Driving Quality Enhancement in Higher Education Through Experience Sharing

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Abstract

Identifying and sharing of good practices has been an effective way to enhance quality. As the only statutory quality assurance (QA) agency in Hong Kong, Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) envisioned to establish an open platform that allows exchange and sharing of good practices among education and training providers. To this end, it succeeded in bidding government funding via the Quality Enhancement Support Scheme (QESS) under the Education Bureau of the Government of Hong Kong Special Administrative Region (HKSAR) in 2014. The project comprises three parts: (a) Forums for higher education operators to share on local good practices as well as international perspectives on quality assurance trends and practices; (b) Workshops to develop HKCAAVQ professional staff's competency with respect to international developments and practices in quality assurance; and (c) An electronic knowledgebase consolidating good practices identified from forums and workshops for dissemination across the sector.

The forums and workshops held to date cover international perspectives on institutional level issues of QA, student assessment, student engagement, and transnational education; as well as experience-sharing by senior management of local higher education institutes in enhancing governance, QA system evolvement and QA considerations in programme development. The paper will discuss effectiveness and contribution of these forums and workshops with reference to the summary statistics and participants' comments.

The presentation serves as a sharing of good practices by HKCAAVQ contributing to the wider national and global QA community.

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Introduction

The Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), formerly the Hong Kong Council for Academic Accreditation (HKCAA), was established in 1990 as an independent statutory body to provide authoritative advice on academic standards of degree programmes in higher education institutions (HEIs) in Hong Kong. In 2007, the Council was reconstituted under the HKCAAVQ Ordinance (Cap. 1150).

HKCAAVQ is appointed under the Accreditation of Academic and Vocational Qualifications Ordinance (Cap. 592) as the Accreditation Authority under the Hong Kong Qualifications Framework (HKQF). It is empowered to conduct accreditation activities for academic and vocational operators and their associated education and training programmes and assessment agencies. Since 2009, HKCAAVQ has also provided accreditation services for non-local learning programmes that are registered / exempted from registration under the Non-local Higher and Professional Education (Regulation) Ordinance (Cap. 493). With approval of the Secretary for Education, HKCAAVQ can also conduct accreditation activities outside Hong Kong.

It is the mission of HKCAAVQ to safeguard the credibility of qualifications under the HKQF and to enhance the quality of education and training in Hong Kong through provision of efficient and effective quality assurance services. In this connection, HKCAAVQ stipulates the following, amongst others, as the strategic directions for 2015-19:

- *to strengthen the capacity of operators and staff in the light of the evolution of the education environment and policy*

- *to disseminate good practices to enhance operators' quality assurance processes*

- *to contribute to and actively support developments in the national and global quality assurance community*

Apart from the close connections with the Quality Assurance Council (QAC) and Joint Quality Review Committee (JQRC) in Hong Kong, HKCAAVQ has an extensive network in the international quality assurance community to benchmark its approaches with the latest international good practices and standards. It has entered bilateral Memoranda of Co-operation/Understanding with several international/non-local quality assurance agencies, including Quality Assurance Agency for Higher Education (QAA) in the United Kingdom and Tertiary Education Quality and Standards Agency (TEQSA) in Australia. It also participates in the "Quality Beyond Boundaries Group" established by the Knowledge and Human Development Authority in Dubai to work towards the development of a zone of trust for sharing of information in relation to QA. The collaboration with different quality assurance agencies and

stakeholders brings in new perspectives and insights as well as pragmatic knowledge which are conducive to the development of quality assurance culture in Hong Kong. HKCAAVQ envisions to leverage on its position as the only statutory QA agency in Hong Kong as well as its presence and participation in the international arena to provide a platform to promote and facilitate sharing of good practices among education and training providers.

Driving Quality Enhancement in Higher Education

Post-secondary education in Hong Kong

The Chief Executive of the Hong Kong Special Administrative Region (HKSAR) announced in his Policy Address in 2000 of increasing the participation rate of post-secondary school leavers in tertiary education to 60%. The policy has encouraged an expansion in the self-financed post-secondary sector providing sub-degree and degree programmes. With increased post-secondary education opportunities, the quality of educational provisions has been highly regarded. At the same time, institutions are also keen to pursue quality educational provisions to maintain their competitiveness within the sector. Against this background, institutions develop QA systems to evaluate quality, uphold standards and promote continuous improvements.

