

Annexes

- A Membership and Terms of Reference of the Steering Committee
- B Student intakes by areas of studies
- C Examples of international indicators :
OECD Net Enrolment Rate and UNESCO Gross Enrolment Ratio
- D Approved Start-up Loans
- E Allocation of Sites
- F Strategies to maximize the use of available premises
- G Approved Accreditation Grants
- H Vetting of Applications
- I Details of the support measures
- J QA mechanisms of UGC-funded institutions
- K Common Descriptors for Associate Degree
- L Joint Quality Review Committee
- M Professional bodies recognizing local AD qualifications
- N Post-graduation status of students

**Review of the Post-secondary Education Sector
Steering Committee**

Membership :

Mr Edward Yau	Deputy Secretary for Education and Manpower (1) (Chairman)
Mr Michael Stone	Secretary General, University Grants Committee
Prof Philip Yeung	Chairman, Joint Quality Review Committee
Prof Enoch Young	Chairman, The Federation for Continuing Education in Tertiary Institutions
Mr Peter Cheung	Executive Director, Hong Kong Council for Academic Accreditation
Ms Virginia Choi	
Mr Leo Kung	
Ms Irene Young	Principal Assistant Secretary for Education and Manpower (Higher Education) (Secretary)

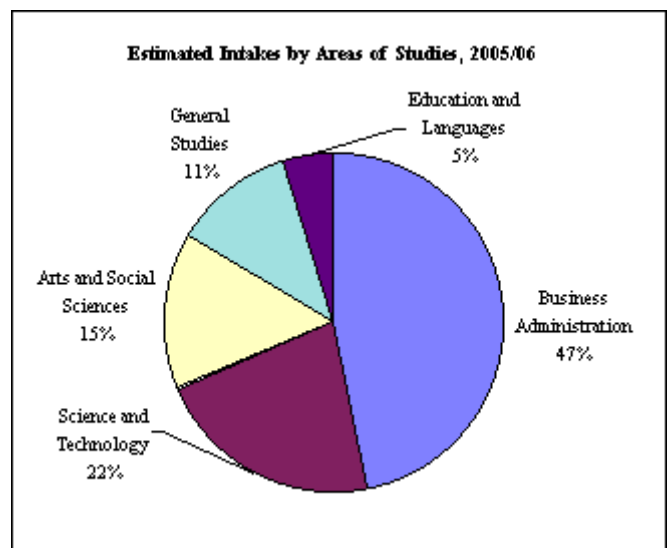
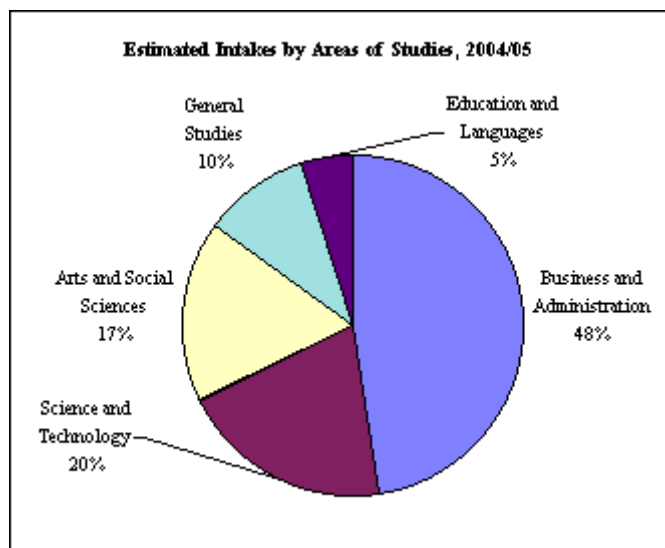
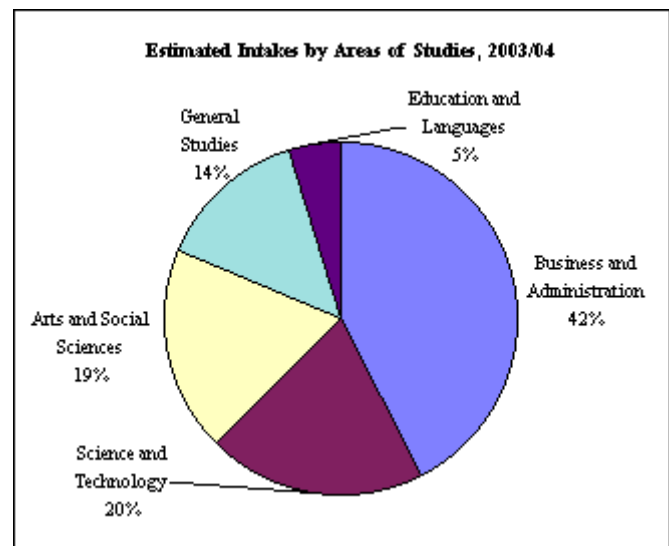
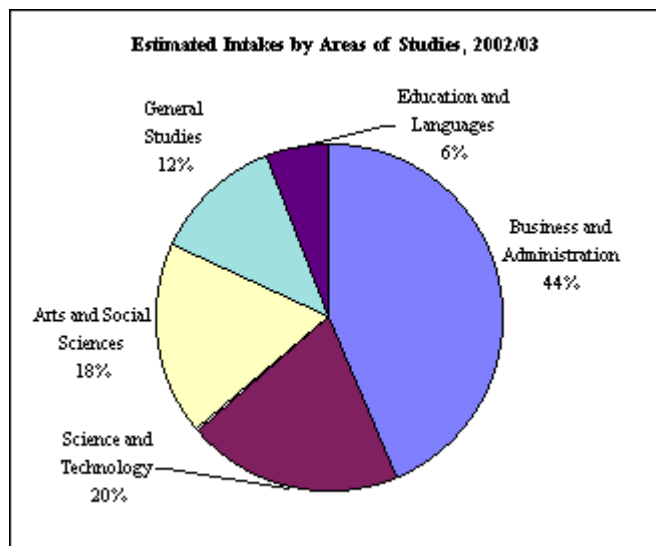
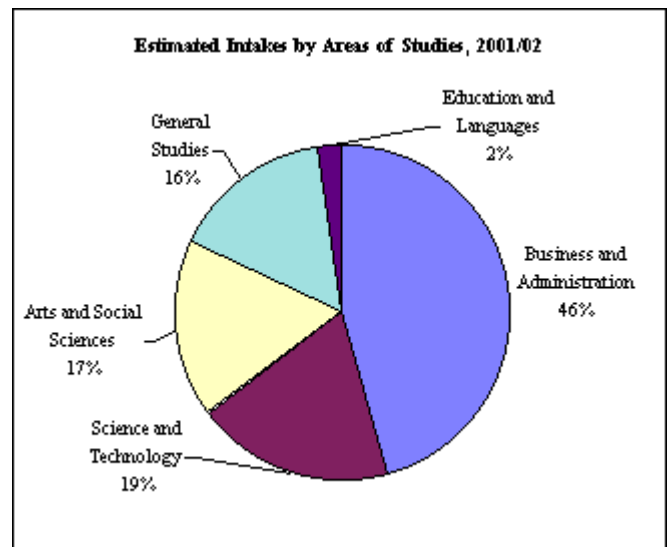
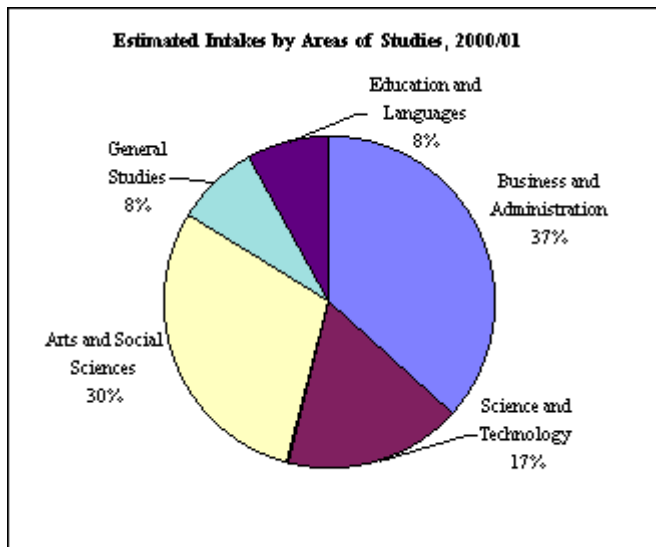
Other stakeholders as co-opted members (on a need basis)

