

INQAAHE BIENNIAL CONFERENCE

Quality Assurance : Foundation for the Future

Madrid

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JQRC
Joint Quality Review Committee
聯校素質檢討委員會

**Working with Governments and
Higher Education Institutions :
A Balancing Act for
QA Bodies?**

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Hong Kong



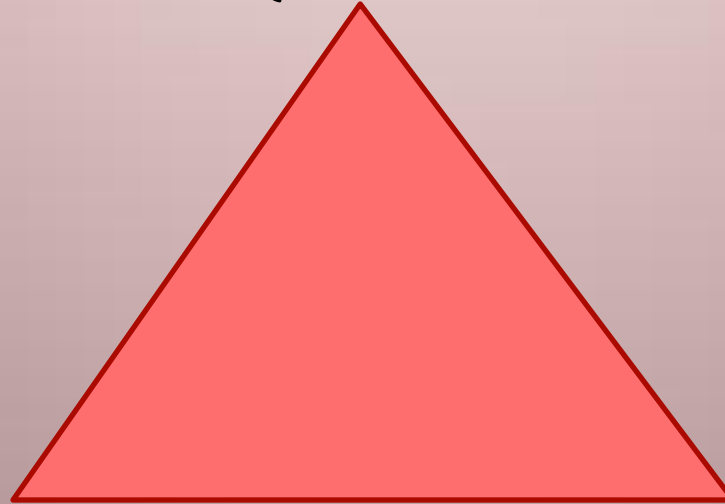
Joint Quality Review Committee

Hong Kong

- An independent **Quality Assurance (QA) body** formed by the eight UGC-funded institutions in Hong Kong
- Major remit is to provide for and implement a framework for peer review capable of assuring the quality of self-financing, sub-degree programmes of member institutions
- Funded by the institutions and independent of government
- Conducts Institutional Reviews and assessment of programmes



QA Bodies



Governments

H.E.I.



Working with Governments



Support/Influence of Governments on QA Agencies

- Structural Influences
- Financial Influences
- Influence on Standards and Criteria
- Influence on Methodology and Outcomes



Structural Support / Influence of Governments

- Statutory body - legal role of the QA Body
- Recognition of functions of the QA Body
 - status of programmes
 - status of graduates



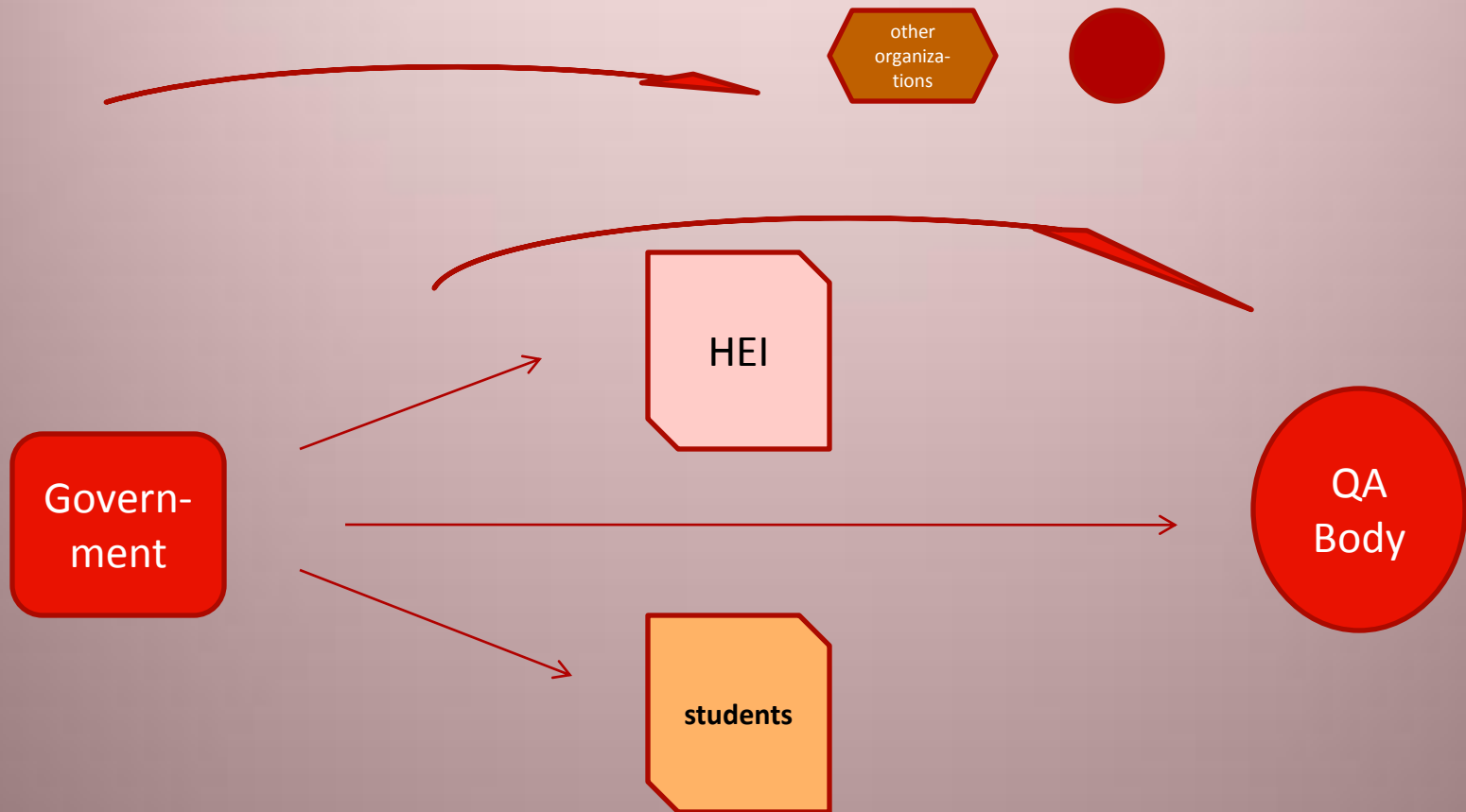
Financial Support/ Influences of Governments