QA is to benchmark the point of reference or standards, be them internal and external, for evaluating the standards of the process managed and a QA system is the organisational structure, responsibilities, processes and procedures to ensure that quality standards set are adhered to (Manghani, 2011). However, there is no "one-size-fits-all" QA system. Institutions should have their own customised systems which best serve the priorities and strengths of the institutions (Ng *et al,* 2015). In the course of developing a fit-for-purpose system, institutions need to create, acquire and apply new knowledge quickly to cope with the many new challenges as a result of the rapidly changing landscape of education. One possible way is to share knowledge effectively for greater values of the outcome (Cheng *et al,* 2009). For continuous improvement in higher education provisions, good practices are to become a part of the working culture.

Knowledge sharing

Knowledge has been regarded as the new source, as well as the key, to sustainability of growth and improvements and increasingly viewed as an essential element for successful and effective development (Kim and Tcha, 2012). While most knowledge can be explicitly recorded for distribution, tacit knowledge, which is defined as "*a form of knowledge that is highly personal and context-specific and deeply rooted in individual experiences, ideas, values and emotions*" (Gourlay, 2002, p2), is

considered to be best shared through the tools of communities of practices and "Peer Assist". A community of practice is "*a group that shares knowledge, learns together, and creates common practices. Communities of practices share information, insight, experience, and tools about an area of common interest*" (McDermott, 1999, p4). Peer Assist, as suggested by its name, is to learn from peers through dialogues. People who are in the same field or face the same issue gather to share experiences in a highly focused environment that can save time and mutually benefit (CIDA, 2003).

Knowledge sharing is not a novel idea. It has been an important notion in the world development since the 20th century (Cummings 2003; OECD 2015). Knowledge sharing provides opportunities to a group of people to collect, organise and translate the knowledge into a performance indicator or a policy suitable for their use. Recent research also indicates that knowledge sharing not only has positive relationship with organisational performance but will also stimulate innovations (Wang and Wang 2012). As a matter of fact, institutions identify and share their good practices, which can always be improved upon further, with some amount of creativity and spirit of innovation (Prasad and Antony, 2004).

Models of knowledge sharing

There are two models of knowledge sharing: closed-network sharing, which refers to person-to-person sharing; and open-network sharing, which can be in a form of centralised open repository (Cheng *et al,* 2009). Person-to-person sharing encourages interaction among the participants who take active roles in exchanging experiences while stakeholders benefit in a more passive yet voluntary role when sharing is conducted through a knowledge management system. Person-to-person sharing is more of a bilateral or multilateral knowledge approach whilst open-network sharing allows knowledge to move as a spiral that spread and reach a wider community (Nonaka, 1991). Both models involve resources such as time and funding which are the challenges faced by the educational providers and limit their participation in knowledge sharing (Tsui, 2006). On the other hand, HKCAAVQ as the sole statutory QA agency in Hong Kong has established and maintained very close work relationship with both local institutions and overseas QA agencies. It would be a cost-effective strategy for HKCAAVQ to leverage on this position and serve as the facilitator for a sector-wide knowledge sharing.

Quality Enhancement Support Scheme Project

Acknowledging the benefits of knowledge sharing and the advantage of its position to play the role of a facilitator, HKCAAVQ succeeded in 2014 in bidding for funding from the Quality Enhancement Support Scheme [2] (QESS) of the Education Bureau of the

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[2] For details, see http://www.cspe.edu.hk/content/Overview-Measures-Fund-QESS.

HKSAR Government to advance good QA practices within the local post-secondary education sector. The project title is: "*Enhancing Quality Culture and Quality Assurance in Post-secondary Education: Trends and Models from International and Local Quality Assurance Practices*". The project is scheduled for 30 months and comprises three initiatives in line with the concept of communities of practice and Peer Assist for knowledge sharing:

(i)   organising forums for higher education institutions (HEIs) to share on local good practices as well as international perspectives on QA trends and practices;

(ii)   organising workshops to develop the competencies of HKCAAVQ's professional staff with respect to international developments and practices in QA; and

(iii)   developing a public web-based knowledgebase consolidating good practices identified from the forums and workshops in (i) and (ii) for dissemination across the sector.

