



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

Non-local Learning Programme Accreditation in Hong Kong: Lessons Learnt & Implications for TNE Course Providers

HKCAAVQ

10 March, 2011



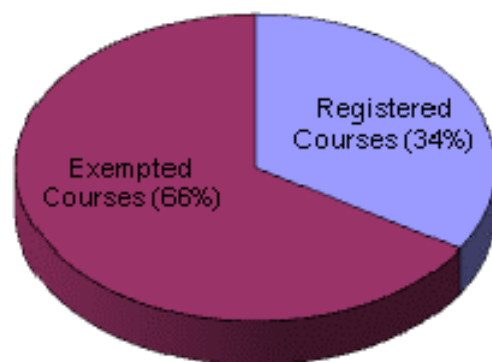
Content

- Contextual Issues
- Why Seek Accreditation?
- NLP Accreditation Framework
- Lessons Learnt and Implications to TNE Providers
- Accreditation Schedule
- Q & A



Current TNE Provision

Cap 493, 1997



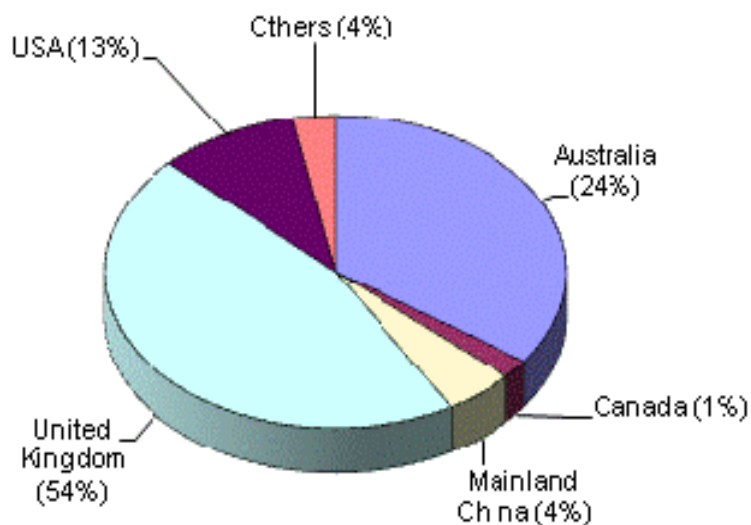
Registered courses	396 (34%)
Exempted courses	772 (66%)
total	1,167 (100%)

Source: EDB, as of 1 Feb 2011

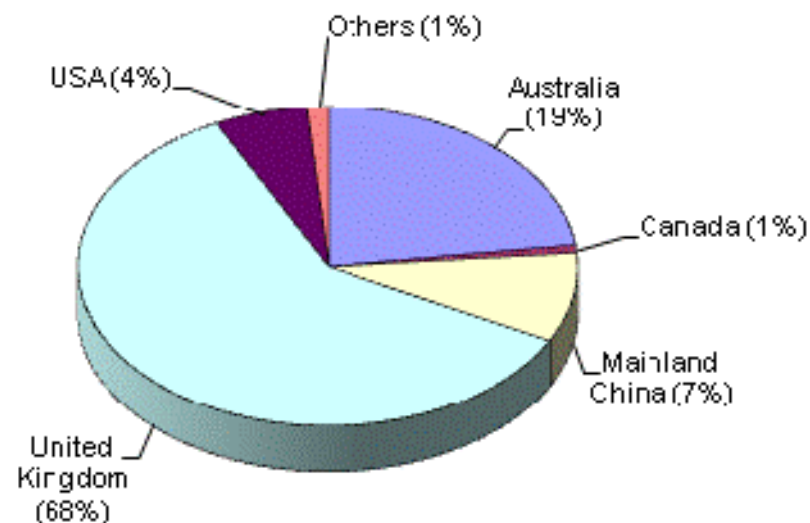


Sources of Non-local Parnters

Registered courses
(396)



Exempted courses
(772)



Source: EDB, as of 1 Feb 2011



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%



TNE Provision

- Widen accessibility
- Upgrade quality of manpower
- Complement local provision
- Transfer knowledge
- Create good network for collaboration and exchange
- Build critical mass
- Pave way to developing HK as education hub



