



香港學術評審局

HONG KONG COUNCIL FOR
ACADEMIC ACCREDITATION

HKCAA

ACCREDIT
NOTE

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CHANGING PROFILE OF THE HKCAA

1994 saw the HKCAA in its fifth year of operation. The Council has fostered much change in these few years in the higher education sector of Hong Kong and, inevitably, these changes have influenced its role and mode of operation. The higher education sector is becoming more mature, with some institutions reaching the stage of development which warrants self-accreditation. A similar process, which in the UK covered over twenty years, has taken place in under five years in Hong Kong. This is in line with the rapid pace of change for much of Hong Kong society, but the HKCAA is very pleased to have contributed to the dissemination of good practice in quality assurance and the cultivation of a quality culture in the tertiary institutions, and to have urged these institutions to shoulder the responsibility for the maintenance of their own academic standards.

With the two polytechnics and the Baptist College achieving self-accreditation, the HKCAA has been relieved of a punishing validation programme which has taken precedence over its other functions. The Council is now able to develop more fully its role as the advisor to government on academic standards and qualifications, and as an educational resource in quality. As envisaged by its Ordinance, the Council should become a guardian of quality in a broader sense, and a purveyor of standards for the wider community.

Behind the concerns for quality is the concept of the protection of the interests of the users of the product, and in the case of education, one important consumer is the student. Increasingly, these consumers are buying into a market of overseas education programmes offered by overseas academic and professional institutions in Hong Kong.

The HKCAA recognizes the need for the provision of information to consumers to enable them to make a quality choice and this coincides with similar concerns and efforts on the part of government to institute some form of control over overseas operations. In the forthcoming legislation for this purpose HKCAA will play a part in this control process. But in the meantime HKCAA has gone one step ahead in its publication of an Academic Programmes Guide, which will list comprehensive information on overseas programmes to enable prospective

students to make an informed choice. In this, the Council sees itself as going beyond the enclosed walls of the traditional tertiary institutions, entry to which is still a prize for the selected few, to link up with the concerns for quality in the community at large.

HKCAA has also moved closer to the professions. It is a member of the Advisory Committee on Teacher Education and Qualifications and its sub-committees, which were set up after the publication of Education Commission Report No. 5 to advise government on the provision and training of teachers in Hong Kong. It is also anticipated that subsequent to the completion of the consultancy study which the Council conducted for the Hong Kong Institute of Education (as reported in the last issue), it will be requested to carry out an institutional review of the Institute and later on reviews of the proposed programmes. Although these reviews will be very similar to the validations and reviews the Council has conducted in the past as its staple work, the emphasis of the reviews will be more oriented towards the professional needs of the teaching profession. Admittedly, there is a fine distinction between academic and professional accreditation. The aims and processes of both are very similar and in much the same way as education and industry have borrowed and learnt from each other's quality concepts, academics and the professions can learn from and reinforce each other.

Similarly, the Council has been approached by one of the leading professional bodies in Hong Kong, the Hong Kong Institution of Engineers, to provide expertise to help set up its own accreditation arm for programmes in local tertiary institutions.

Increasingly, in the context of an education-thirsty public and the proliferation of overseas programmes, the Council has received enquires from individuals and from organizations concerning the status of institutions in other countries, in addition to the request for information from government departments. The Council has continued to build up its information network through contact with the education authorities and accreditation bodies in other countries, through visits and attendance at conferences. Its Register of Subject Specialists provides it with numerous points of contact in various disciplines in other countries. The Council is also currently administering the International Network for Quality Assurance Agencies

in Higher Education, which it helped to set up three years ago, and which currently has a membership of 69 organizations from 37 countries. The Network offers channels for information on education and accreditation systems in the member countries. In addition, through the Network HKCAA acquires an increasing international dimension in its work.

In the run-up to 1997 the Council is moving towards greater contact and understanding with educational authorities in the People's Republic of China. Through meetings and seminars and reciprocal visits, the Council is building up its knowledge on mainland China education and qualifications, as well as fostering understanding and acceptance by Chinese educationists of the system in Hong Kong. These activities lie behind the Council's advisory role to government, and also its enlarged role as an educational resource for the whole of Hong Kong.

In its wider perspective to serve the community, and to become more regional, as well as international in its concerns and outlook, the Council shall continue at the same time to provide accreditation services for the developing institutions in Hong Kong, looking forward also to providing support and assistance to the older and more mature institutions and working closely with government and the funding authorities.

W. S. Wong

COUNCIL MEMBERS

Congratulations are in order for Council members Professor Sir Colin Campbell, Vice-Chancellor of the University of Nottingham, for receiving his Knighthood; and Dr Alan King, former Associate Director of the Hong Kong Polytechnic who, after leaving the Polytechnic briefly, returned to take up the position of Deputy Director of the Polytechnic.