Approach to Experience Sharing via QESS Project

Quality assurance practices vary across institutions. In planning the experience-sharing activities in the QESS project, the Project Team considers that the practices presented in forums, workshops and the knowledgebase should be good practices which can contribute to the improvement and enhancement of quality assurance. In defining what constitute a "good practice", thorough discussions on the criteria have been carried out by the QESS Project Team. The approach to defining criteria of "good practices" to be published in the online knowledgebase involved a two-tier structure developed by the QESS Project Team in validating the good practices. On institutional level, there should have proper mechanism already in place at the institution for identifying good practices and assessing their effectiveness in addressing problems. Also, review exercises of the good practices should be in place for continuous improvement. On the HKCAAVQ level, the good practices must be proven to have an impact on the management of QA. The good practices should demonstrate that they bring positive results over time and they are adaptable and workable in varying situations.

The good practices generally meet one or more criteria, namely impact, sustainability and transferability:

- Impact - The case demonstrates success in achieving positive results in terms of improvement(s) and/or enhancement. The benefits brought about by the practice can be identified and deliver added values in the long run.

- Sustainability - The practice may be repeated or made routine and demonstrates success over time leading to lasting improvement(s) or enhancement(s).

  - Transferability - The practice can be applied to similar situations and serves to inspire new initiatives that bring about improvement(s) or enhancement(s)..

Contextualisation is the primary aim for effective knowledge sharing. It is hoped that target audience are able to translate the experience and knowledge learnt into a practice or a policy suitable for their QA system. Hence, the topics selected for the forums and workshops should be timely and meet the needs of the target audience. HKCAAVQ attempted to identify relevant topics by way of desktop research, literature review and surveys. The topics selected are considered vital to the enhancement of higher education provisions in Hong Kong. For example, in recent years, the technological advancement has led to the change of the mode of programme delivery from brick and mortar training to online courses. Increasingly, programmes comprise courses run in online or blended mode, and HKCAAVQ is working on additional evidence requirements for evaluating the quality of such programmes. To cope with these challenges, a forum and a workshop on online/blended education supported by the QESS project was held in November 2016 to enrich the knowledge of both the local operators, HKCAAVQ staff and accreditation panels in the new domain through the sharing of international experiences.

Forums

An effective way to improve the quality in an institution as a whole is to identify good practices within itself followed by mutual sharing and dissemination of such practices across the institution. The Project aims to extend the scope of these activities to sector-wide sharing of good practices. Six forums were planned to provide opportunities, and venues, for the local operators of post-secondary sector to get to know each other and to facilitate their exchange of experiences and ideas which would help each other in developing and refining their QA policies and mechanisms that would fit their purposes. In each forum, an institution will be invited to share their good practices with other institutions. Through the sharing of different perspectives in quality assurance, new approaches to quality enhancement and examples of successful cases, these forums will promote and strengthen the overall quality culture in the sector. Table 1 shows the forums held since the launch of the Project. A brief outline of each forum is available in **Appendix 1**.

Date	Title / Topic	Speaker	No. of Participants
15 May 2015	Fit for Purpose: The Evolution of Academic Quality Assurance in OUHK	Professor Danny Wong, Vice President (Academic), The Open University of Hong Kong (OUHK)	80
7 August 2015	Programme Development – Experience Accumulated from the Past Decade	Professor Reggie Kwan, President, Caritas Institute of Higher Education in Hong Kong	104
13 May 2016	Leadership for Quality Learning: Enhancing Governance and Quality Assurance	Professor Kerry Kennedy, in Former Research Chair Professor of Curriculum Studies and Director of Centre for Governance and Citizenship, The Education University of Hong Kong	82
31 May 2016	Improving Student Engagement	Professor Hamish Coates, Professor of Higher Education, University of Melbourne Local Respondents in Panel Discussion: • Dr Tom Fong, Associate Vice-President, Hang Seng Management College • Professor Paul Kwok, Secretary to Council, The Open University of Hong Kong • Dr Lawrence Chan, Deputy Executive Director, Vocational Training Council	116
8 July 2016	Academic Leadership in a Dynamic Environment	Professor Raymond So, Professor of Finance and Dean of School of Business, Hang Seng Management College	48
17 November 2016	Digital Education: Current and Future Challenges	Professor Beverley Oliver, Deputy Vice-President (Education), Deakin University	204

Table 1: Overview of the forums supported by QESS Project as at 31 December 2016.

Workshops

The Project invites international experts to conduct tailor-made training workshops to equip HKCAAVQ staff with the latest knowledge about international developments and practices in QA. As at 30 September 2016, a total of four workshops have been delivered, as shown in Table 2 below. A brief outline of each workshop is available in **Appendix 2**.

