Quality assurance of non-local education in HK

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Content

- Context
- Trends
- Issues

Internationalisation(1)

- ## Transnational education
  - ➢ Increase from 597 non-local programmes in 2001* to 1,145 in 2012[#]

- ## International students
  - Quota for students from the Mainland, Taiwan and Macao relaxed to 20% in 2008
  - Government Scholarship Fund ($1.25b since 2011) for outstanding local & non-local students studying publicly-funded programmes
  - Hong Kong PhD Fellowship Scheme since 2009 (about 135 PhD Fellowships each year;165 awardees from 32 countries in 2012/13)^
  - Relax employment and immigration restrictions
  - ➢ Non-local students increased from 9,200 in 2008/09 to 21,000 in 2011/12[@]

[#]Source: Website of Education Bureau, Non-local Courses Registry. "Statistical Information" retrieved on 18 Jan 2013

*Source: British Council, "Hong Kong: Transnational Education at the Turning Point" published in October 2010

^Source: Website of UGC. Press release dated 30 Mar 2012 retreieved on 22 Jan 2013

[@]Source: Website of Education Bureau. "Key Statistics on Post-secondary Education" retrieved on 18 Jan 2013

Internationalisation(2)

- Exchange programmes

  ➢ Pilot Mainland Experience Scheme - $100m for 5 years from July 2011 to June 2016. For 2011/12, $26 million to 14 post-secondary institutions. 8,500 students are expected to benefit from the scheme.[&]

  ➢ UGC-funded programmes: incoming exchange students increased from about 1,200 in 2003/04 to 4,400 in 2011/12

[&]Source: Education Bureau. Response to Legco's questions dated 27 Feb 2012

British Council "Shape of things to Come" report on TNE

- Identified Hong Kong, Malaysia, Singapore and the the UAE as the 'most favourable prospects as hosts of TNE programmes over the next 2-3 years.

- The Observatory on Borderless Higher Education's report did not see Hong Kong in the same light as its TNE activities are focused on twinning activities rather than campuses.

Significance of NLP Provision in HK

- Enrolment in UGC-funded institutions at three levels, both modes
  - 75,597
- Enrolments in NLP, at three levels, both modes
  - 44,897

Figures for 2011/12

Local partners

- Extension arms of local universities   64%
- NGO's   5%
- Private colleges   16%
- Private companies   15%

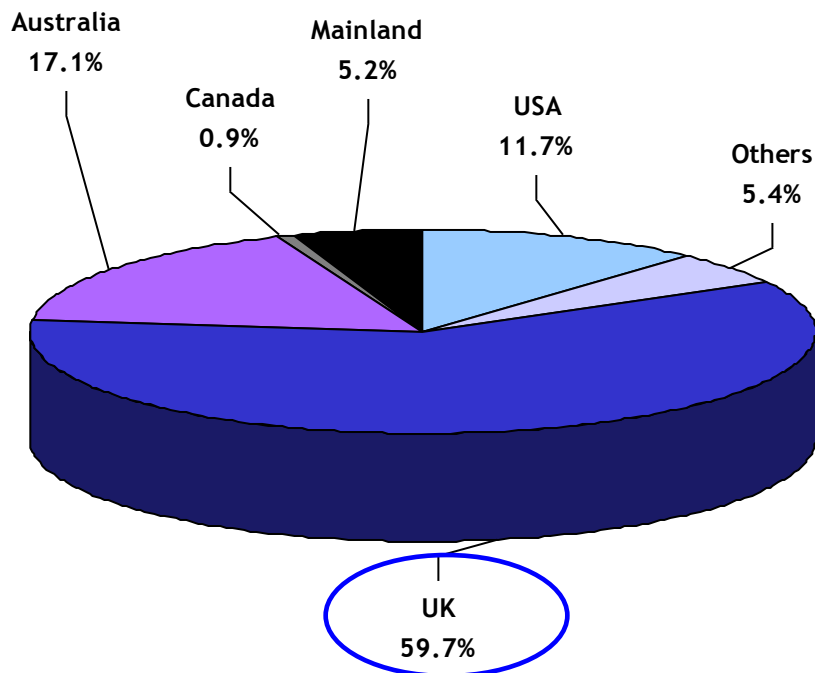Distribution by level
- PGD – 57%
- UG – 30%
- Sub-degree – 11%   Source: FCE, figures in 2009