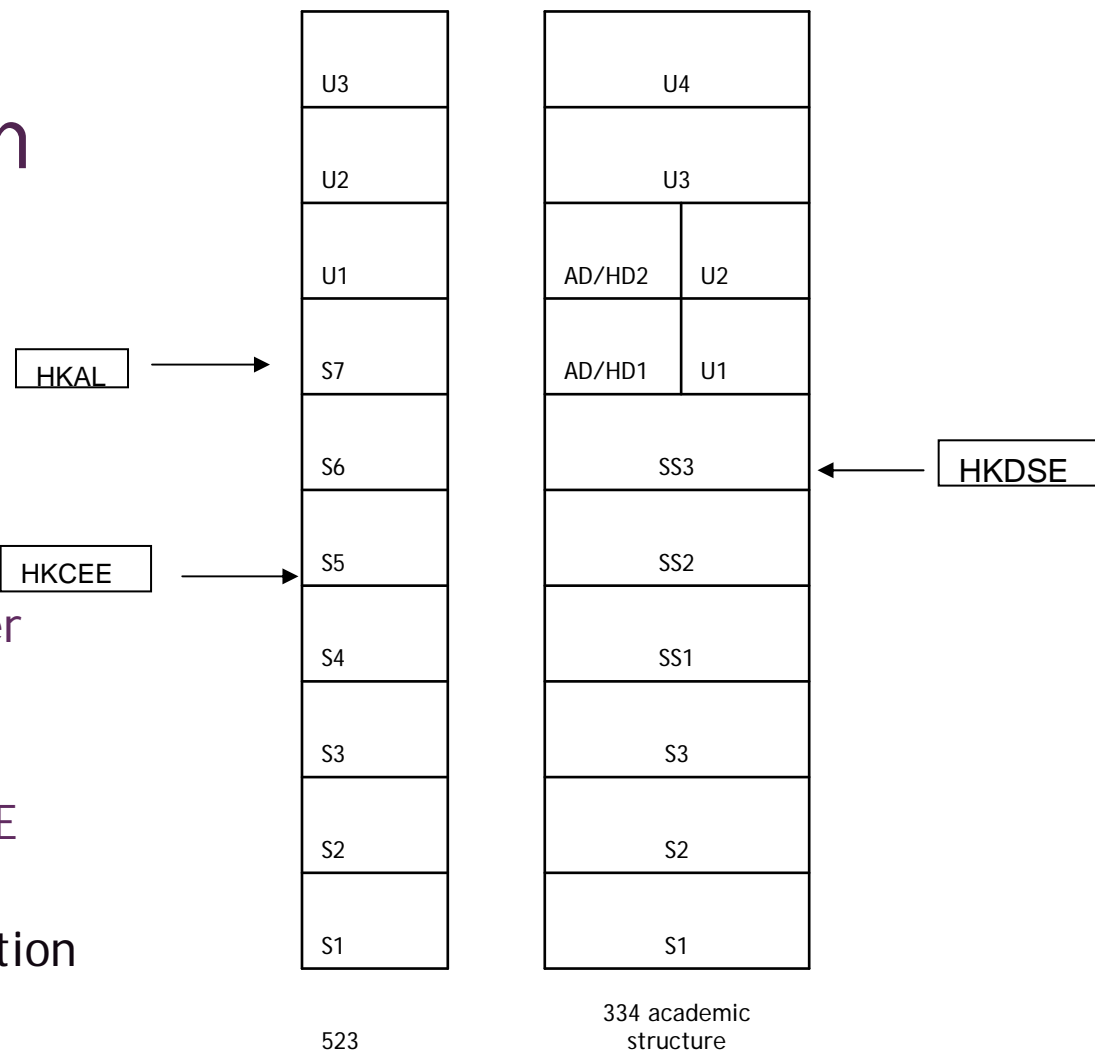
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Why Accreditation



Education Reform

- Mainstream education
 - Curricula
 - 523 → 334
 - General education, outcome-based
 - Applied learning, other learning experience
 - assessment mechanisms
 - HKCEE, HKAL → HKDSE
 - admission systems for different stages of education





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Education Policy

Target: 60%



Quality



香港特別行政區政府

Main Login English 简体

歡迎詞
什麼是資歷架構
什麼是資歷名冊
資歷名冊對我有何用途
資歷名冊消息
常見問題
使用指引
詞彙
免責聲明
虛假聲稱
版權
語言
有用連線
表格下載
聯絡我們