Date	Title / Topic	Speaker	No. of Participants
22 and 23(pm) January 2015	Institutional Level Issues in Accreditation and Quality Audit	Mr. John Randall, Former Chief Executive of Quality Assurance Agency for Higher Education	31
7 to 9 July 2015 (mornings only)	Student Learning Assessment	Ms Linda Suskie, International Assessment and Accreditation Consultant	37
10, 11 and 14 September 2015 (mornings only)	Quality Assurance in Transnational Higher Education: International Practices and Challenges	Dr Anna Ciccarelli, Fellow of University of South Australia (FUniSA) and Former Deputy Vice Chancellor (International) and Vice President, University of Queensland	36
1 June 2016	Leading Student Engagement to Assure and Enhance Tertiary Education Quality	Professor Hamish Coates, Professor of Higher Education, University of Melbourne	20
14 – 16 November 2016	Quality Assurance in Online and Blended Learning	Professor Beverley Oliver, Deputy Vice-President (Education), Deakin University	34

Table 2: Overview of workshops supported by QESS Project as at 31 December 2016.

Online Knowledgebase

Riding on the advancement in technology, websites can transcend the spatio-temporal limitation of knowledge sharing and reach wider audiences than lectures and presentations. A public web-based knowledgebase, the Quality Assurance Online Knowledgebase (QAOK), will be set up to serve as a central repository of good practices collected at the forums and workshops to reach out to a wider

community. It will serve as an information portal that encourages both local and non-local institutions to enhance their internal QA mechanisms. The knowledgebase will be updated when new good practices are identified to help the post-secondary sector to improve their QA practices continuously.

The making of QAOK has started in March 2016 and it is expected to be launched in early 2017. User-friendly interfaces are designed such that Operators can easily retrieve the good practices held by the QAOK and learn about the latest developments in quality assurance. To encourage knowledge sharing, Operators are welcome to share the good practices with their friends and fellow colleagues via email with a simple click. A dummy homepage of QAOK is shown below:
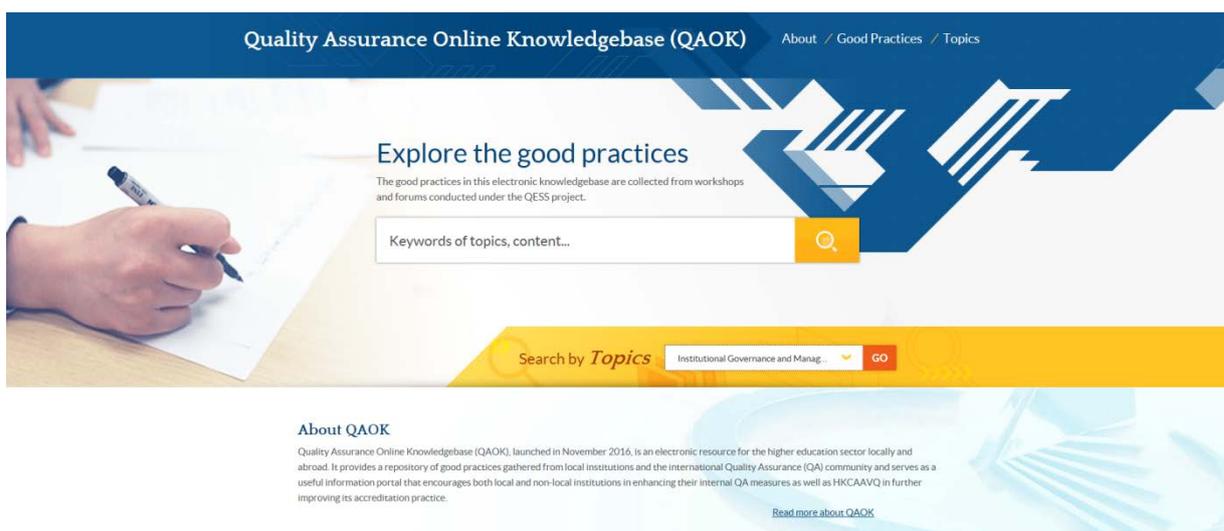

Figure 1: Front page of Quality Assurance Online Knowledgebase (QAOK)

Apart from the good practices collected from the forums and workshops funded by the QESS Project, the QAOK will continue to consolidate the good practices identified in different accreditation exercises conducted by HKCAAVQ or from the workshops and seminars conducted by the guest speakers invited by HKCAAVQ. Also, some overseas QA agencies have agreed to contribute to the QAOK the good practices they have endorsed for a wider sharing of successful experiences, which will underpin the development of QA culture within the higher education sector.