Overseas partners

- ~ 203 in 2013
Source: EDB

Registered / Exempted Courses (by country)

- ## Registered courses

- ## Exempted courses
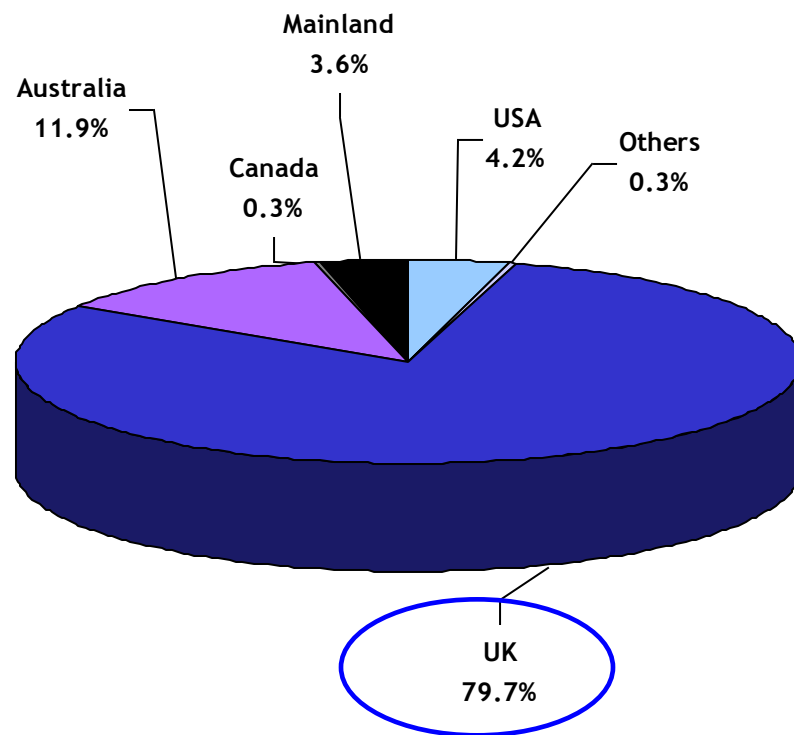
Source: Education Bureau (as at 30 September 2013)

The changing context

"Large scale importers of higher education (like Hong Kong) have followed a distinct pattern of development, with regulatory frameworks evolving to suit the conditions that exist in each stage of development." (McBurnie and Zigouras 2007)

Stages of development

1. students travel abroad to study.

2. The capacity of the local system is built up, through light touch licensing which allows partnerships with foreign universities.

3. As local capacity grows, reliance on foreign universities shifts and increasingly rigorous quality assurance is used.

4. Having grown domestic capacity, the government looks at its options for exporting education. This may involve plans to become a 'hub' provider attracting students from the region. The presence of prestigious foreign providers may be a key part of the drawcard.

The Hong Kong Law

Cap 493

Cap 592

1997

May 2008

Trade in service

incentives

Cap 493: Non-local Higher and Professional Education (Regulation) Ordinance

Cap 592: Accreditation of Academic and Vocational Qualifications Ordinance

HK Qualifications Framework

- **Platform for lifelong learning covering**

  – Mainstream education
  – Vocational education and training
  – Continuing education

QF Levels	Academic Qualifications
7	e.g. Ph.D; doctoral ..
6	e.g. Master's degree
5	e.g. Bachelor's degree
4	e.g. AD, HD

- **Qualifications**

  – Characterised by outcome-based Generic Level Descriptors (GLD)

- **Quality Assurance**

- **Voluntary**

- **Function**

  – Rationalisation of qualifications

  – Recognition

  – Articulation

Accreditation vs Registration

- ## Registration
  - Under Cap 493
  - comparability with the home courses delivered in the home countries of the non-local operators
  - Mandatory
  - Paper based review by HKCAAVQ staff, determination by NCR

- ## Accreditation
  - Under Cap 592
  - Benchmark against local education system and HKQF (outcome-based)
  - Voluntary
  - Peer review with on-site visit
  - same accreditation process for registered and exempted courses

Purpose of NLP Accreditation

- To address legal and contextual issues
- To provide a further QA process for rigorous assessment
  - Local recognition
  - Operators, eligible students can access incentive schemes and student funding support