Terms of Reference :

1. To review the development of the local post-secondary education sector since 2001, against the policy objective of allowing 60% of our senior secondary school leavers to receive tertiary education by 2010, and focusing in particular on full-time accredited programmes operating on a self-financing basis.
2. Pursuant to the above, to examine in detail the following –
 - 2.1 supply of programmes and student places;
 - 2.2 effectiveness of various government support measures for service providers;
 - 2.3 market dynamics among service providers;
 - 2.4 career and further education prospects of graduates of local sub-degree programmes;
 - 2.5 promotion of quality;

- 2.6 effectiveness of the existing statutory and self-regulatory framework for accredited post-secondary education programmes; and
 - 2.7 merits of pursuing initiatives in other directions to provide further post-secondary education opportunities.
3. To form sub-committees and/or appoint external consultants to assist in the review as appropriate, and to steer their work in this regard.
 4. Having regard to the outcome of the review, identify scope for improvement and make recommendations to the Secretary for Education and Manpower.

Annex B



OECD Net Enrolment Rate 2002

Country	Net Enrolment Rate (%) ^(Note) (Tertiary)			
	Age 17	Age 18	Age 19	Age 20
OECD Country Mean	1	16	26	30
Australia	5	30	37	38
Germany	1	3	9	17
Korea	2	49	64	60
UK	2	25	34	35
USA	2	39	47	51

Source : OECD publication 'Education at a Glance 2004'

UNESCO Gross Enrolment Ratio 2002/03

Country	Gross Enrolment Ratio (Tertiary)
Australia	74%
China	16%
Hong Kong (China), SAR	31% ^(Note)
Japan	51%
Republic of Korea	85%
UK	64%
USA	83%

Source : UNESCO Online Database
(http://www.uis.unesco.org/ev.php?ID=5040_201&ID2=DO_TOPIC)

Note : UNESCO has been using the set of Hong Kong population estimates compiled by the UN Population Division (UNPD), which are different from the official population figures published by HKSARG.

Annex D

Approved Start-up loans (as at 31 December 2005)

Loan No.	Applicant	Premises	Loan Amount (Short Term)	Loan Amount (Medium Term)	Date of Approval	Student Places	Unit Cost per place
1	The University of Hong Kong	Commercial premises in Wanchai	\$35,402,000	-	7 Dec 2001 by FC	1,200	\$29,502
2	The University of Hong Kong	Commercial premises in North Point	-	\$176,124,000	7 Dec 2001 by FC	1,300	\$135,480
3	Hong Kong Baptist University	Commercial premises in Kowloon Tong	-	\$86,201,000	7 Dec 2001 by FC	900	\$95,779
4	The Hong Kong Polytechnic University	Professional Complex at Hunghom Campus	\$32,700,000	-	7 Dec 2001 by FC	800	\$40,875
5	Lingnan University	Commercial premises in Tuen Mun and Causeway Bay	\$10,597,000	-	7 Dec 2001 by FC	450	\$23,549
6	Lingnan University	New buildings in Tuen Mun Main campus	-	\$205,735,000	7 Dec 2001 by FC	1,200	\$171,446
7	The Hong Kong Institute of Education	Commercial premises in Tai Kok Tsui	\$15,000,000	-	26 Mar 2002 by SEM	500	\$30,000
8	The Chinese University of Hong Kong	Commercial premises in Central	-	\$135,274,000	26 Apr 2002 by FC	900	\$150,304
9	Caritas-Hong Kong	Commercial premises at MTR Kowloon Station	\$15,000,000	-	21 Jun 2002 by SEM	526	\$28,517
10	City University of Hong Kong	Commercial premises in Kowloon Bay	\$44,756,000	-	21 Jun 2002 by FC	1,500	\$29,837
11	Vocational Training Council	New buildings in IVE Tsing Yi Campus	-	\$266,400,000	21 Jun 2002 by FC	2,438	\$109,270
12	International Education and Academic Exchange Foundation Company Limited	Commercial premises in Cheung Sha Wan and TST	\$7,148,000	-	30 Dec 2002 by SEM	420	\$17,019
13	Education and Learning Institute (Hong Kong) Limited	Commercial premises in Causeway Bay	\$4,000,000	-	4 Mar 2003 by SEM	225 (closed in July 2005)	\$17,778
14	The University of Hong Kong	New campus in Kowloon Bay	-	\$279,256,000	27 June 2003 by FC	2,000	\$139,628
15	Hong Kong Baptist University	New campus in Shek Mun, Shatin	-	\$359,200,000	27 June 2003 by FC	2,400	\$149,667
16	Caritas-Hong Kong	New campus in TKO Area 73B	-	\$188,000,000	27 June 2003 by FC	1,434	\$131,102

17	The Hong Kong Polytechnic University	New campus in Hunghom	-	\$424,714,000	27 June 2003 by FC	3,000	\$141,571
18	The Chinese University of Hong Kong-Tung Wah Group of Hospitals Community College	New campuses in Mongkok	-	\$346,050,000	5 Dec 2003 by FC	2,565	\$134,912
19	The Hong Kong Polytechnic University	New campus in West Kowloon	-	\$458,100,000	4 Mar 2005 by FC	3,600	\$127,250
20	City University of Hong Kong	New buildings in its Kowloon Tong main campus	-	\$599,500,000	24 Jun 2005 by FC	6,000	\$99,917
21	Po Leung Kuk (for The University of Hong Kong School of Professional and Continuing Education – Po Leung Kuk Community College)	New buildings in its HQ in Causeway Bay	-	\$254,000,000	24 Jun 2005 by FC	2,000	\$127,000
22	The Open University of Hong Kong	New buildings in its Ho Man Tin campus	-	\$120,000,000	24 Jun 2005 by FC	1,200	\$100,000
Total:			\$164,603,000	\$3,898,554,000	-	36,333	(average unit cost) \$92,291
Total loan amount approved			\$4,063,157,000		-		

Allocation of Sites (as at 31 December 2005)

Site Location	Grantee	Maximum GFA (m ²)	Committed Student Places
<u>Site 1</u> KIL No. 11163 Hung Hom Bay	HK Poly U	26,316	3,000
<u>Site 2</u> NKIL No. 6429 Kowloon Bay	HKU	15,577	2,000
<u>Site 3</u> TKOTL No. 91, Area 56, TKO	Not allocated	10,470	-
<u>Site 4</u> STTL No. 540 Shek Mun	HKBU	26,096	2,400
<u>Site 5</u> TKOTL No. 92, Area 73 B, TKO	Caritas - HK	14,610	1,434
<u>Site 6</u> KIL No. 11176, West Kowloon Reclamation	HK Poly U	31,696	3,000
<u>Site 8</u> Tung Chung TL No. 39, Tung Chung	Not allocated	18,624	-
<u>Site 9</u> TKOTL No. 97, Area 73B, TKO	Not allocated	30,000	-
	Total	173,389 (of which 114,295 is on allocated sites)	11,834