Feedback from Participants

Upon conclusion of each forum, participants were invited to evaluate the effectiveness of the forum by completing a questionnaire comprising eight questions.

The participants provided ratings on a 5-point Likert scale as well as written comments. Similarly, workshop participants were requested to complete a questionnaire survey at the end of each workshop by giving ratings to fourteen questions as well as written comments, if any. A copy of the two questionnaires is provided at **Appendix 3 and 4**.

The forums and workshops were in general well-received by the participants. The following charts show the average ratings for each of the questions in the evaluation surveys.
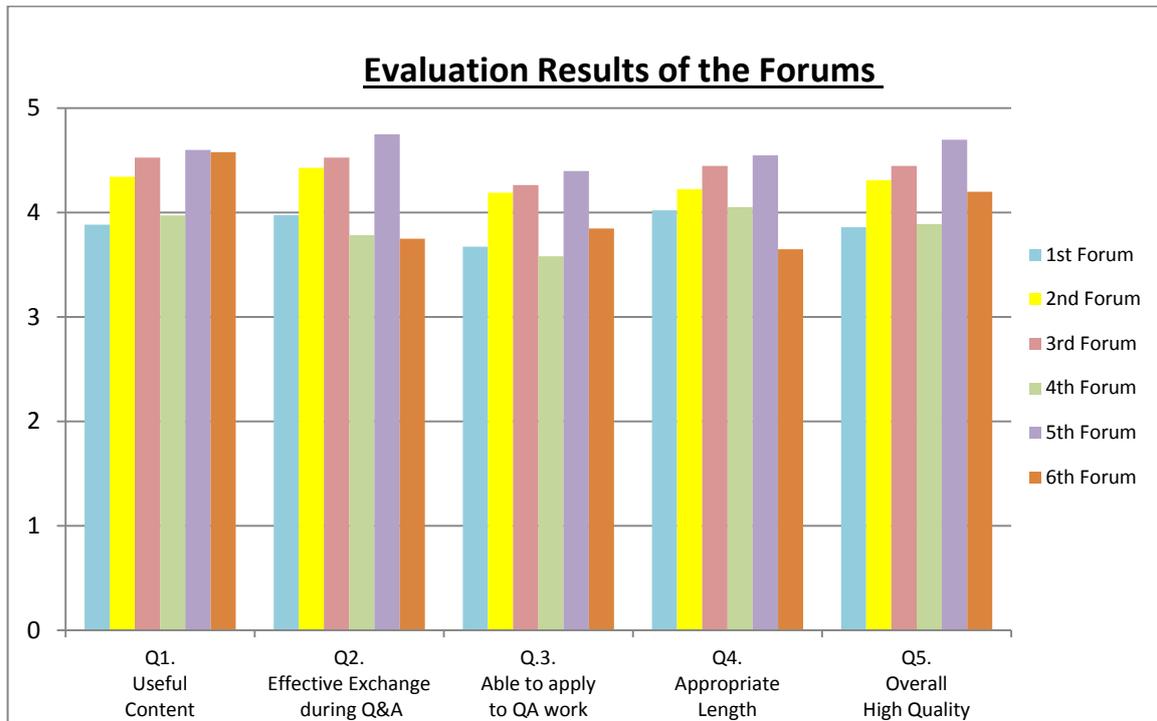