Examples of financial support :

- Total direct funding of the QA Body
- Subsidy / refund for accreditation fees
- Loans to accredited course providers
- Loans to students on accredited programmes
- Regular project funding to QA Body
- Ad-hoc project funding
- Ad-hoc project funding on competitive basis



Financial Support / Influence of Governments



Influence of Governments in Standard Setting

- Standards set by QA Bodies and HEI
- Role of governments in standard setting
eg. *Qualifications Framework*
Qualifications Descriptors
Statutory requirements
- Consultation with QA Bodies and HEI
- Interpretation of standards by QA Bodies



Hong Kong Qualifications Framework

Levels	Examples
7	Doctorate
6	Masters, Postgraduate Diploma/ Certificate
5	Degree
4	Associate Degree, Higher Diploma
3	Diploma (HKAL)
2	Certificate (HKCEE)
1	Certificate (below F.5)



Hong Kong Qualifications Framework: Generic Level Descriptors – Level 4

Level	Generic Level Descriptors			
	Knowledge & Intellectual Skills	Processes	Application, Autonomy & Accountability	Communication, IT and Numeracy
4	<ul style="list-style-type: none"> - Develop a rigorous approach to the acquisition of a broad knowledge base, with some specialist knowledge in selected areas - Present and evaluate information, using it to plan and develop investigative strategies - Deal with well defined issues within largely familiar contexts, but extend this to some unfamiliar problems - Employ a range of specialised skills and approaches to generate a range of responses. 	<ul style="list-style-type: none"> - Operate in a range of varied and specific contexts involving some creative and non-routine activities - Exercise appropriate judgement in planning, selecting or presenting information, methods or resources - Carry out routine lines of enquiry, development of investigation into professional level issues and problems. 	<ul style="list-style-type: none"> - The ability to perform skilled tasks requiring some discretion and judgement, and undertake a supervisory role - Undertake self-directed and a some directive activity - Operate within broad general guidelines or functions - Take responsibility for the nature and quantity of own outputs - Meet specified quality standards - Accept some responsibility for the quantity and quality of the output of others. 	<ul style="list-style-type: none"> - Use a wide range of routine skills and some advanced skills associated with the subject/discipline — for example: - Present using a range of techniques to engage the audience in both familiar and some new contexts - Read and synthesise extended information from subject documents; organise information coherently, convey complex ideas in well-structured form - Use a range of IT applications to support and enhance work - Plan approaches to obtaining and using information, choose appropriate methods and data to justify results & choices - Carry out multi-stage calculations.