資歷名冊

歡迎瀏覽資歷名冊。
公眾人士可以透過此名冊，查詢獲香港資歷架構認可的資歷資料。

請選擇：

- 搜尋現有進修計劃資料
- 核實或查詢資歷
- 搜尋營辦者或評估機構資料

進入





Incentive Schemes

- Enhancing confidence of learners, employers and parents
 - Qualification entered into the QR for HKQF recognition
 - HKQF recognised qualifications are quality assured
 - Qualification attained by individual student recognised as meeting the standard of equivalent qualification obtained in HK
 - For further study and employment (e.g. civil service)
- Immigration Arrangement
 - Non-local graduates of a degree or higher qualifications in a full-time locally accredited programme in HK → may be admitted to HK for stay and work
- New Business Opportunity
 - Academic Structure - 334 or 3322, 3313, 3331
 - Demand for full-time top-up programmes
 - Riding on the education hub opportunity



Incentive Schemes (Cont.)

- Qualifications Framework Support Schemes (QFSS) to operators
 - accreditation grants to operators for self-financing programmes
 - IE: 100%
 - PV: 50%
 - subsidies for registration of qualifications in the Qualifications Register
 - Subject to stipulated eligibility requirements
 - http://www.hkqf.gov.hk/guie/QFSS_accredit.asp
- Financial subsidies to students studying on accredited NLPs
 - For eligible **full-time students** studying on **locally accredited** programmes at tertiary level, grant and loan, travel subsidy
 - Continuing Education Fund (CEF) reimbursement to students studying on NLP registered under CEF



Financial Assistance Scheme for Post-secondary Students (FASP)

Student Financial Assistance Agency (SFAA) (2010/11)

Max. grant – up to \$63,820 p.a.*

Max. loan – up to \$37,250 p.a.*, interest at 2.5% p.a.

*Subject to review annually

Eligibility

- FT student aged 25 or below, first-timer in **locally-accredited self-financing programmes**
 - Sub-degree (AD, HD)
 - Top-up degree (locally-accredited sub-degree)
 - Full degree
- Have not accepted financial assistance under any other publicly-funded student finance assistance scheme, e.g. CEF, for the same programme in the same academic year
- Have right of abode
- One eligible FT programme in any one academic year



CEF Reimbursable Courses

- Set up in June 2002 by the Government, \$5 Billion
- 343,230 applications and about 7,095 reimbursable CEF courses up to 25 August 2010
- Additional \$1.2 billion - July 2009

CEF Registration Policy after Launch of QF

- All CEF courses leading to awards by non-self-accrediting operators must be accredited by HKCAAVQ
- NLP registration - provisional approval
 - Extended to April 2011
 - Further announcement on the basis of NLP acc'n schedule



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Continuing Education Fund (CEF)

Eligibility for application

- HK residents who have right of abode / to land / to remain in HK without restriction
- Holders of one-way permits from Mainland China may also apply
- Enrolled in a reimbursable course before course commencement
- Aged 18 to 65

Other Conditions

- Max. \$10,000
- Once a lifetime only
- Maximum of 4 claims within 4 years
- Each claim
 - may include more than one reimbursable course
 - Max. 80% of tuition fee

Example of a CEF reimbursable course accredited by HKCAAVQ

- CityU SCOPE (HK) with Coventry University (UK)
 - BSc (Hons) Business Information Technology

List of reimbursable courses: <http://www.sfaa.gov.hk/cef/course.htm>

Source: <http://www.sfaa.gov.hk/cef/intro.htm>



Continuing Education Fund (CEF) - Cont.

Eligible Sectors

- Logistics
- Financial Services
- Business Services
- Tourism
- Languages (English, written Chinese, Putonghua, French, German, Japanese, Korean, Spanish, Italian)
- Design
- Creative industries
- Inter/intra-personal Skills for the Workplace

Source: <http://www.sfaa.gov.hk/cef/course.htm>



NLP with CEF registration on provisional approval

CEF Domains	Mother Programmes	CEF courses
Business Services#	20	44
Creative Industries**	1	3
Financial Service#	8	23
Logistics	3	8
Product and Digital Design**	1	1
Tourism	4	4
Language	0	0
Interpersonal and Intrapersonal Skills for the Workplace	0	0
Total	37 (31*)	83

#Business & Management, Accounting & Finance

**Art & Design

*There are actually 31 different mother programmes in total because some mother programmes have module(s) belonging to different CEF domains.