Figure 2: Qualitative results of the forums supported by QESS Project as at 31 December 2016.
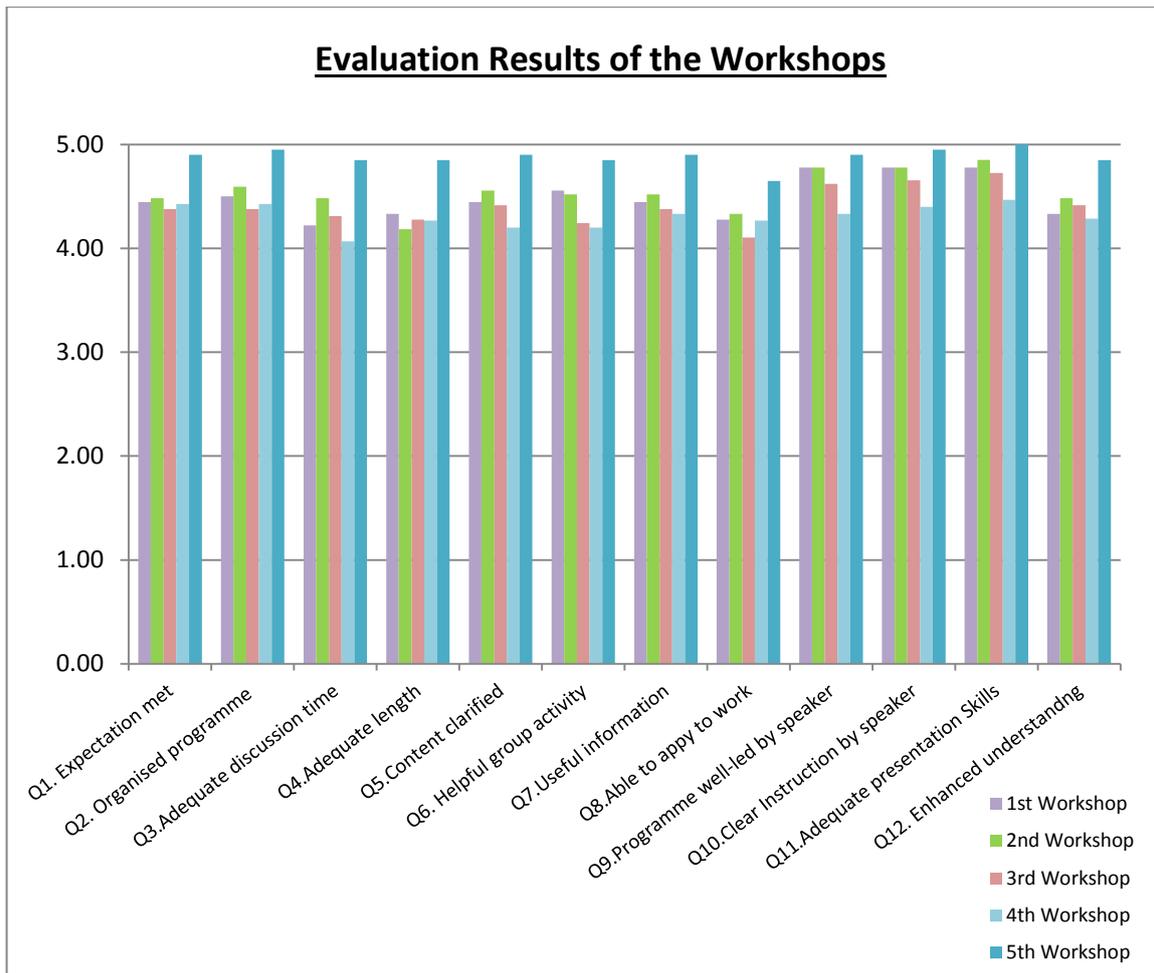
Evaluation Results of the Workshops

Figure 3: Qualitative results of the workshops supported by QESS Project as at 31 December 2016.

The forums and workshops were rated above 3.5 and 4.0 respectively on the 5-point Likert scale across all aspects. In particular, the average ratings of the 5th forum ranged between 4.40 and 4.75 and those for the 2nd workshop ranged between 4.33 and 4.85. These show that the participants were generally very satisfied with the content and arrangements of the forums and workshops. In fact, the high attendance rates of the forums also reflect that Operators are keen to formulate effective QA system in maintaining and improving the quality of their educational provisions.

The high ratings were complemented by positive written comments as follows:

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Forums

✧ *It helped generate new ideas*
✧ *Useful advice from the speaker*
✧ *Succinct presentation and content rich*
✧ *Very clear & useful content*
✧ *Very fruitful sharing*
✧ *Q&A provided practical insight*
✧ *Very practical and relevant experience sharing*
✧ *Relevant and constructive*
✧ *Well-structured with toolkit that can easily be taken away*
✧ *Very informative and pragmatic content*
✧ *Thought-provoking discussion*
✧ *Good presentation with different examples to illustrate the ideas*
✧ *Very informative and useful*
✧ *Substantial and well organised content*
✧ *Should conduct more QA forums in future*
✧ *Helpful to understand the local situation*
✧ *Good sharing from institutions, useful*
✧ *Good sharing of practices in different kinds of institutions/programmes*
✧ *Helped audience keep abreast of international trends and good practices*

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Workshops

✧ *The interactive approach in the workshop is excellent. It addressed every participant's queries.*
✧ *The speaker is a very effective, knowledgeable and interesting presenter*
✧ *A very competent speaker*
✧ *Excellent workshop*
✧ *Relevant content*
✧ *Many useful examples have been given*

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The overwhelming positive responses suggest that the initiative has been effective. Although the final stage is yet to be completed, the participation so far and the feedback collected have demonstrated that the objectives of the Project in relation to the local operators and the HKCAAVQ staff have been successfully achieved. The online knowledgebase is expected to extend the success to a wider audience.