Underlying Assumption of the Accreditation Model

- For regulated NLPs
- Non-local partners assume overall responsibility
  - academic standards
  - Quality control
- Non-local partners comparatively mature
- Non-local partners experienced with EQA
- Programme standards – HK including QF standards
- Non-local and local partners must operate with shared vision, philosophy, responsibilities, commitment
- Accreditation outcome
  - Yes / No

Accredited Non-local Programmes (by countries)

USA
20%

Australia
18%

UK
62%

Total: 107 programmes
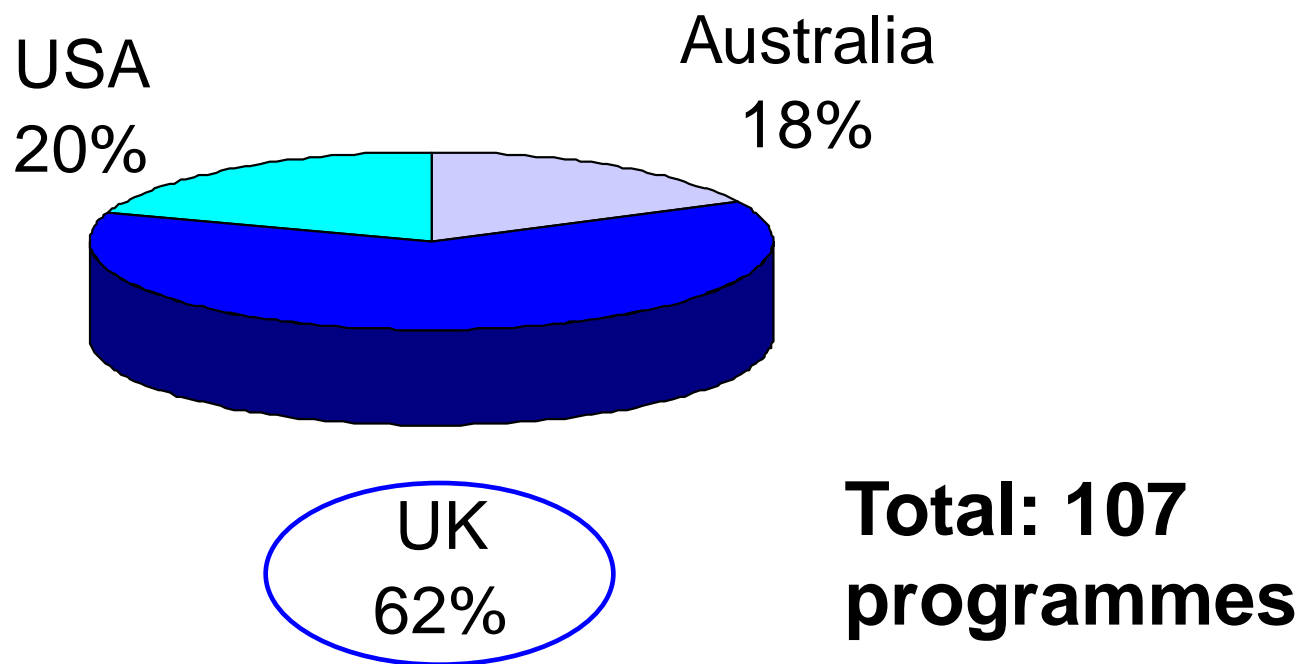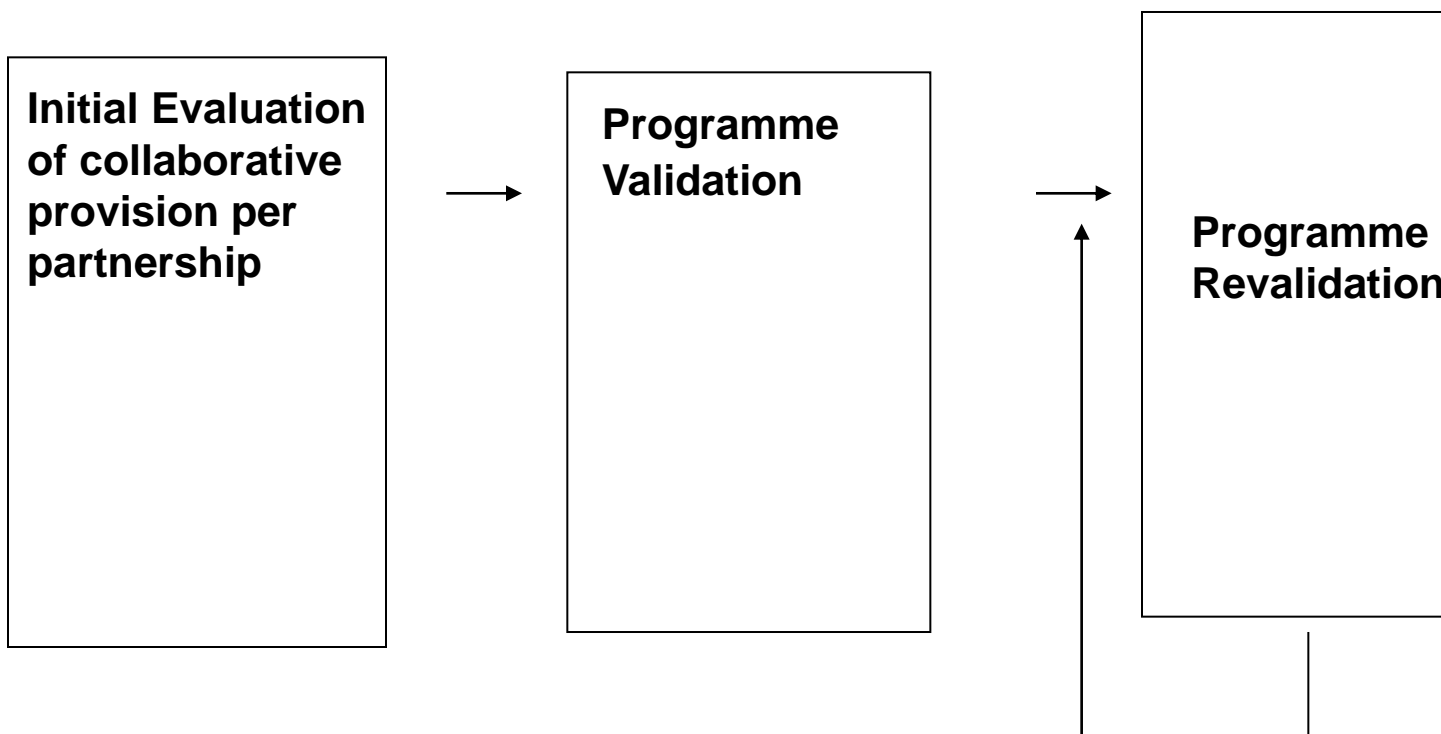
Source: Qualifications Register (as at 11 October 2013)