Source: OCEF



Funding Support (new)

- HK\$2.5 billion endowment fund (2010 Policy Speech)
 - Self-financing sector to enhance quality



The Hong Kong Law

Cap 493



Cap
592

Level	Generic Level Descriptors			
	Knowledge & Intellectual Skills	Processes	Application, Autonomy & Accountability	Communication, IT and Numeracy
7	<ul style="list-style-type: none"> • Demonstrate and work with a critical overview of a subject or discipline, including an evaluative understanding of principal theories and concepts, and of its broad relationships with other disciplines • Identify, conceptualise and offer original and creative insights into new, complex and abstract ideas and information • Deal with very complex and/or new issues and make informed judgements in the absence of complete or consistent data/information • Make a significant and original contribution to a specialised field of inquiry, or to broader interdisciplinary relationships. 	<ul style="list-style-type: none"> • Demonstrate command of research and methodological issues and engage in critical dialogue • Develop creative and original responses to problems and issues in the context of new circumstances. 	<ul style="list-style-type: none"> • Apply knowledge and skills in a broad range of complex and professional work activities, including new and unforeseen circumstances • Demonstrate leadership and originality in holding and solving problems • Accept accountability in related decision making • High degree of autonomy, with full responsibility for own work, and significant responsibility for others • Deal with complex ethical and professional issues. 	<ul style="list-style-type: none"> • Strategically use communication skills, adapting context and purpose to a range of audiences • Communicate at the standard of published academic work and/or critical dialogue • Monitor, review and reflect on own work and skill development, and change and adapt in the light of new demands • Use a range of software and specify software requirements to enhance work, anticipating future requirements • Critically evaluate numerical and graphical data, and employ such data extensively.

1997

Trade in
service



May
2008

incentives



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

Cap 592: Accreditation of Academic and Vocational Qualifications Ordinance



Accreditation vs Registration

- 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
- Decision made by HKCAAVQ

- 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, decision by NCR



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The Accreditation Model



Legal Provision

The operator is competent

- to **achieve** its claimed objectives; and
- to **operate** learning programmes that meet QF standards

The learning programme meets

- a standard to achieve the claimed objectives
- a QF standard

Source: AAVQO (s2a & Schedule 3)





The Accreditation Model- Questions?

Conceptual Level

- Compliance Enhancement
- Outcome, output ... process, system & input
- Accountability Autonomy
- Accreditation ... Mutual recognition

Operational Level

- Local partner or both
- Registered courses vs exempted courses
- One at a time or by group
- Standard and Evidence