Delineating the Knowledge-sharing Strategies of the HKCAAVQ QESS Project

Forums and workshops can be conducted in a variety of formats, for example, presentations, groups discussions *etc.*, but are essentially a group of people coming together to share problems, learn from each other, change practices, and find solutions while workshops tend to require active engagement from participants (Tsui, 2006). Taking into account this difference, HKCAAVQ has formulated a knowledge sharing strategy of its QESS Project in accordance with the needs of the target

groups. The forums allow a larger number of HEIs to benefit from the knowledge sharing whereas the HKCAAVQ staff would be able to afford the time and effort for more active participation in workshops. The online knowledgebase under construction would render not only continued dissemination, if not sharing, of the speakers' knowledge but will also be a medium for the sharing to go on via comments and feedback collected on the information portal.

Synergy had also been built into the project as guest speakers were identified to share to both target groups whenever feasible. The speakers delivered the same topic in both a forum and a workshop with different focus to serve different target groups would further explore different dimensions of the topic. Ultimately, two topics, namely student engagement and online/blended education, were chosen. These topics are relatively new to the higher education sector in Hong Kong, and the delivery would deepen the understanding of the participants. The insights gained from different parties could also inspire the sector for further improvements and enhancement.

It is noteworthy that although student engagement is a relatively new topic and not directly related to HKCAAVQ accreditation criteria, the record high attendance of the forum reflects that operators are keen to keep themselves abreast of the latest developments and international practices in higher education. On the other hand, the lower ratings of participants' feedback in the forum than the workshop for the same topic suggests that where new/ research-driven initiatives are involved, person-to-person sharing could be more effective than mass sharing in a forum.

The forums facilitated bilateral sharing of knowledge whereas workshops have promoted multilateral knowledge sharing. The guest speakers and the participants exchanged experiences and ideas through the presentation and questions and answer sessions at the forums while multilateral sharing happened when interaction took place during group discussions and presentations. Subsequently, the knowledge sharing process will continue and extend to a wider audience through the online knowledgebase, QAOK. The QAOK is not only a resource for good practices, but also a platform to facilitate continuous exchange of experiences among stakeholders. While the effectiveness is yet to be seen, the QAOK is expected to further promote dissemination of knowledge and foster the development of QA culture, resulting in a spiral of knowledge (Nonaka, 1991).

Conclusion

HKCAAVQ strives to support the development of a quality culture in the educational sector in Hong Kong. Identifying and sharing of good practices are considered useful means of improving the QA practices and promoting quality culture. To achieve this,

HKCAAVQ provides a platform via the QESS Project for mutual sharing of experiences and new approaches in QA and enhancement among local post-secondary operators with a view to encouraging the sector to review and refine their own QA practices. Staff of HKCAAVQ benefit from the workshops which provide them with an opportunity for knowledge update and in-depth discussions with regard to the accreditation work. An online knowledgebase, QAOK, capturing the exchanges will reach a wider community and support their continuous evolvement to promote a QA culture.

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Brief Outline of the Forums

Inaugural Forum on Institutional Governance

Institutional governance was selected to be the topic of the inaugural forum because it forms the skeleton and structure of an institution. During the forum, the guest speaker shared with the audience the evolution of the academic QA system of OUHK as the University progressed from offering distance learning programmes to full-time programmes in face-to-face delivery mode over the past two decades.

2nd Forum on Programme Development

The guest speaker shared with the participants the examples of good practices that have had a positive impact on programme development as well as other operational aspects of the institution. The speaker presented the experience of developing a reflective approach to new programme development, and a list of questions was devised to help programme planning teams to thoroughly consider different aspects when developing new programmes and substantial programme revisions.

3rd Forum on Institutional Governance

The guest speaker shared with the participants his insight on the role of QA in effective governance and management of institutions. He explained that collaborative/participatory governance could encourage institutions to review and improve their performance, leading to better decision-making process and productive learning culture.

4th Forum on Student Engagement

The guest speaker delivered a keynote speech on assessing and enhancing student engagement for the improvement of the quality of higher education, as well as the implications of student engagement on pedagogy and institutional policies. It was followed by a panel discussion among three local Operators, each expounding on the relevant student engagement activities in their own institute as a response to the keynote speech.

