香港學術及職業資歷評審局
Hong Kong Council for Accreditation of
Academic & Vocational Qualifications

Culture Shock?
A Reflection of the Non-local Learning Programme Accreditation for TNE in Hong Kong

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Content

- Contextual Issues
- NLP Accreditation Framework
- Observed Culture Shock from Pilot Exercise
- Implications, Solutions
- Limitations and the Way Forward

Significance of NLP Provision in HK

- Enrolment in UGC-funded institutions at three levels, both modes
  - 72,067
- Enrolments in NLP, at three levels, both modes
  - 45,166
- Last choice by students (BC Study: Oct 2012)

Figures for 2008/09

Local partners

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

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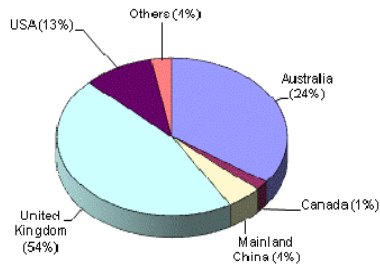- Sub-degree – 11%   Source: FCE, figures in 2009

Overseas partners

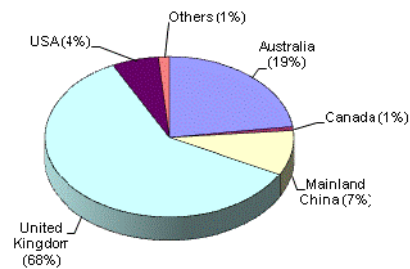- ~ 200 in 2009
Source: EDB

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Sources of Non-local Parnters

Registered courses
(396) (34%)

Exempted courses
(772) (66%)

Others (1%)
USA (13%)
Australia (24%)
Canada (1%)
United Kingdom (54%)
Mainland China (4%)

Others (1%)
USA (4%)
Australia (19%)
Canada (1%)
Mainland China (7%)
United Kingdom (68%)

Source: EDB, as of 1 Feb 2011

Total: 1,167

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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

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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

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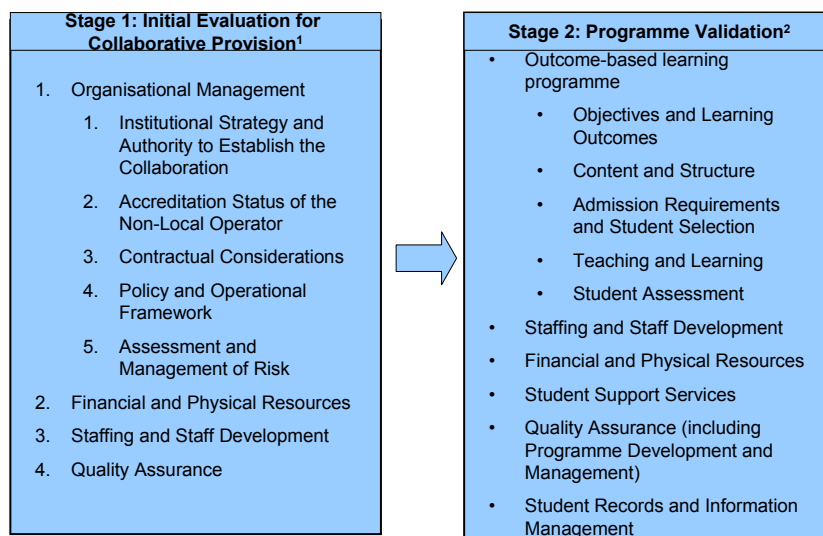
- For regulated NLPs
- Non-local partners assume overall responsibility
  - academic standards
  - Quality control
- Non-local partners comparatively mature
- Non-local partners experienced with EQA
- Programme standards – HK including QF standards
- Non-local and local partners must operate with shared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

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Quality Assurance by HKCAAVQ
of Non-local Courses

| Initial Evaluation of collaborative provision per partnership | → | Programme Validation | → | Programme Revalidation |

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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

Pilot Exercise in CIT 2009/10

- IE: 2 partnerships (1 university CE arm + 2 UK universities)
- PV: 4
- Observers: AUQA, QAA

(Lee, 2000)

Culture Shock – self-accrediting power

- Planning stage
  - Exempted sector
    - Confirmation rather than accreditation
    - Simplified mechanism on a sampling basis
    - Exclusion of Non-local partners from the process
    - Light touch on QA
      - Local universities can be trusted (JQRC audit)
      - Light touch approach for non-local QA if there are vigorous process back home
- Pilot stage
  - Core essence of collaboration not sufficiently explored
    - "both partners could be trusted" (TNE Forum, UK, 2010)
    - "The non-local partners could be trusted" (observers)
    - "the local partners could be trusted" (panel, staff)
- Post Pilot Stage
  - Same view expressed by the exempted sector