A vote of thanks is given by the HKCAA to its outgoing Council members for the hardwork and dedication they have given. Some of these members have been with the predecessors of the HKCAA. Professor S W Tam, Pro Vice-Chancellor of the Chinese University of Hong Kong, was a member of the Planning Committee on Academic Awards in 1986, and it was this Committee which planned the establishment of the Council. Professor Tam later joined the Provisional Hong Kong Council for Academic Accreditation, from 1987 to 1989, and then in June 1990 was appointed to the first Council of the HKCAA. Other long-serving members are Professor Jerry Barrett, Associate Director of the Baptist College, and Dr Malcolm Frazer, former Chief Executive of the UK's Council for National Academic Awards, who joined the Provisional HKCAA in 1987 and 1988, respectively. Other outgoing members are The Honourable Ronald Arculli, and Professor Anthony Walker, members of Council since

1990; Mr Eddy Fong and Mr Martin Tang, members since 1992.

Seven new members have been appointed to the Council for terms of two years commencing June 1994. Two new members are introduced in this issue of the newsletter.

Mr Linus Cheung Wing Lam, JP

In March 1994, Linus W L Cheung was appointed Chief Executive and an Executive Director of Hong Kong Telecommunications Limited, with overall responsibility for Hong Kong Telecom's operations in Hong Kong, China and the region. With this appointment, he also joins the Chief Executive's Committee of Cable and Wireless plc, Hongkong Telecom's largest shareholder, and chairs the China Development Board of Hongkong Telecom.

Born in Hong Kong in 1948, Linus W L Cheung received secondary and matriculation education in Raimondi College and St Stephen's Girls' College. In 1968 he entered the University of Hong Kong to study Economics and Political Science. He graduated in 1971 with an honours degree in Social Sciences.

Linus W L Cheung began his working career with the Swire Group, joining as a management trainee for Cathay Pacific Airways in 1971. In 1991, he was appointed Deputy Commercial Director of Cathay Pacific Airways and the following year joined their Board of Directors as their Executive Director for Hong Kong. Prior to joining Hong Kong Telecom, Linus W L Cheung was Deputy Managing Director of Cathay Pacific Airways with responsibility for the airline's worldwide commercial activities.

In 1978, Linus Cheung obtained a Diploma in Management Studies from the University of Hong Kong and was awarded the Tom Martyn-Jones Memorial Prize for outstanding performance. He received further management training in a number of institutions including the Harvard Business School, INSEAD of France, Oxford University, the London Business School and the Asian Institute of Management.

In May 1989, he was invited by the Hong Kong Government to join the newly created Central Policy Unit, commonly called the "Think Tank", as one of its four core members on a two-year secondment basis. He was representing the private sector in the Central Policy Unit which reports directly to the Governor of Hong Kong, the Chief Secretary and the Financial Secretary. During this tenure, he assisted in the preparation of policy advice and represented the Government during foreign duty visits. He continues to assist the Unit as an unofficial adviser. Whilst working for the Unit, Linus W L Cheung served as an Official Justice of the Peace. He was appointed as a Non-official Justice of the Peace in July 1992.

In May 1994, Linus W L Cheung was appointed one of the two Hong Kong representatives on the Pacific Business

Forum of the Asia Pacific Economic Cooperation (APEC). The Forum has the responsibility of identifying the most important factors that affect business activities in the region and recommending steps to APEC for improving the business climate.

He is also a member of the Hong Kong Government New Airport and Related Projects Consultation Committee, member of the Independent Commission Against Corruption Operations Review Committee, Royal Hong Kong Police Complaints Committee, amongst others.

Linus W L Cheung is a Roman Catholic. He and his wife, Amanda, have two daughters. His hobbies are reading, contemporary Chinese art, music, swimming and golf.

Professor Thomas C W Mak

Professor Mak was born in Hong Kong and received his secondary education at Wah Yan College, Hong Kong. He majored in Chemistry and Physics at the University of British Columbia (UBC) and earned his 1st Class Honours BSc degree in 1960. After spending the summer of 1960 as a Research Assistant at the National Research Council (NRC) in Ottawa, he pursued graduate studies at UBC on a NRC Scholarship and obtained his PhD degree in Chemistry in 1963. Supported by the award of a National Aeronautics and Space Administration Fellowship, he spent the next two years as a Research Associate in the Department of Crystallography at the University of Pittsburgh, and subsequently obtained tenure at the University of Western Ontario as Assistant Professor of Chemistry.

Professor Mak joined the Chinese University of Hong Kong in 1969 as Lecturer in Chemistry at New Asia College, and was promoted to Senior Lecturer in 1971, Reader in 1978, and Professor in 1982. He has been Chairman of the Department since 1983, and served as elected Dean of the Science Faculty in 1985-1988. He holds a concurrent appointment as Director of the Institute of Science and Technology.

Apart from spending a sabbatical year (1978-1979) at UBC, Professor Mak has served the University without interruption. He is devoted to research in the field of structural chemistry, with particular interest in (i) the synthesis and structural characterization of clathrate inclusion compounds, salt hydrates, and hydrogen-bonded molecular adducts; (ii) metal coordination by cyclic polyenes, polycyclic tertiary amines, (arylthio) acetic acids, carboxylate-like ligands, pseudohalides, and macrocycles; and (iii) structure elucidation of organic compounds and natural products. He has developed long-term research projects in collaboration with academic chemists in Hong Kong, Singapore, Malaysia, Australia, Germany, Egypt, India and China. His publications include *Crystallography in Modern Chemistry: A Resource Book of Crystal Structures* (co-authored with

Professor G D Zhou and published by Wiley-Interscience in 1992) and over 400 research articles in international chemistry journals. He has been a member of the editorial board of the *Journal of Inclusion Phenomena* since 1986.