5th Forum on Academic Leadership

The guest speaker gave a lively presentation on how effective academic leadership could foster intellectual and institutional excellence, and cope with unending challenges in the local higher education sector. He shared his experience and concluded that collegiality was the key to a successful academic leader.

6ᵗʰ Forum on Digital Education

The guest speaker showcased some recent developments in technology-enhanced education, and also raised some of the key challenges, such as: the expectations of employers and industry; the expectations of learners and graduates in a digitally-enabled world where learning will increasingly occur in micro sessions on micro devices 24/7/365; and the quality assurance measures that can guide implementation.

Brief Outline of the Workshops

1st Workshop on Institutional Governance

As mentioned previously, institutional governance is a fundamental and important domain in higher education. It lays down the pathway of the strategic development of an institution and oversees its proper conduct of business. During the one and a half-day workshop, the speaker talked about major issues arising in institutional accreditation and quality audit, and explained the generic standards for governance and management.

2nd Workshop on Student Assessment

Student assessment is one of criteria and standards for HKCAVVQ's learning programme accreditation/re-accreditation. Effective student assessments should support learning and enable students to demonstrate the attainment of the learning outcomes at the required standards. The guest speaker discussed good assessment practices, particularly connecting assessment to outcomes-based teaching and learning activities, setting benchmarks and standards, and using assessment results to improve teaching and learning, and informing decision-making.

3rd Workshop on Transnational Education

The guest speaker provided an elaborate presentation on the international practices and challenges of transnational education (TNE). Three topics were covered, namely: (i) challenges faced by host and home countries in ensuring effective governance and QA in RNE; (ii) reflections on lessons learnt from Hong Kong as a host country and Australia as a source country, and (iii) current and future trends in TNE.

4th Workshop on Student Engagement

Following on a keynote speech on the importance and emerging practices of student engagement in enhancing learning process and outcomes, the guest speaker used case studies and discussions on research-driven initiatives to stimulate participants' understanding on the relevance of the topic in relation to accreditation work.

5th Workshop on Online and Blended Learning

The guest speaker used different examples from around the globe to explain the use of digital channels and tools and disccued three keys to quality online and blended

learning programmes, namely active support of leadership and management, outcomes-based curriculum design and delivery, and accessibility of support services.

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

Date：

Quality Enhancement Support Scheme
HKCAAVQ Forum on Quality Assurance Practices: Trends and Models

Evaluation

We would like to have your feedback on the forum so that we can improve continuously.

Items for Comment	**Please circle the relevant score to indicate the degree to which you agree with each statement below**				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1 The content of the presentation was useful.	5	4	3	2	1
2 The Q&A session was effective to facilitate exchange between the speaker and the audience.	5	4	3	2	1
3 I can apply what I learnt from the forum to the QA work.	5	4	3	2	1
4 The length of the forum was appropriate.	5	4	3	2	1
5 The overall quality of the forum was high.	5	4	3	2	1

Please Turn Over

6. Your valuable comments on the following arrangements are appreciated:

	Commendation	Improvement
Content		
Q&A Session		
Logistics		
Others		

7. Do you have any other comments or suggestions? If yes, please specify.

8. What topics interest you in the future forums?

THANK YOU

QESS Workshop:

Evaluation

Instruction: Please circle to indicate the level of agreement with the statements listed below.

The Programme	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The workshop met my expectation.	5	4	3	2	1
2. The programme was organised and easy to follow	5	4	3	2	1
3. The time allotted for the discussion was adequate.	5	4	3	2	1
4 The length/content of the programme was adequate	5	4	3	2	1
5. The exercises and presentations clarified the content.	5	4	3	2	1
6. The group activity was useful/helpful.	5	4	3	2	1
7. I got a lot of useful information from the workshop	5	4	3	2	1
8. I can apply what I learnt from the workshop to the QA work	5	4	3	2	1
The Speaker					
9. The speaker led the programme well	5	4	3	2	1
10. Her instructions were clear.	5	4	3	2	1
11. Her presentation skill was adequate.	5	4	3	2	1
Overall					
12. The workshop enhanced my understanding on international developments and trends in QA.	5	4	3	2	1

Your Comments:

13. Do you have any other comments or suggestions to the workshop? If yes, please specify.

14. What topics you would like to be covered in the following workshops?

THANK YOU