**Strategies to maximize the use of available premises
(as at 31 December 2005)**

(a) Use of existing sites

Six course providers have been granted medium-term loans for building additional accommodation on their own sites -

Institution	Description	Start-up Loans
(1) Lingnan University	Building additional premises of 12,000m ² on its Tuen Mun campus to accommodate 1 200 sub-degree students. (Completed in Oct 2004)	\$205,735,000 (approved by FC on 7 Dec 2001)
(2) Vocational Training Council	Building additional premises of 19,800m ² on the Hong Kong Institute of Vocational Education (Tsing Yi) campus to accommodate 2,438 sub-degree students. (Completed in Sept 2004)	\$266,400,000 (approved by FC on 21 June 2002)
(3) Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College	Building new premises of about 19,900m ² to accommodate 2 565 sub-degree students, at the following sites – (i) KIL 9519, Shan Tung Street (Completed in June 2005) (ii) KIL 9520, Hak Po Street (Completed in August 2005) (iii) KIL 11171, 31 Wylie Road, Kowloon (March 2006)	\$346,050,000 (approved by FC on 5 Dec 2003)
(4) City University of Hong Kong	New premises of about 24,000 m ² on CityU's campus, for 6 000 students.	\$599,500,000 (approved by FC on 24 June 2005)
(5) HKU SPACE - PLK Community College	Purpose-built campus of about 17 000m ² for 2 000 sub-degree students on PLK's premises at 66 Leighton Road.	\$254,000,000 (approved by FC on 24 June 2005)
(6) Open University of Hong Kong	Ho Man Tin Campus Phase II development (with additional accommodation of 10,000m ²) to accommodate 1 200 full-time students.	\$120,000,000 (approved by FC on 24 June 2005)
Total	102,700m² for about 15 400 student places	

2. We understand that at least 9 other post-secondary education providers (including Caritas Francis Hsu College, HK Shue Yan College, HK College of Technology, Po Leung Kuk Community College, OUHK, Chu Hai College of Higher Education, Hong Kong Arts Centre, Kung Lee College and Hang Seng School of Commerce) are providing accredited post-secondary programmes on their existing campuses.

(b) Leasing or purchasing properties in the market as college premises

(i) Leasing Option

3. Leasing suitable commercial premises is a quick and easy way to set up post-secondary colleges, in particular for new players who wish to test the market before investing substantially in campus development. Out of the 22 approved Start-up Loans, 8 are short-term loans for this purpose.

(ii) Purchase Option

4. Out of the 22 approved Start-up Loans, 3 medium-term loans (to HKU, HKBU and CUHK) are for the purchase of commercial premises to accommodate the administrative offices and other supporting facilities for sub-degree programmes.

(iii) Use of “Industrial (I)/ Office (O) Buildings”

5. This was an option to address at the same time the accommodation needs of colleges, and the under-utilization of I/O buildings. Conversion of the entire building or part of it for educational use is feasible, subject to certain conditions.

6. In 2001, we circulated a list of 39 sites in Kwun Tung, Kowloon Bay and Cheung Sha Wan to course providers for consideration, but none responded. Developmental constraints and high renovation costs could have been the main reasons for the lack of interest in this option.

(c) Joint development (secondary schools to provide also post-secondary programmes)

7. As the use of sites for secondary education and post-secondary education may warrant different lease conditions, service

providers who wish to operate secondary schools and post-secondary courses on the same site have to apply for revision of the lease terms. As at today, only one operator (Yew Chung Education Foundation) has indicated an interest in such development.

(d) Properties held by Government or NGOs

8. From time to time, government properties are returned to the GPA for management, allocation or disposal. Under the general policy on government accommodation, bureaux and departments would have a first claim on their use. Properties which are not taken up would then be let out to the public. Only those properties not attracting commercial interest would be considered for allocation to non-government organisations.

9. Over the years, we have identified a number of possible urban sites, including the ex-PLK Ho To Shui Hing Primary School, which later became a new branch campus of Po Leung Kuk Community College. Separately, by public tender, the ex-Nethersole Hospital was leased to International Education and Academic Exchanges Foundation Company Limited (operated in the name of Hong Kong Institute of Technology) for a fixed term tenancy of 5 years.

Annex G

Approved Accreditation Grants (as at 31 December 2005)

Institution	No. of Institutional Reviews	No. of Programme Validations	Total Grant
Hong Kong College of Technology	1	6	\$1,697,250
Caritas Bianchi College of Careers	1	3	\$1,235,000
Hong Kong Institute of Education	-	5	\$1,003,600
Hong Kong Institute of Technology	1	8	\$2,264,300
Caritas Francis Hsu College	-	6	\$1,198,100
Po Leung Kuk Community College	1	3	\$1,150,550
Hong Kong Learning Community College	1	2	\$1,066,500
Hang Seng School of Commerce	1	1	\$797,000
Hong Kong Shue Yan College	-	6	\$2,319,150
Hong Kong Computer Institute	1	2	\$1,016,000
CCC Kung Lee College	1	1	\$717,300
The Art School, Hong Kong Arts Centre	1	2	\$914,400
Total	9	45	\$15,379,150

Note –

We subsidise the full amount of the cost of institutional review and 50% of the cost of programme validation.

Vetting of Applications

START-UP LOAN SCHEME

Requirements of Start-up Loan applications

Applicants are required to submit a detailed application, setting out the background of the applicant; its experience in providing post-secondary programmes; its financial position; details of the programmes to be offered; the projected student enrolment; business plan; quality assurance and articulation arrangements; the amount of loan required and its proposed use; implementation schedule; and proposed security.

Vetting Process

All applications are considered by an independent Vetting Committee comprising official and non-official members with relevant experience.

In considering the applications, the Vetting Committee will follow the eligibility criteria and the per student loan ceilings. It will also take into account the details of the proposal, including the projected student population, the proposed use of the loan, the estimated start-up costs and the financial viability of each application.

LAND GRANT SCHEME

Requirements of Land Grant proposals

Applicants are required to submit a detailed proposal, setting out the background of the applicant; its vision, mission and experience in providing post-secondary programmes; the nature of the programmes to be offered; the projected student enrolment; facilities to be included; the level of fees to be charged; the financial arrangements for implementing the project; a site development plan (which must in all respects comply with the statutory requirements and parameters); and possible synergies with the provider's existing programmes and facilities.

Selection Process

All applications are considered on a competitive basis by an independent Selection Committee, comprising official and non-official members with relevant experience in tertiary education, land matters and capital projects.

The Selection Committee will take into account the following broad criteria -

- (a) The Applicant's organization and management structure, and financial capability to implement the project;
- (b) The Applicant's experience and track record in running post-secondary education services;
- (c) The programmes to be offered, projected student number, mix of disciplines, quality and standard of programmes, and possible synergies with the Applicant's existing programmes and facilities; and
- (d) The Applicant's proposed development plan, utilization of the site and financial viability to implement the project.

Details of the support measures**Start-up Loan Scheme****Eligibility Criteria**

- (a) The course provider must be non-profit making.
- (b) The course provider must provide self-financing full time accredited post-secondary programmes leading to a qualification at or above the level of higher diploma, associate degree or professional diploma.