Initial Evaluation of Partnership

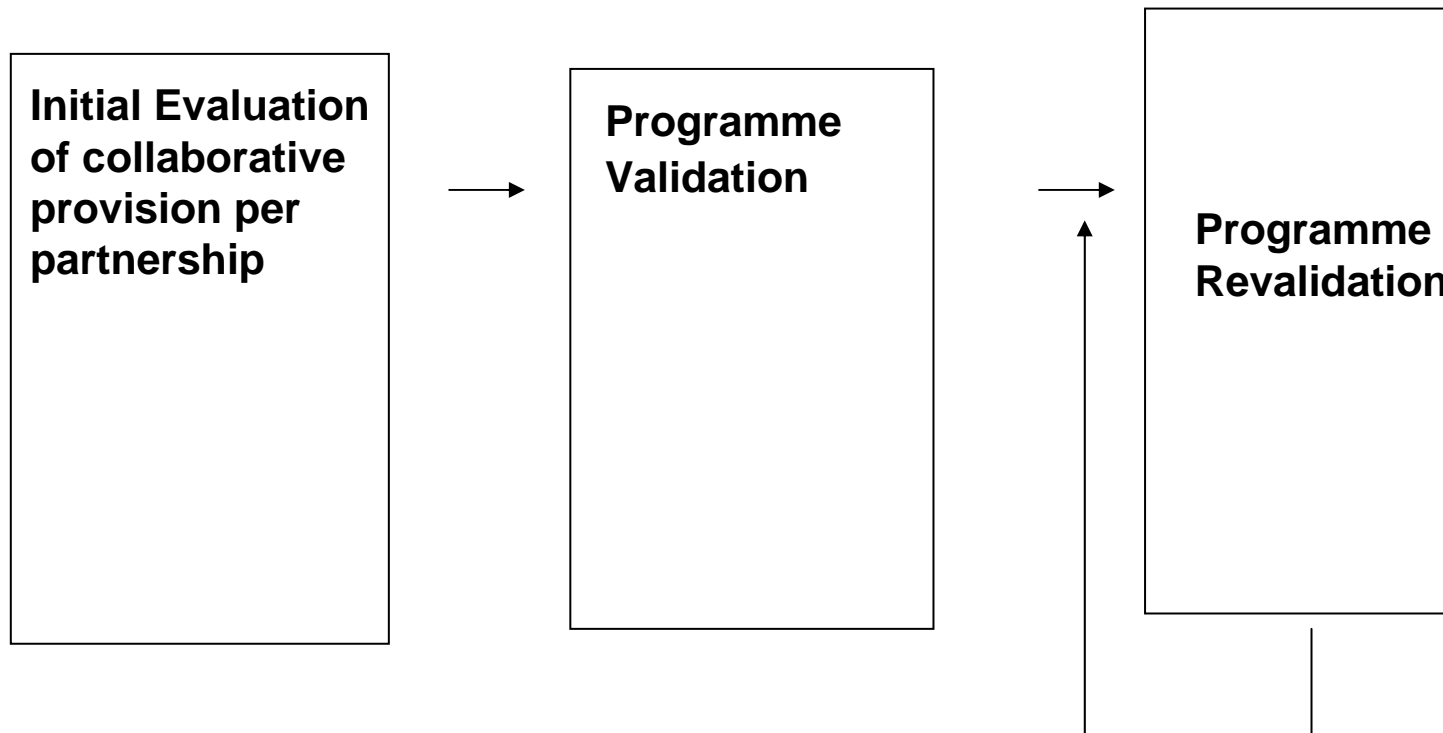


Modes of
collaboration?

- Programme Validation



Quality Assurance by HKCAAVQ of Non-local Courses

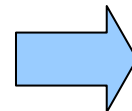




Accreditation Framework

Stage 1: Initial Evaluation for Collaborative Provision¹

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 Validation²

- 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



Notes on Criteria

- ¹Where the local operator is a branch campus of the non-local operator (whether or not established as a separate legal entity), the Initial Evaluation criteria will be applied to the relationship between the branch campus and its parent institution.
- ²Under the circumstances where the collaborative arrangements of the programme being validated differ from those reviewed under the approved Initial Evaluation exercise, the HKCAAVQ may review the new collaborative arrangements via the prevailing Programme Validation exercise so that the partnership need not undergo another Initial Evaluation purely for the purpose of a different mode of collaboration.



Accreditation Framework

- IE
 - pre-requisite for PV
 - per collaboration between designated operators
 - At approved QF Level(s)
 - Non-discipline specific
- IE status
 - can be extended downwards within the range of QF Levels 4-7 or within the range of QF Levels 1-3, but not cross-over.
 - Validity period:
 - Initially 2 years → operators must apply to have at least one non-local learning programme at the approved QF Level accredited under PV within the first two-year period.
 - Continued PV / successful re-PV → IE status will not expire
- PV
 - Principles the same as PV of local programmes
 - Benchmarking against local education system and HKQF (outcome-based)
 - With validity period
 - At approved QF Level



Accreditation Process

- by disciplines/industries on a cyclic basis
- IE + PV
 - a joint back to back exercise
- Panel of Peer
 - Financial Expert(s) to advise the Panel



Accreditation Outcome

- **Approval**
 - With / without pre-condition(s) / requirement(s) leading to recognition as a local qualification
 - With validity period
 - At approved QF level
- **Non-approval**
 - e.g. a bachelor degree, if accredited and determined not meeting HKQF Level 5, cannot carry the award title of bachelor degree