Influence of Governments on QA Methodology

- The professional role of QA Bodies in devising QA methodology

eg. Audit vs. accreditation

Institutional review vs. programme review

Information requirements from HEI

- Policy and other considerations of governments



Influence of Governments on QA Outcomes

□ Determining Outcomes

- The professional role of QA Bodies in determining outcomes

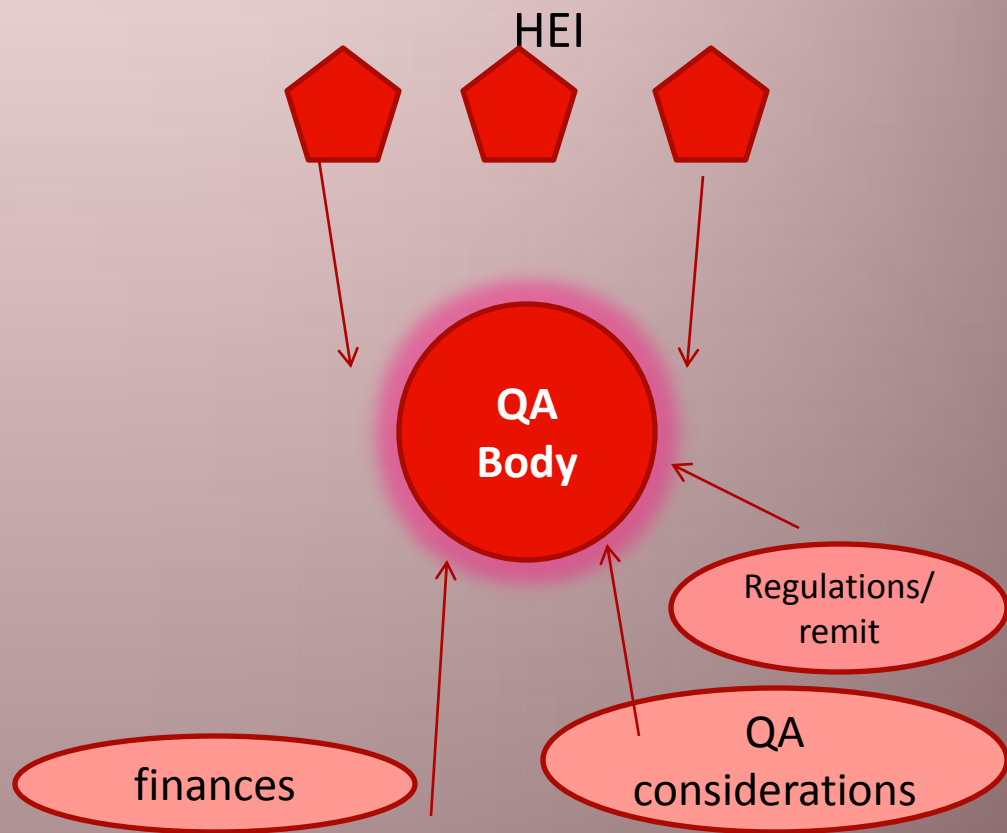
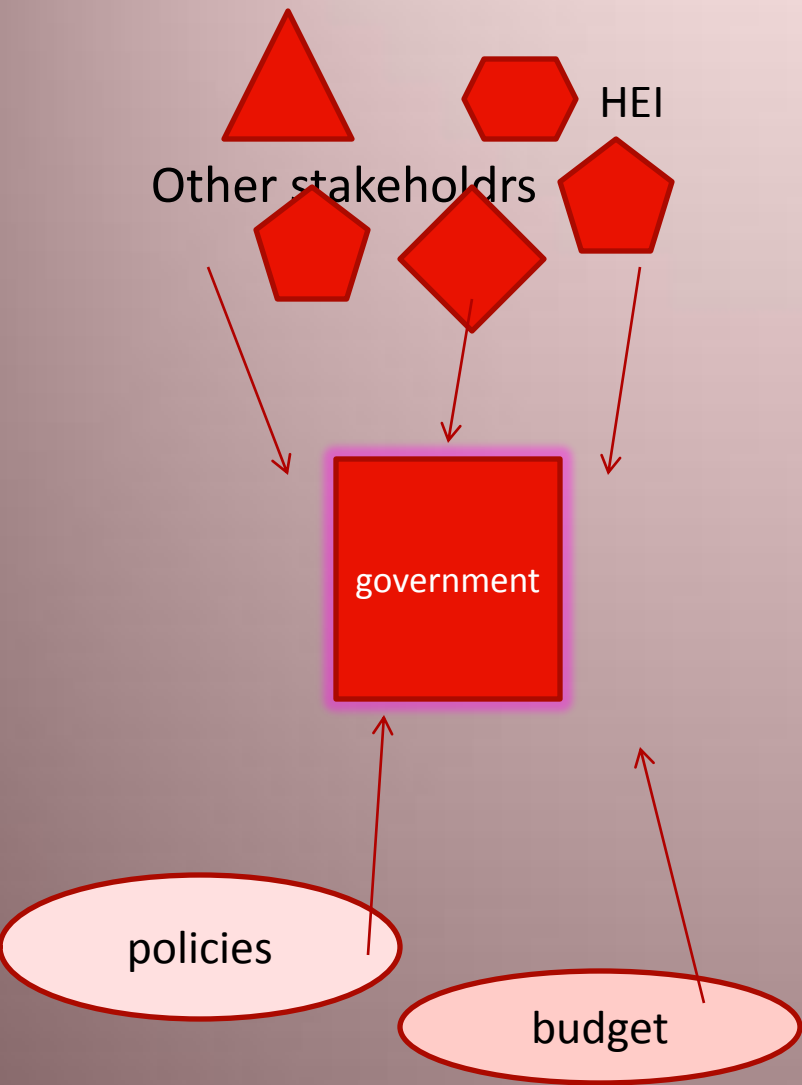
e.g. approval vs. non-approval; period of approval