For face to face teaching programmes, “full time” study should normally have a curriculum of not less than 450 contact hours per year, or a minimum of 30 credit points per year. For non-face-to-face teaching programmes, “full-time” study should normally have a curriculum of not less than 1,350 study hours.

Accredited programmes are those that have successfully undergone accreditation. In case of programmes offered by self-accrediting institutions, these programmes must undergo their own internal quality assurance mechanism as applied to their regular publicly-funded programmes. For non-self-accrediting institutions, their post-secondary programmes should be validated by a quality assurance agency recognized by SEM (i.e. the HKCAA) or the ten statutory professional bodies as appropriate.

Operating Parameters

The Start-up Loan Scheme offers two types of loans: short-term loans and medium-term loans.

- (a) The ceiling for short-term loans is determined on the basis of the prevailing average two-year rental cost of class “C” commercial office (based on data provided by the Rating and Valuation Department) plus the average cost of refurbishment and equipment incurred by existing course providers.
- (b) Applicants who have obtained a short-term loan and/or with good track record can apply for a medium-term loan. The ceiling for medium-term loans is determined on the basis of the purchase price of class “C” commercial office (based on data provided by the Rating and Valuation Department) plus the same average cost of refurbishment and equipment for short-term loans. For Applicants who have obtained a short-term loan, the medium-term loan will only cover requirements additional to those already financed by the short-term loan.
- (c) Subject to the merits of individual cases, providers with a good track record in higher education may apply for the medium-term loan from the outset.
- (d) The loan amount will be determined with reference to -

- the projected number of students; and
 - the providers' start-up expenses, subject to a loan ceiling per student.
- (e) Course providers are only eligible to apply for each loan once in respect of the same student enrolment.

Assistance Level

The loan ceilings per student place for short-term and medium-term loans for the 2005/06 academic year are as follows: -

(1) <u>Short-term loan</u> –	\$22,195
(a) Two-year rental cost of accommodation per student (Note 1)	\$15,711
(b) Refurbishment and equipment costs per student (Note 2)	\$37,906 say \$37,910
(2) Plus a margin of 10% for equipment-intensive or Science subjects (2) = (1) x (1+10%)	\$41,700
(3) <u>Medium-term loan</u> –	\$144,725
(a) Purchase cost of class “C” commercial office per student (Note 1)	\$15,711
(b) Refurbishment and equipment costs per student (Note 2)	\$160,436 say \$160,440
(4) Plus a margin of 10% for equipment-intensive or science subjects (4) = (3) x (1 + 10%)	\$176,480

Notes :

1. The loan ceilings for the rental and purchase costs of accommodation are based on the average rental and purchase costs of class “C” commercial office and are subject to annual adjustment by SEM based on updated data provided by the Rating and Valuation Department. The annual adjustment mechanism is set out in FCR(2001-02)30.
2. The loan ceilings for refurbishment and equipment costs were first set in 2001-02 with reference to the average costs borne by continuing and professional education providers and are subject to annual adjustment by SEM based on movement of the Consumer Price Index (A). The annual adjustment mechanism is set out in FCR(2001-02)30.

Land Grant Scheme

Eligibility Criteria

- (a) The course provider must be non-profit making.
- (b) The course provider must provide self-financing full time accredited post-secondary programmes leading to a qualification at or above the level of higher diploma, associate degree or professional diploma.

Operating Parameters

The applications will be considered on a competitive basis. The successful applicant will be required to enter into a binding agreement known as Conditions of Grant and a service agreement which is co-terminus with the Conditions of Grant.

The Applicants may also apply for an interest-free Start-up Loan to finance the project.

Assistance Levels

The successful applicant will be granted a land by private treaty for a term of 10-year renewable on nominal premium (currently at \$1,000) for the development of a post-secondary college.

Accreditation Grant

Eligibility Criteria

- (a) course providers must be non-profit making.
- (b) programmes to be offered must be full-time, self-financing accredited post-secondary programmes leading to a qualification at or above the level of higher diploma, associate degree or professional diploma.
- (c) accreditation must be conducted by the HKCAA, the ten statutory professional bodies or other accreditation bodies recognized by the Secretary of Education and Manpower.

Operating Parameters

Two types of accreditation processes: institutional review and programme validation are supported, and financial assistance will only be granted upon successful accreditation.

Assistance is one-off in nature which means subsequent periodic reviews will not be eligible for assistance, but eligible course providers may apply for the grant to cover the cost of validation for more than one programme.

The condition on successful accreditation includes successful accreditation without conditions, or accreditation with conditions whereby the conditions are satisfactorily fulfilled and that the courses are ready to be offered. The mere satisfactory completion of the pre-review and acceptance of plan only will not be eligible.

Assistance Levels

We subsidise the full amount of the cost of institutional review and 50% of the cost of programme validation.

QA mechanisms of UGC-funded institutions

City University of Hong Kong

Roles and Responsibilities

With regard to associate degree programmes under the management of the Community College of City University (CCCU) that lead to Senate awards, Senate has delegated to the Academic Board of the CCCU (the Academic Board) the responsibility to approve academic plans and to maintain the academic standards and educational quality of these programmes.

Senate requires that the Academic Board report annually to Senate, through the Quality Assurance Committee. The report should include, inter alia:

- The development of the curriculum of associate degree programmes, including the addition of new programmes, the discontinuation of programmes, and major changes to programmes;
- Efforts made to assure the quality and academic standards of programmes through monitoring and review of the curriculum, teaching and learning, and assessment.

Approval of Associate Degree Programmes

The course or programme proposal should be developed by a course or programme planning team. At the initial stage of course or programme planning, a Stage I proposal will be prepared. The Stage I proposal must be approved by the Head(s) of the relevant Division(s).

Following Divisional Approval, the Stage I proposal will be submitted to the College Executive Committee for initial review and consideration of resource implications. The Stage I proposal will then be submitted to the College Validation and Monitoring Committee.

With the recommendations of the College Validation and Monitoring Committee, the Academic Board will review the Stage I proposal and grant approval in principle for the Programme Planning Team to submit a detailed programme proposal.

An *ad hoc* Programme Validation Panel comprising members from Divisions other than the one proposing the programme and an external member will be set up by the Academic Board to undertake an in depth and thorough scrutiny of the programme proposal submitted by the Programme Planning Team. The Programme Validation Panel will make recommendation on whether the proposed programme is recommended; or if it is recommended based on any condition(s) that the Programme Planning team must fulfill.

The College Validation and Monitoring Committee will make recommendations to the Academic Board on whether the programme is recommended, and on the conditions (if any) that it is recommended.

Approval of Other Credit- Bearing Sub-degree Programmes Leading to CCCU Awards

The approval for these sub-degree programmes follows procedures similar to those for associate degree programmes, except that Stage I agreement will not need to be sought.

Programme Review and Monitoring

Annual programme review requires that Programme Committees take note of the feedback they routinely receive through mechanisms for consultation with students, External Academic Advisers, employers, etc. The Annual Programme Reports are to be submitted to the College Validation and Monitoring Committee for initial review, which in turn will report to the Academic Board.

Programme Review/Revalidation

Normally a programme will undergo a major review/revalidation every five to six years. When a programme is subject to review/revalidation, a Programme Review/Revalidation Committee will be formed. In the case of revalidation, a Revalidation Panel will be formed with an external member and members from Divisions outside the offering one to meet with the Programme Revalidation Committee. The Revalidation Panel will submit a report to the College Validation and Monitoring Committee, with recommendations or modifications to the programme wherever appropriate. With the recommendations of the College Validation and Monitoring Committee, the programme under review/revalidation will be recommended for approval by the Academic Board.