Subject to substantial changes



Appeal

- Partnership aggrieved by the decision of the HKCAAVQ, as stated in the Accreditation Report
 - accreditation decision
 - validity period
 - condition(s) or restriction(s) as stated in the Accreditation Report
- To Appeal Board
 - QF website at http://www.hkqf.gov.hk/guie/HKQF_appeal.asp
- Within 30 days of receipt of the Accreditation Report



Fee Schedule

QF Level	Initial Evaluation	Programme Validation	Programme Revalidation
3	\$27,000	\$49,000	\$43,000
4	\$43,000	\$185,000	173,000
5	\$65,000	\$310,000	\$290,000
6	\$65,000	\$310,000	\$290,000
7	\$65,000	\$310,000	\$290,000

Source: HKCAAVQ website

Discount available in a
Collective Approach



Lessons Learnt and Implication to TNE Providers

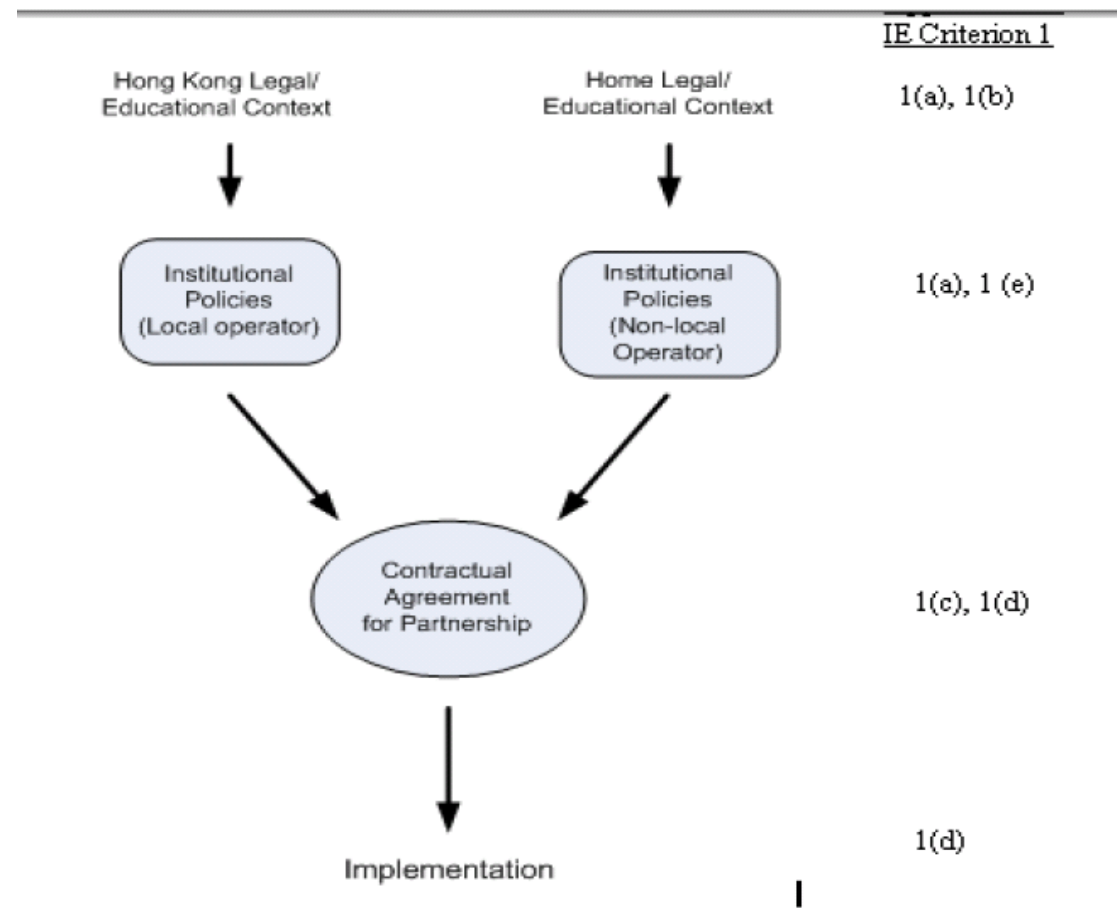


Many Countries many systems culture shock

- Education system and QA
- Academic standard
- Academic autonomy of self-accrediting partners
- Partnership modes
- Terminology

