\_201211.pdf](http://www.ugc.edu.hk/doc/eng/ugc/rae/gn_201211.pdf)  
General Panel Guidelines [http://www.ugc.edu.hk/doc/eng/ugc/rae/gpg\\_201406.pdf](http://www.ugc.edu.hk/doc/eng/ugc/rae/gpg_201406.pdf)

Resource: University Grants Commission (December 2010). Aspirations for the Higher Education System in Hong Kong: Report of the University Grants Commission accessed [1http://www.ugc.edu.hk/doc/eng/ugc/publication/report/her2010/her2010-rpt.pdf](http://www.ugc.edu.hk/doc/eng/ugc/publication/report/her2010/her2010-rpt.pdf)

## **Singapore Education System**

The Ministry of Education ([MOE](#)) is responsible for the framing and execution of education guidelines in Singapore. It is also responsible for the management and improvement of the Government and Government-aided primary schools, secondary schools, junior colleges, and centralized institutes. Private education institutions (PEIs) are under The Committee for Private Education Singapore ([CPE](#))

There are six publicly funded autonomous universities, including the two flagship institutions, National University of Singapore (NUS) and Nanyang Technological University (NTU). In 2000, MOE established Singapore Management University (SMU) as an autonomous public university, in collaboration with The Wharton School. In 2009 it founded Singapore University of Technology & Design (SUTD) in collaboration with MIT and Zhejiang University and created Singapore Institute of Technology (SIT) an outgrowth of the existing polytechnics. The sixth university is Singapore University of Social Sciences (SUSS), replacing the former private Singapore Institute of Management (SIM). (Ross, F). Two private fine arts schools, LaSalle College of the Arts and Nanyang Academy of Fine Arts have some publicly funded degree programs.

Readers from the U.S. are accustomed to highly ranked “private” universities, which are run as not-for-profits. In Singapore, private education is considered big business and the industry is under [SPRING](#) Singapore (Standards, Productivity and Innovations Board). In 2009 Singapore passed the [Private Education Act](#) for the regulation and accreditation of private education institutions (PEIS). In 2016 the SkillsFuture Agency Act was enacted and this agency was empowered to administer the “Private Education Act.” SkillsFuture appointed the Committee for Private Education ([CPE](#)) to carry out the work. 285 Private Education Institutions (PEIs) were [registered](#) with CPE as of June 2017.

Check out MOE’s [brochure](#) on post-secondary education.

QAFU (Quality Assessment Framework) was recommended in 2003 and put into effect in 2005 in concurrence with changing the funding model for NUS and NTU to autonomous status. According to [Vidovich](#) (2008) “research assessment in Singapore’s higher education sector is viewed as part of the broader trend towards changing educational accountabilities in a context of globalisation.”

Research funding is competitive and administered by the [National Research Foundation](#). [Click here](#) to see a list of funded CRP projects. NRF fellowships are provided to early career researchers [Click here](#) to see the list of researchers. These grants are for science and

technology. Over three fourths of the NRF grants listed on these links went to NTU (48%) and NUS (29%). Additional funding agencies administer their own grants.

## READINGS

Hong Kong higher education chiefs grilled over excessive non-local student numbers : Audit report claims universities don't have the manpower and teaching standards are suffering December 12 2016) South China Morning Post Accessed 16 September 2017 at <http://www.scmp.com/news/hong-kong/education-community/article/2053997/hong-kong-higher-education-chiefs-grilled-over>

What the article does not clarify is if they are counting all mainland students or just undergraduates.

Hong Kong slips to new low in international ranking for student performance in science Programme for International Student Assessment finds that Hong Kong students fall to ninth in world rankings – down from second three years ago (6 December, 2016). *South China Morning Post* <http://www.scmp.com/news/hong-kong/education-community/article/2052285/hong-kong-slips-new-low-international-ranking>

[Is Singapore's global schoolhouse dream over? \(28 February 2017\). \*ASEAN Today\* accessed at https://www.aseantoday.com/2017/02/is-singapores-global-schoolhouse-dream-over/](https://www.aseantoday.com/2017/02/is-singapores-global-schoolhouse-dream-over/)

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Lee M.H. (2014). Hong Kong higher education in the 21<sup>st</sup> century. *Hong Kong Teachers' Centre Journal*, 13. Accessed at <http://edb.org.hk/HKTC/download/journal/j13/A02.pdf> FINDINGS: tensions between international benchmarking and internal value systems (pg 190).

Ministry of Education Sg (2017). Post-Secondary education: Bringing out your best with different learning styles. <https://www.moe.gov.sg/docs/default-source/document/education/post-secondary/files/post-secondary-brochure.pdf>

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Vidovich, L. (2008). Research assessment in Singaporean higher education: changing educational accountabilities im the context of globalization. *International Education Journal: Comparative Perspectives*. 9(1)pgs. 37–46. Accessed at <https://openjournals.library.sydney.edu.au/index.php/IEJ/article/view/6827/7467>