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
- Pilot exercise
  - Additional meeting session arranged by Secretariat
  - Neither the panel nor the partners drilled down to the core essence of outcome based T&L
- Panel
  - OBE in HK is new

Culture shock – threat to the value and quality of Non-local Partner

- Planning stage
  - "it would be very unprecedented for degree programmes to be judged as not meeting the degree learning outcomes in the pilot exercise taking into account the vigor of the internal and external quality assurance process undertaken by the UK universities"
  - "to protect the integrity of one's own university status, the non-local partner might not wish to come forth for accreditation by the HKCAAVQ under a different system"

Culture Shock – clash to organisational culture or belief

- Different degree of involvement by the non-local partners
  - One UK partner
    - Writing the accreditation document
    - Pre-meeting with the HKCAAVQ
  - The other
    - "only aware of the purpose of the NLP accreditation and the required documentary evidence during the on-site visit"

Implications

- Culture shock potential hurdle
  - Partners' buy-in & non-local partners' support and participation
  - Successful execution of the NLP accreditation
  - Information gap between local and non-local partners
  - Expectation management of participating partners and their preparation
  - Preparation of panel and staff

Purpose of NLP Accreditation

- To address legal and contextual issues
- To provide a further QA process for vigorous assessment
  - Local recognition
  - Operators, eligible students can access incentive schemes and student funding support
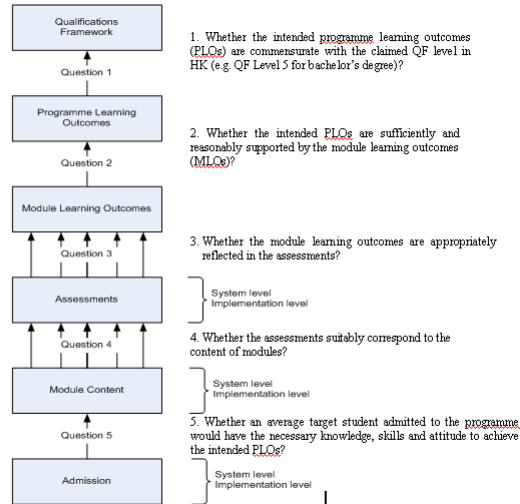- Not a threat to the self-accrediting status of the home university nor to the EQA of the home countries
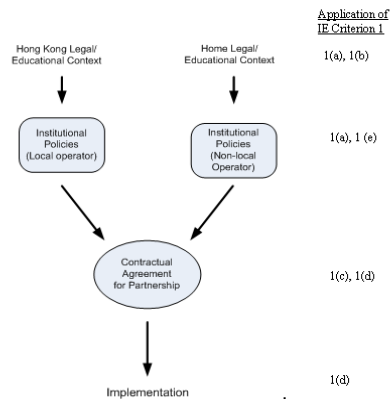
Refinement

- Capacity building
  - Staff
  - Panels – evidence-based decision (student assessment, programming and delivery elements for the determination of OB QF level)
  - Partnerships – generic training on NLP model and workshop on evidence provision
- Direct dialogue
  - Partners (esp. non-local)
- Process
  - Panel preparation, roles and division of labour among panel members, on-site visit scheduling

Enhanced Guidelines
Outcome-based assessment of programme quality

1. Whether the intended programme learning outcomes (PLOs) are commensurate with the claimed QF level in HK (e.g. QF Level 5 for bachelor's degree)?

2. Whether the intended PLOs are sufficiently and reasonably supported by the module learning outcomes (MLOs)?

3. Whether the module learning outcomes are appropriately reflected in the assessments?

4. Whether the assessments suitably correspond to the content of modules?

5. Whether an average target student admitted to the programme would have the necessary knowledge, skills and attitude to achieve the intended PLOs?

Enhanced Guidelines
Essence of Partnership Evaluation

Limitations

- Pilot
  - Small number of participants
  - One local partner → one sector
  - Two non-local partners from same country (same QA and education system)
- EQA findings
  - Reference
  - Local: JQRC – sub-degree, excluding NLP
  - Sister EQA – substantial differences (Lee, Fearnside, 2011) affirmed by one observer (Campbell, 2010)

Conclusion

- Refinement is always feasible and part of the process of EQA
- Culture shock
  - Value system, belief, expectations, judgement
  - Partnerships, panel, staff, sister EQA
- Lessons learnt
  - Refinement
  - Meets the needs of the sector
  - Answer QA questions raised by larger communities
    - Parents, students and tax payers.

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