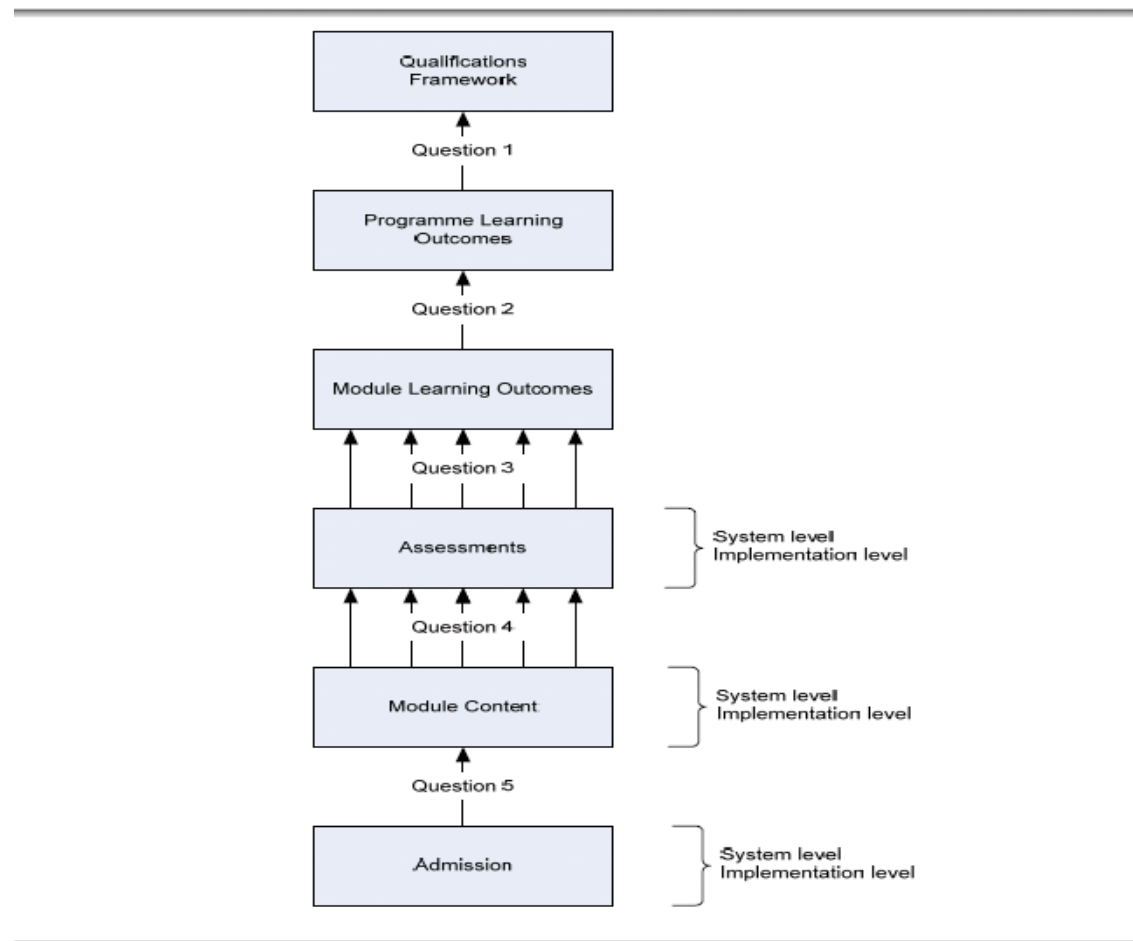


Two in One





Outcome Determination





The Myth

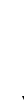
Appendix 9: Alignment of programme learning outcomes with level 5 GLDs

	KU5	KU6	KU7	CS5	CS6	CS7	PS1	PS2	PS3	PS4	TS1	TS2	TS3	TS4
K1	■	■												
K2			■											
K3			■	■		■								
K4				■										
K5				■		■								
K6							■							
P1				■			■							
P2					■	■					■			
A1						■		■			■			
A2											■		■	■
A3														
A4										■				
C1											■	■		
C2											■	■		
C3									■					
C4								■						

Keys:

