

Fit for Purpose : the Evolution of Academic Quality Assurance in OUHK

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Pace your Race for
Knowledge

知識為槳



奔向**夢想**
Sprint to your
Dreams



Brief History

- 1989 Established as the Open Learning Institute of Hong Kong (OLIHK)
- 1990 First Institutional Review
- 1995 Second Institutional Review
- 1996 Awarded Self Accrediting Status
- 1997 Renamed as the Open University of Hong Kong (OUHK)
- 2000 Full-time Face-to-face Programmes introduced
- 2002 First Institutional Review after U status
- 2008 Second Institutional Review after U status
- 2014 Third Institutional Review after U status





The Need for a Rigorous QA Process

1. University education is meant for the elite group, particularly in Hong Kong
2. Open Admission and Distance Learning are poorly understood in Hong Kong





Characteristics of OUHK's QA Systems

1. Rely on inputs from individual staff members
2. The QA process cover both programme and course levels
3. Uniform and centralized control
4. Wide participations from external parties





The Role of Academic Members

- Programme leaders/Programme team members
- Course team members
- Course coordinators
- Award committee members
- Supervisors of tutors





Quality Assurance at Programme Level

- Programme Development:
Outline Programme Proposal/Detailed Programme Proposal
- Launch of Programme:
Semester by semester Programme Team Report
- Programme re-validation





Quality Assurance at Course Level

- Stringent course by course control
- Before course development: Blue Print
- Before presentation: Course Team Report
- After Presentation: Course Report





Uniform and Centralized Control

- Form, frequency and length of face-to-face sessions
- Number of assignments
- Examinations
- Course Results





Participation from External Parties

- Advisory Peer Group
- External Programme Assessor
- Programme Review and Validation Committee
- Course Developer
- External Course Assessor
- External Course Examiner
- External Examiner





The Adopt and Adapt Approach to Full-time Programmes

- Programmes – Mirror DL
- Courses content – Based on approved course outline
- Assessments – Similar assignments
Same examination paper
- Course Report – Slight deviation from the 3-tiers principle
– Alphabetic grades
- Staffing – Basically the same teaching team as DL
- Additional Requirements – Attendance





The Consolidation Stage

- Responsibilities of individual academics
- Programme level QA
- Course level QA
- Centralized control
- External reviews





Thank You