Hong Kong Baptist University

Hong Kong Baptist University – School of Continuing Education Quality Assurance Framework and Processes

1. The School of Continuing Education (SCE), established in 1975, is one of the seven Faculties/Schools of the Hong Kong Baptist University (HKBU), which shares the same mission and vision as the University. Although the focus of services to the community is placed on continuing education and lifelong learning, and the School operates on a self-financed basis, SCE places strong emphasis on the quality of all courses offered.
2. The Board of Continuing Education (BCE), chaired by the President & Vice-Chancellor, is composed of senior members from various Faculties/Schools and administrative offices. This is to ensure that SCE is integrated into the University's management structure, and that its programmes follow the same set of quality assurance procedures set out by the University. On the other hand, senior members of SCE also serve on various academic quality assurance committees of the University. Such committees include the Senate, Academic Development Committee (ADC), Senior Executive Committee (SECO), Academic and Professional Standards Committee (APSC), and the Academic Regulations and Review Committee (ARRC).

3. Upon completion of a programme through SCE, individuals will be awarded a Certificate, Diploma, Associate, Bachelor, Master's or Doctoral degree, depending on the nature of the course. For the purpose of quality assurance and monitoring, the programmes offered can be divided into three categories according to responsibility for the award:
 - 3.1 *HKBU undergraduate and associate degree programmes:* These include the predominantly part-time Bachelor of Education (Honours) (BEd (Hons)) for primary school teachers and the Bachelor of Education in Early Childhood Education (BEd-ECE) for pre-primary teachers and child care workers offered through the Teacher Education Division (TED)/Early Childhood Education Division (ECED) of SCE as well as the full-time Associate Degree (AD) course offered through the College of International Education (CIE). Quality assurance procedures relating to course development, accreditation, evaluation and review are generally identical to those for mainstream UGC-funded courses. However, additional quality assurance elements are also adopted to cater for the special needs of part-time and self-funded programmes.
 - 3.2 *Collaborative undergraduate and postgraduate degree programmes:* These include all courses offered by SCE in collaboration with overseas institutions where the degrees are awarded by the collaborating universities. Quality assurance responsibilities for these courses lie largely with the degree-granting institution.
 - 3.3 *HKBU-SCE sub-degree programmes:* These include all courses at the certificate and diploma level, evening short courses as well as in-house training and interest courses. Quality assurance responsibilities for these courses lie largely with the School and are monitored by the Board of Continuing Education, SCE Senior Management Committee, and various programme committees within the School.

Lingnan University

Quality Assurance Mechanism of Associate Degree and Pre-Associate Degree Programmes

University Level

University Committees Governing Associate Degree (AD) Programmes

In addition to the Quality Assurance (QA) mechanisms existing at the course and/or programme levels, the University puts the AD programmes under the overall ambit of the QA system of the University by setting up an independent Sub-committee on Academic Quality Assurance of Associate Degree Programmes (SCAQA), reporting to the University Senate via the Academic Quality Assurance Committee (AQAC).

University involvement in the QA matters of the College goes much beyond the

functioning of the SCAQA. The multi-faceted involvement includes the representation of University staff in various QA-related committees. In terms of composition, the Academic Committee (AC) being the highest academic governing body of the College, and the standing and ad hoc committees under the AC comprise equal numbers of members from the University and the College.

Community College Level

College Committees Governing AD and Pre-AD Programmes

The Academic Committee (AC) is the highest policy making body in academic matters at the College level. Under the AC are various standing committees, including the Academic Quality and Planning Committee, Admissions Committee and Examinations Committee.

Programme Review

The AD programmes, which have been launched for three full years, are subject to a rigorous review. Thereafter, the programmes will be subject to a thorough programme review every four years. Programme modifications and development as a result of the review will be put into effect in the next academic year. The general aim of the four-year programme review is to assure the academic quality and standard of the programmes.

Flow Chart of Programme Development and Approval

Initiating a Programme Proposal/Concentration

- Community College (CC) or Lingnan University (LU) staff to initiate a proposal
- Discussion between CC and academic units of LU
- Market research on new programme
- Drafting a programme proposal
- Discussion of draft at Programme Management Committees (PMCs) of CC
- Endorsement of proposal at Programme Curriculum Committees (PCCs) of LU
- Consideration of proposal by Academic Quality and Planning Committee (AQPC) of CC
- Further consideration of proposal by Academic Committee (AC) of CC
- Endorsement of proposal by Sub-Committee on Academic Quality Assurance of Associate Degree Programmes (SCAQA)
- Approval of proposal by Senate



Planning the Programme

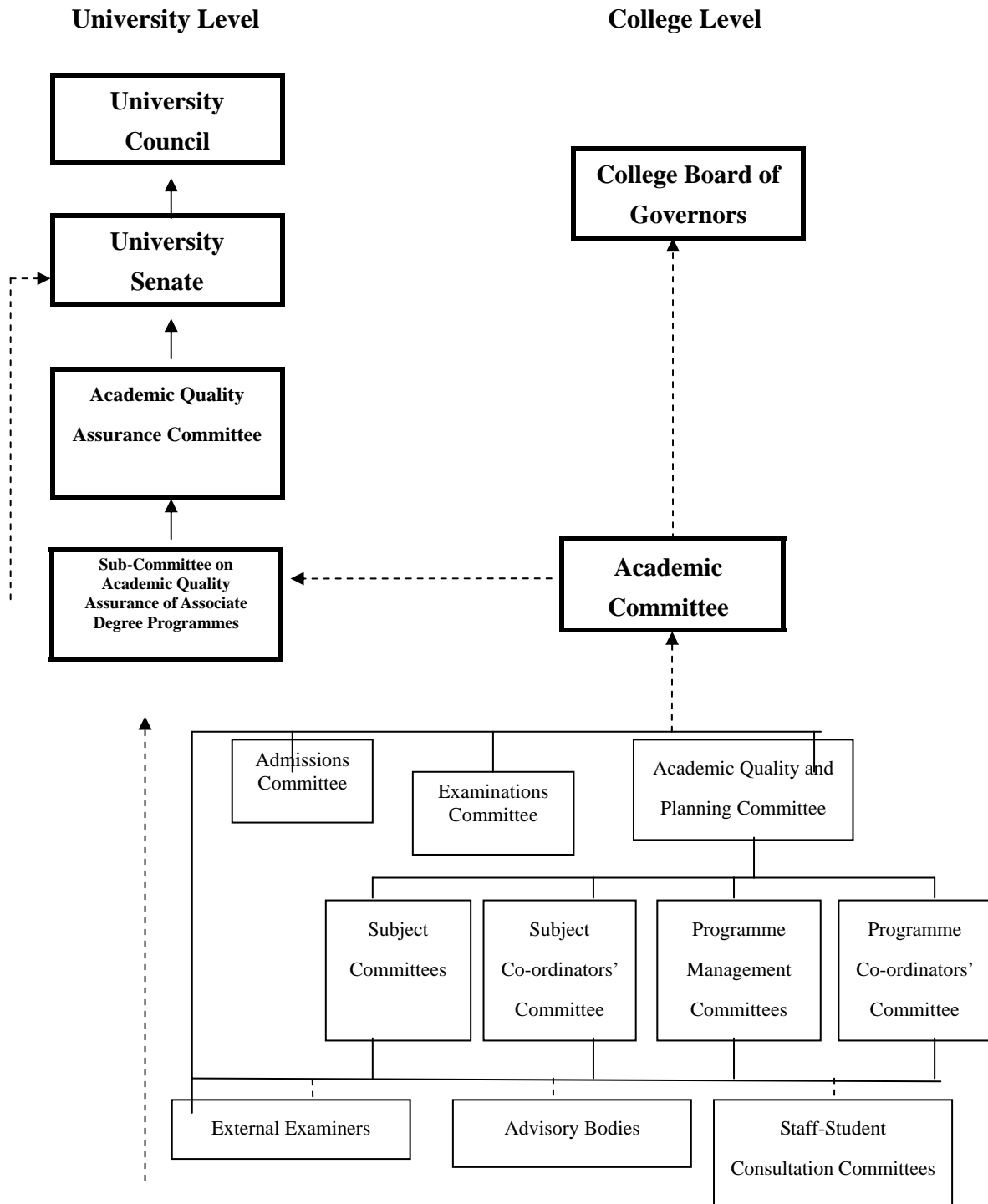
- Staff Recruitment
- Student Recruitment