Level 5 Generic Level Descriptors	
Knowledge & Intellectual Skills K1 Generate ideas through the analysis of abstract information and concepts K2 Command wide ranging, specialised technical, creative and/or conceptual skills K3 Identify and analyse both routine and abstract professional problems and issues, and formulate evidence-based responses K4 Analyse, reformat and evaluate a wide range of information K5 Critically analyse, evaluate and/or synthesise ideas, concepts, information and issues K6 Draw on a range of sources in making judgments.	Application, Autonomy & Accountability A1 Perform tasks involving planning, design, and technical skills, and involving some management functions A2 Accept responsibility and accountability within broad parameters for determining and achieving personal and/or group outcomes A3 Work under the mentoring of senior qualified practitioners A4 Deal with ethical issues, seeking guidance of others where appropriate.
Processes P1 Utilise diagnostic and creative skills in a range of technical, professional or management functions P2 Exercise appropriate judgment in planning, design, technical and/or supervisory functions related to products, services, operations or processes.	Communication, IT & Numeracy C1 Make formal and informal presentations on standard/mainstream topics in the subject/discipline to a range of audiences C2 Participate in group discussions about complex subjects; create opportunities for others to contribute C3 Use a range of IT applications to support and enhance work C4 Interpret, use and evaluate numerical and graphical data to achieve goals/targets.
Programme Intended Learning Outcomes Knowledge and Understanding KU5 Demonstrate knowledge and understanding of the subject matter, principles and practice, fundamental to information systems KU6 Demonstrate knowledge and understanding of the operation of business organisations and the role and practices of the various	Cognitive Skills CS5 undertake problem analysis and exercise reasoned judgement in assessing business needs CS6 critically evaluate methods for deciding on and implementing information technology solutions to business problems

System by design



Graduates outcomes in actual assessment?



The issues of mutual recognition

- AUQA, QAA
- substantial differences in the level of investigation, decision making tools, outcome reference points and outcome impact between the HK accreditation model and the models of the other two agencies
- European Union (ECA, 2007)
 - Information sharing
 - Commonly agreed tools / instruments
 - Commonly agreed criteria for panel formation
 - Transparency in the system
 - Commonly agreed standards at a level of quality accepted by the agencies concerned taking into account country diversity
 - Comparability of the various accreditation / quality assurance systems to affirm that substantial differences do not exist



- Communication gap
- Understanding of the accreditation model and process
- Willingness to share information

→ Accreditation vs Audit



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Accreditation Schedule



Accreditation Schedule

- 2009
 - Pilot in CIT
 - 2 IEs (one local partner)
 - 4 PVs
- 2010-11
 - Art and Design
 - 5 IEs (3 local partners)
 - 25 PVs



New Accreditation Schedule

Target Disciplines	Dates for On-site Visits
Business Management (General)	Oct 2011
Accounting and Finance	May 2012
Hotel / Tourism Management and Supply Chain Management	Nov 2012



Indicative timeline

Discipline	Briefing	Training	Sol	Service Agr'nt	Accredit'n Document	Visit	Report
Business Management (General)	14-Jan-11	11 Feb 11 p.m.	21-Mar-11	1 - 21-Apr 11	4-Jul-11	Oct 11	Jan 12
Accounting & Finance	5 Aug 11	9 Sept 11	21-Oct-11	1-30 Dec 2011	1-Feb-12	May-12	Aug-12
Hotel / Tour'm Mgt & Supply Chain Mgt	3 Feb 12	9 Mar 12	20-Apr-12	16 May - 6 Jun 2012	1-Aug-12	Nov-12	Feb-13

Briefing on 10 March 2011 a.m. – non-local operators



5. Business Management (General)

- e.g. General Business Administration, Marketing, Institutional Administration, Commercial Studies, Secretarial Studies, Office Administration, General Management, Customer Services, Human Resources Management, Information Systems, E-Commerce, etc.



Accounting and Finance

9. Economics, Accountancy, Finance and Investment

- e.g. Economics, Accounting, Taxation, Banking, Finance, Investment, Insurance, Securities, Fund and Asset Management, etc.



Hotel / Tourism Management and Supply Chain Management

20. Recreation, Leisure, Tourism and Hospitality

- e.g. Recreation and Leisure Studies, Tourism, Hotel, Hospitality Studies, Chinese and Western Catering, Food & Beverages, MICE & Event Management, etc.



What's Next?

- Participants' Questionnaire
- Demand Forecast Survey
- Q & A



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