Accreditation Process

- Collective Approach
  - by disciplines/industries on a cyclic basis

- IE + PV
  - a joint back to back exercise

- Panel of Peers
  - Financial Expert(s) to advise the Panel

Quality Assurance by HKCAAVQ of Non-local Courses

Initial Evaluation of collaborative provision per partnership

→

Programme Validation

→

Programme Revalidation

Accreditation Framework

Stage 1: Initial Evaluation for Collaborative Provision[1]

1. Organisational Management
   1. Institutional Strategy and Authority to Establish the Collaboration
   2. Accreditation Status of the Non-Local Operator
   3. Contractual Considerations
   4. Policy and Operational Framework
   5. Assessment and Management of Risk
2. Financial and Physical Resources
3. Staffing and Staff Development
4. Quality Assurance
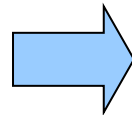
Stage 2: Programme Validation[2]

- Outcome-based learning programme
  - Objectives and Learning Outcomes
  - Content and Structure
  - Admission Requirements and Student Selection
  - Teaching and Learning
  - Student Assessment
- Staffing and Staff Development
- Financial and Physical Resources
- Student Support Services
- Quality Assurance (including Programme Development and Management)
- Student Records and Information Management

19

Culture Shock –prior EQA experience

- Audit vs accreditation
- System level evaluation vs accreditation of outcome-based learning programme
- Mapping of ILOs vs assessment as the evidence.

Why Seek Accreditation?

Why Accreditation?

- Financial subsidies for students on accredited NLPs
- Qualifications Framework Support Schemes (QFSS)
- Part time employment and Internship
- Continuing Education Fund (CEF)
- Immigration Arrangement for non-local graduates
- Criteria being developed for Mainland students to study in accredited self-financed NLP

Thank You

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