- The policy and other considerations of governments

□ The application of outcomes , *eg. recognition of graduates*

□ The announcements of outcomes





- Where QA bodies are created by governments, the continued support of government is essential for the recognition, exercise of authority/ functions, and sustainability of the QA body



*Working with Higher
Education Institutions*



Common Descriptors of Associate Degrees

- Admission requirements
 - 2 year programmes – 1 A-level pass plus 5 passes in HKCEE
 - 3 yr programmes – 5 passes in HKCEE
- 60% generic content (languages, IT, general education)
- Exit level comparable to 1st year of 3-year degree



Influence of HEI on QA Bodies

HEI may try to influence QA Bodies on

- Standards and criteria of review / accreditation
- Methodology and timeframe
- Documentation to be submitted
- Choice of experts
- Outcomes
- Fees



Influence of HEI

Where QA Bodies are established / owned by institutions, independence may be maintained by

- Independent representation on the governing body
- Not directly funded by the units reviewed
- Diversifying source of income



Influence of HEI on QA Bodies

QA Bodies may also resort to the following:

- Consultation before setting standards, timeframe, fees, and methodology
- Briefing to HEI
- Post-review consultation / evaluation
- Involvement of HEI / consultation
 - eg. on choice of experts
 - on choice of submission of documentation
- Formulating outcomes : respecting autonomy & characteristics of HEI
 - inviting institutions to offer solutions to problems identified
- Obtaining support of senior management of HEI
- Obtaining support / collaborating with governments
- Reporting on good practices



- QA Bodies also need the support, recognition, and cooperation of Higher Education Institutions for their continued and successful operation, and sustainability.



Concluding Remarks

- **QA Bodies** need to work closely with both governments and HEI
- QA Bodies need to maintain **independence** in carrying out their roles
- QA Bodies often have different **objectives** and agendas from those of governments and HEI
- The common agenda is quality and **quality assurance** in higher education
- The **community expectation** for QA Bodies to be independent – but working in partnership with governments and HEI
- **Need for collaboration, compromise, negotiation, mutual support and understanding.....**





THANK YOU

**Joint Quality Review Committee
Hong Kong**

www.jqrc.edu.hk

(Views expressed in the presentation are personal views of the author)



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