Implementing the Programme

- Admission
- Programme Advising
- Class Scheduling
- Examination
- Course and Staff Evaluations
- Programme Review

QA Processes and Structures of University and College Committees



-----> relevant quality assurance issues will be submitted to respective committees for noting / discussion / endorsement / approval

1. Offering Units

Certificate and diploma programmes are offered by various academic departments/units of the University and the School of Continuing and Professional Studies (SCS), an extension unit of the University. In September 2005, the Associate Degree programmes offered by SCS were transferred to the newly established The Chinese University of Hong Kong – Tung Wah Group of Hospitals Community College (CUTW) jointly set up by the University and the Tung Wah Group of Hospitals. SCS continues to offer Higher Diploma programmes and other certificate/diploma programmes.

2. The University Extension Board

The University Extension Board (UExB) was set up by the University to oversee the quality of sub-degree and certificate/diploma programmes offered by various departments and extension units, including CUTW.

The Board is chaired by a senior academic staff member of the University. Other members include the Registrar, Bursar, Director of the School of Continuing and Professional Studies, President of CUTW Community College, faculty representatives and senior academic staff members appointed by the Vice-Chancellor.

The Board meets regularly to vet and recommend for the consideration of the Senate proposals for the introduction of new sub-degree and certificate/diploma programmes. The Board is also responsible for reviewing proposals on programme revisions and re-validation. Examination results of sub-degree and diploma programmes will have to be approved by the Board. The Board will also review evaluation reports of launched programmes.

3. Validation of New Programmes

Proposals of new sub-degree and certificate/diploma programmes shall first be reviewed and endorsed by the respective Faculty Boards or other reviewing/endorsement procedures as required by the respective Faculty Boards before they are submitted to UExB. Programme proposals endorsed by UExB will then be submitted to the Senate Academic Planning Committee/Senate for final approval.

4. Evaluation of Launched Programmes

Initial course evaluation of launched sub-degree and certificate/diploma programmes shall be conducted by the offering departments/units during or at the end of the teaching term. The evaluation shall include but not exclusively a list of core questions specified by UExB on a six-point scale to be completed by programme participants.

The evaluation report, a list of current teaching staff and students' works as deemed appropriate, will be submitted to the Board for reference and advice on further actions.

5. Re-validation of Launched Programmes

After a programme has been approved or launched, any subsequent revisions of it will have to be endorsed by UExB again. Endorsed programme revisions will then be reported to the Senate APC/Senate by the UExB Secretariat. For major changes further approval may have to be sought from the Senate APC/Senate.

6. Approval of examination results and certification

Lists of graduates of sub-degree and diploma programmes, with passing/attrition rate if applicable, have to be approved by UExB before official certificates are issued by the department/unit concerned. Graduate lists of certificate programmes can be approved by the offering departments/units or the faculties to which they belong.

The Hong Kong Institute of Education

Existing Processes for Quality Assurance of Non-UGC Funded Programmes

The processes for planning, development, approval, validation, monitoring and review of non-UGC funded programmes are essentially the same as those applying to UGC-funded offerings. The only different process relates to the panel review of the Pre-Associate Degree Foundation Certificate and Associate Degree programmes offered by the Division of Continuing Professional Education (CPE) which at the current time would be conducted by the Hong Kong Council for Academic Accreditation (HKCAA). The details of these processes are as follows:

Programme Planning and Development

Once an initiative has identified, the proposal is considered by the Committee on Postgraduate and Professional Development Programmes or Committee on Degree and Sub-degree Programmes (Programme Committee) under the Institute's Academic Quality Assurance Committee (AQAC) from the strategic planning perspective. The Programme Committee may set up a working group to develop the initial programme proposal if necessary. Proposals supported by the Programme Committee are forwarded to the Institute's Academic Planning and Development Committee (APDC) for endorsement before submitting to the Academic Board for formal planning approval.

After a new programme proposal has received planning approval, the Programme Committee establishes a programme team for the purpose of developing the formal proposal which includes programme aims and objectives, demand and intake projections, expectations of graduates, structure and curriculum, teaching and learning strategies, admission, progression and graduation requirements, and business plans if self-funded. The proposal, after consultation with external consultants and relevant advisory committee(s), is then forwarded to AQAC for endorsement before final approval by the Academic Board.

Programme Scrutiny

At the Institute level, AQAC is the prime committee responsible for quality assurance.

Programme proposals are scrutinized in terms of consistency with role and mission, community demand, overall structure, staffing implications, and financial viability as well as programme coherence and integrity, standards, and proposed on-going quality assurance processes and feedback mechanisms. Proposals meeting the necessary standards are then subjected to validation/review.

Validation/Review and Approval

Validation/Review Panels consist of external scholars who are internationally recognized in the specializations of the proposed programmes. These Panels interact collegiately with senior management, programme teams, and other relevant departments (e.g. language centre, library, IT office) during their visit in order to determine the overall academic standard and sustainability of the programme. Specifically, Panels examine the rationale and coherence of the proposed programme (including demand), academic staffing and resource support (including business plans), articulation with other Institute offerings, and the overall academic standard of the programme. In addition, Panels examine quality assurance processes at the module, programme and Institute levels for their coherence and responsiveness. Panel recommendations are considered by AQAC which then makes recommendations, in the light of the Panel's report, to the Academic Board, which is the final approval authority.

For the panel review of the Pre-Associate Degree Foundation Certificate and Associate Degree programmes offered by CPE, the guidelines of HKCAA will apply. The programme submission document is approved by the Academic Board before sending to HKCAA.

On-going Quality Assurance

For all programmes, including non-UGC funded programmes, there are a number of standard quality assurance processes in place. These include formal student evaluations of teaching for each module, staff-student consultative meetings, external examiners, boards of examiners, annual programme reports, programme revisions and cyclic performance appraisals of teaching staff. Periodic full reviews of programmes and academic units form an integral part of the whole quality assurance mechanism.

The Hong Kong Polytechnic University

Non-UGC-funded programmes are subject to broadly the same validation and QA processes as for UGC-funded programmes. The processes are also the same for programmes at postgraduate, undergraduate, and sub-degree levels.

Approval processes for a new study programme

Before a new study programme can be offered, it must obtain planning approval, then undergo a validation exercise, before formal approval is given by the University Senate.

Planning approval

To obtain planning approval, the department (including self-financed units) concerned

must demonstrate that there is an identified and sustainable need for the proposed new programme; that the programme proposal is sound in terms of the programme objectives, structure and design, and that the department has the necessary teaching and other resources to deliver the programme to the required standard. Since the programme is non-UGC-funded, the department will also need to provide evidence that the proposed programme will be viable financially.

Validation of the programme

After the planning process, the programme proposal will be subject to a formal validation, involving peer evaluation. A Validation Panel will be set up, comprising senior academic plus a number of external members who are practicing professionals in the study discipline concerned. The Validation Panel will examine the detailed programme submission, including discussing it face-to-face with representatives of the department concerned. Through this process, the Panel will form its opinion on the academic viability of the programme proposal, including such aspects as the programme objectives, programme structure, programme curriculum, the teaching methodology, the assessment criteria, the staff expertise, and other support facilities. If the Panel is satisfied with the programme submission in all these respects, it will recommend to Senate for formal approval of the programme. If it is not satisfied with any particular aspects, the department will be required to make a suitable response, or to fine-tune the programme submission appropriately, to the satisfaction of the Panel.

When the programme submission has satisfied the relevant validation requirements, Senate will give its formal approval for the implementation of the new programme. Since the programme is to operate on a self-financed basis, Senate will also specify a minimum viable number for the programme. If the programme is not able to enroll this minimum viable number of students, it will have to be cancelled.

Review of the programme after its implementation

As part of the ongoing QA processes, programmes are subject to both annual review and other periodic review. Annual review of study programmes is part of the department's Annual QA Reporting mechanism, in which any fine-tuning changes or updating of the programme would be proposed and implemented.

Apart from this annual review, the department is expected to conduct a more extensive and macro review of the programme every 5 or 6 years, and which will include the programme objectives, its overall structure, and the continued need for the programme itself. This macro review is normally undertaken as part of the Departmental Assessment exercise conducted on the department (the Departmental Assessment system is an integral part of the PolyU's QA framework, under which an academic department's overall performance are examined by a Panel comprised of peers and professional external to the PolyU). It is akin to an institutional audit, but operates at a departmental level.

The Quality Assurance Framework for Programs and Courses Offered by HKUST-CL3

The Board of Directors of the HKUST College of Lifelong Learning Ltd (CL3) supervises the management of the College's businesses and affairs. In addition, a board of study entitled the Continuing Education Review Board (CERB) has been endorsed by Senate to review the quality and appropriateness of the offering of self-financing academic programmes that have been developed by CL3, and units other than Schools and academic departments, that exceed 120 hours of delivery.

Programme Approval

Upon gaining initial approval from CL3 senior management, a working committee is formed to prepare the proposal of the new programme for submission to CERB for consideration. This committee includes subject experts who work together with staff in the Programme Development Team. The main task of the working committee is to formulate learning outcomes. Based on the learning outcomes, the committee will prepare an outline of the syllabus, decide on the assessment methods, and establish guidelines for the related teaching activities.

Following approval given by CERB, detailed curriculum design work commences. If CERB rejects the initial submission, the proposal will be revised for re-submission.

Monitoring Mechanisms

Once a programme is launched, continuous monitoring is done through:

- * Mid-course evaluation to collect feedback from students (mandatory for new courses)
- * Course meetings with instructors
- * Face to face or telephone interviews with students
- * Mandatory end-of-course summative evaluation
- * Mandatory end-of-programme summative evaluation

The Assistant Director, assisted by the Programme Development Team, the Academic Development Team and the Programme Director, reviews and discusses the feedback collected, and recommends modifications as deemed necessary. Subject to approval by the CL3 Senior Management, modifications are made to existing courses.

The College is required to submit an annual report to CERB as a part of the continuous process of review. Quantitative indicators such as enrolment, attrition and completion rates are included, together with summaries of student feedback and recommended improvement measures. The report also examines follow-up actions identified in Monitoring Reports from previous years.

External Advisors are also appointed to provide strategic input to curriculum planning and the development of foundation and sub-degree level programmes and career-oriented programmes. They meet periodically with the College to help review the learning outcomes of programmes. Normally, the Advisors sample students' work in assuring that standards are maintained. This review is conducted once every three years for existing programmes after an initial review during the first year of programme implementation. Advisors may be HKUST faculty members

and/or external professionals.

The University of Hong Kong

As the institution with a role statement containing explicit reference to lifelong learning, the University of Hong Kong provides quality lifelong learning opportunities for the community. The University's extension arm for provision of professional and continuing education – the School for Professional and Continuing Education (HKU SPACE), offers self-financed study programmes at all levels.

The QA System of HKU SPACE includes the establishment of policies and processes for approval, monitoring and re-validation of programmes, and for ensuring teaching quality. Details are available at <http://hkuspace.hku.hk>. The following are highlights of the QA System.

A. Quality Assurance Committee

The Quality Assurance Committee comprising academics from the School and other parts of the University has been established to promote a culture of quality assurance, and to determine quality assurance policies and procedures.

B. Programme Validation and Approval

A new programme is subject to a validation and approval process. A Programme Validation Panel comprising internal and external academics and professionals considers whether the programme meets community demands, and whether the academic and professional standards of the programme are appropriate. The Quality Assurance Committee and the Board for Continuing and Professional Education and Lifelong Learning (a committee of the Senate and chaired by the Vice-Chancellor) consider the recommendations of the Panel before approval for the programme is given.

C. Programme Monitoring and Teaching Quality

Teaching quality is monitored through stipulated procedures for teacher recruitment and induction, teaching observation and staff development. An Academic Committee of which the membership comprises representatives of teachers and students, and external members is established for each programme. Feedback is gathered from students, teachers, external examiners/assessors, Boards of Examiners and the Academic Committee. An Annual Monitoring Report is compiled containing information of the past year, follow-up actions for problems and the development plan for each programme. Complaint handling procedures are in place for School-wide reference.

D. Programme Modification

The Academic Committee scrutinizes proposals for programme modification including the reasons for change and the implications for students and staff, and considers the academic merit of the modification before approving the modification.

E. Programme Re-validation

Programme re-validation ensures that the quality of the programme is maintained and enhanced in the course of time. The Academic Committee is charged with the task of re-validation. It considers information including student admission data, student assessment data, attrition and completion rates, student and teacher feedback, programme modification and developments. The Committee's decision to continue the programme or otherwise is reported to the Quality Assurance Committee and the Board for Continuing and Professional Education and Lifelong Learning.

Common Descriptors for Associate Degree

Programme Objectives

- Generally, AD should provide an enriched education at post-secondary level that prepares students for work, further study, leisure and active citizenship. It should also cultivate a spirit of lifelong learning and develop the student's ability to learn how to learn.
- Specifically, AD should equip students with generic skills as well as specialised knowledge/skills that are sufficient to enable them to perform effectively at para-professional level, to further their studies in universities or to pursue professional studies.

Learning Outcome

AD graduates are expected to possess –

- a solid foundation of generic skills, including languages, IT, interpersonal, communication, quantitative and analytical skills, as well as the ability to learn how to learn.
- a broad theoretical understanding of the chosen discipline and its application.
- a theoretical foundation upon which further study in the discipline at the degree level, or professional level, can be built.
- an appreciation and basic understanding of other disciplines/areas of study including liberal arts/general education, and the sciences.
- a better understanding of their own interests, inclinations and aptitudes.
- an appreciation of the major socio-political, cultural and economic issues in the local, national, regional and international contexts.

- a strong sense of social responsibility and civic values, a passion in pursuing creativity and innovativeness, and the spirit of lifelong learning.
- (In the case of vocational-oriented programmes) focused, vocational knowledge of the discipline and hands-on expertise at the para-professional level.

Programmes Structure

AD can be-

- a 2-year programme normally admitting students with one A Level or an equivalent number of AS Level subjects; or
- a 3-year programme admitting S5 students. For a 3-year curriculum, the first year programme may take the form of either a standalone pre-AD or a Foundation course which forms an integral part of an AD programme.

Entry Requirements

- AD programmes should generally adopt the principle of "lenient entry, stringent exit".
- For a 2-year curriculum, the proposed normal minimum entry requirements are:
 - (a) one A Level or an equivalent number of AS Level subjects, plus 5 passes in HKCEE (including English and Chinese);
 - (b) satisfactory completion of a pre-AD programme; or
 - (c) mature students.

In future, if university degrees are designed as four years of study after the completion of S6, a 2-year AD programme may admit students who have completed S6 satisfactorily.

- For a 3-year curriculum, the proposed normal minimum entry requirements are:
 - (a) satisfactory completion of S5 (with 5 passes in HKCEE including English and Chinese); or

(b) mature students.

Quality Assurance

- For self-accrediting universities, AD programmes must undergo their own internal quality assurance mechanism as for their regular degree programmes.
- For non-self-accrediting institutions, their AD programmes should be validated by a recognised quality assurance agency such as the Hong Kong Council for Academic Accreditation.

Exit Qualifications

- AD is a valuable standalone exit qualification for employment at the para-professional level.
- AD graduates can (a) pursue further studies or professional development (on a full-time or part-time basis); or (b) enter the job market.
- As an exit qualification for further studies, an AD award is normally equivalent to 50% of a 4-year university degree (North American model) or one-third of a 3-year university degree (British model). In other words, AD graduates can articulate to Year 3 of a 4-year university degree (North American model) or Year 2 of a 3-year university degree (British model).
- As an exit qualification for employment purpose, AD should generally be considered as equivalent to that of a Higher Diploma.

Joint Quality Review Committee

The Joint Quality Review Committee Limited (JQRC) was established, in August 2005, as an independent corporate body by the eight institutions under the aegis of the University Grants Committee. Its remit is to provide for the peer review of the quality assurance processes of the self-financed sub-degree programmes of these institutions, to promote and exchange good practice, and also to advise the institutions on the classification of these sub-degree programmes on the Qualifications Framework.

Specifically, the objectives of the Joint Quality Review Committee Limited are, within the limits of institutional autonomy, to:

- (a) provide for and implement a framework for peer review capable of assuring the quality of self-financing, sub-degree programmes of the continuing education units and other departments or colleges of the members;
- (b) advise the members on the appropriate placement of these sub-degree programmes in the qualifications register to be drawn up by the Education and Manpower Bureau in Hong Kong;
- (c) advise the members, as requested, on the standards of, and , if requested by a member of the Company, to validate, any self-financing programme which the member intends to offer;
- (d) assist the members to maintain and improve the quality of the provision of self-financing, sub-degree programmes, through formative feedback and sharing of good practice.”

JQRC is governed by a Board of Directors composed of representatives from the member institutions. An Academic Council is formed under the Board, comprising Board Directors and also senior academics and professionals from non-member institutions and the professions, to advise on and also to implement the quality assurance framework. The Board of Directors shall decide, upon recommendation from the Academic Council and in consultation with all relevant parties, on the appropriate means for

implementing the objectives of JQRC and on the implementation timetable.

To meet its objectives JQRC considers that it would be important for it to have appropriate communication channels with the Education and Manpower Bureau (EMB), and also with the Hong Kong Council for Academic Accreditation (HKCAA) which is responsible for the quality assurance of programmes at the non UGC-funded institutions. To facilitate such communication JQRC has invited the EMB to send a representative to be an observer at the meetings of its Board of Directors, and has invited the HKCAA to send a representative to join its Academic Council.

Professional bodies recognizing local AD qualifications

1. Chartered Institute of Marketing
2. Chartered Institute of Purchasing and Supply
3. Hong Kong Institute of Marketing
4. Institute of Chartered Secretaries and Administrators
5. Institute of Administrative Management
6. Institute of Management Specialists
7. Hong Kong Institution of Engineers
8. Association of Chartered Certified Accountants
9. Chartered Insurance Institute
10. Hong Kong Association of Accounting Technicians
11. Hong Kong Institute of Bankers
12. Institute of Cost & Executive Accountants
13. Institute of Financial Accountants
14. Society of Registered Financial Planners Limited
15. Association of International Accountants
16. Chartered Institute of Bankers
17. Hong Kong Securities Institute
18. Hong Kong Computer Society
19. Institute for the Management of Information Systems
20. Institute of Certified E-Commerce Consultants
21. Internet Professional Association
22. Hong Kong Logistics Association

**Summary on Graduates by Types of Programmes
(Sub-degree and Degree)**

Annex N

Academic Year 2001/02 ^[1]

Programme Type	No. of Graduates	No. of Respondents (D)+(H)	Pursuing Further Study				Not Pursuing Further Study			
			Articulated to Local University		Articulated to Overseas Institution	Total (D)=(A)+(B)+(C)	Full-time Employed (E)	Part-time / Underemployed (F)	Unemployed (G)	Sub-total (H)=(E)+(F)+(G)
			Undergraduate (A)	Others ^[2] (B)	Undergraduate (C)					
Associate Degree	349	338	108	12	116	236	90	2	10	102
Higher Diploma	255	136	26	3	2	31	75	16	14	105
Honours Diploma	457	395	2	6	1	9	279	52	55	386
Professional Diploma	7	7	-	1	3	4	2	-	1	3
Total	1 068	876	136	22	122	280	446	70	80	596

Academic Year 2002/03

Programme Type	No. of Graduates	No. of Respondents (C)+(G)	Pursuing Further Study			Not Pursuing Further Study			
			Articulated to Local University	Articulated to Overseas Institution	Total (C)=(A)+(B)	Full-time Employed (D)	Part-time / Underemployed (E)	Unemployed (F)	Sub-total (G)=(D)+(E)+(F)
			Undergraduate ^[3] (A)	Undergraduate (B)					
Associate Degree	1 654	1 282	767	81	848	393	24	17	434
Higher Diploma	544	495	188	2	190	253	20	32	305
Honours Diploma	481	422	-	1	1	339	51	31	421
Professional Diploma	23	22	3	3	6	12	-	4	16
Sub-degree Total	2 702	2 221	958	87	1 045	997	95	84	1 176
Degree Total	35	29	-	-	-	25	-	4	29
Grand Total	2 737	2 250	958	87	1 045	1 022	95	88	1 205

Academic Year 2003/04

Programme Type	No. of Graduates	No. of Respondents (D)+(H)	Pursuing Further Study				Not Pursuing Further Study			
			Articulated to Local University	Articulated to Overseas Institution		Total (D)=(A)+(B)+(C)	Full-time Employed (E)	Part-time / Underemployed (F)	Unemployed (G)	Sub-total (H)=(E)+(F)+(G)
			Undergraduate ^[3] (A)	Undergraduate (B)	Sub-degree (C)					
Associate Degree	2 949	2 519	1 484	99	1	1 584	845	38	52	935
Higher Diploma	1 724	1 676	597	56	-	653	781	55	187	1 023
Honours Diploma	725	673	12	9	-	21	530	53	69	652
Professional Diploma	45	41	3	10	1	14	20	1	6	27
Sub-degree Total	5 443	4 909	2 096	174	2	2 272	2 176	147	314	2 637
Degree Total	105	59	12	-	-	12	45	-	2	47
Grand Total	5 548	4 968	2 108	174	2	2 284	2 221	147	316	2 684

Notes:

[1] In 2001/02, there were only sub-degree graduates.

[2] 'Others' mainly includes graduates pursuing the second sub-degree.

[3] Including 531 graduates and 994 graduates of 'Top-up Degree Programme' in 2002/03 and 2003/04 respectively.