COUNCIL MEETING

The ninth meeting of the HKCAA Council was held on 24 June 1994.

A major topic which concerned members at the meeting was the development of quality assurance for the higher education system in Hong Kong, a discussion which Council continued from its previous meeting. Much of the discussion centred on the changing and broadening role of the HKCAA and its increased functions in the provision of advice to government and other organizations.

The meeting received detailed reports on the work of the HKCAA in its accreditation activities, its work in relation to teacher education and the newly formed Hong Kong Institute of Education, and the proposed role for the HKCAA as advisor in the forthcoming legislation regulating overseas tertiary and professional bodies offering courses in Hong Kong.

Council also considered the development of HKCAA's overseas links, liaison with the PRC, and developments in the International Network on Quality Assurance Agencies in Higher Education, which is administered by the HKCAA.

Another topic of discussion was the consideration of an HKCAA response to the Interim Report on Higher Education 1991-2001 published by the University and Polytechnic Grants Committee.

A feature of this meeting was a presentation by Professor Kwong Lee Dow, a Council member, on developments in quality assurance in Australia. (see below)

HKCAA STAFF

Mrs Pauline Mah, an HKCAA registrar, chose to leave her position in March 1994, to join the Hong Kong Baptist College as Assistant Academic Registrar. Pauline joined the Council in November 1990 and has always been a lively and dedicated member of staff deeply involved in her work. One of the projects she took part in just before she left the Council was the consultancy study conducted for the four Colleges of Education and the Institute of Language in Education. She is continuing with work in accreditation and quality assurance in her new position at the Baptist College.

A New Registrar

In January, the Council recruited Ivy Chan to join its professional team. Ivy is a graduate in English and Personnel Management from the Chinese University of Hong Kong. She started her career in the business sector, moved to the Civil Service for a short time, and became

engaged in the education field in 1983 when she joined the Hong Kong Polytechnic. At the Polytechnic, she was exposed to, and became directly involved in course validation work. She was among the founding team who administered course validation and review matters of the institution. She left the Polytechnic in mid 1989 for Jamaica to join her husband. During that period of time, she gained local work experience as the Assistant to the Deputy Principal of the University of the West Indies, and later on handling administrative matters of her husband's factory.

In her spare time, Ivy is kept busy with her eighteen-month old son, and her genuine Jamaican mongrel dog which came to Hong Kong quite recently.

ACADEMIC PROGRAMMES GUIDE

For the past few years, the HKCAA has been responding to numerous enquiries relating to the nature and standards of academic courses and programmes, particularly those offered by overseas organizations. Concern about these programmes and courses offered in Hong Kong, and general ignorance about their nature has led the HKCAA to the conclusion that the public should be better informed of the educational opportunities available in Hong Kong. Consequently, the HKCAA plans to publish an Academic Programmes Guide which is for sale to the public at a low cost. The first issue will be available in the summer of 1994.

The Guide lists and describes education programmes and courses currently offered in Hong Kong by overseas universities, colleges, and professional organizations. It provides reference information on individual institutions and guidance notes on how to interpret the information, what issues to be aware of, and how to evaluate the appropriateness of the programmes and courses. Also included is a synopsis of the new Ordinance on the regulation of the operation of overseas institutions which will be enacted later this year.

Apart from providing a service to the general public, the Guide is intended to create and promote self-regulation through information and awareness.

SEMINARS AND WORKSHOPS

In April, the Council organized a one-day workshop in association with the City Polytechnic of Hong Kong, titled 'Staff Appraisal in Higher Education'. The workshop was led by Dr David Warren-Piper, Director of the Tertiary Education Institute, University of Queensland. Participants were encouraged to review the pros and cons of performance appraisal, from both the viewpoint of the institution and the employee. Dr Piper examined the principles of performance management, and presented the appraisal process as a cyclical process, with action plans developing from the appraisal meeting

feeding back into the whole process. The workshop also focused on the micro-skills of staff appraisal including planning of the interview and interviewing skills. The workshop was attended by over thirty academics and administrators from the tertiary institutions.

Another workshop, 'Quality Audit: The Gamekeeper and the Poacher', was conducted by Professor David Dunkerley, Dean of Research at Plymouth University, on 25 May. Professor Dunkerley has long been involved with CNAA accreditation and has served as chairman on a number of HKCAA validations. He is currently an auditor appointed by the UK's Higher Education Quality Council (HEQC) and at this workshop Professor Dunkerley discussed the audit experience from both the auditor's and the institution's view points. He gave an overview of the current scene in quality assurance in the UK describing the involvement of a number of bodies in quality assurance matters, comparing, in particular, the work of the HEQC and the Higher Education Funding Council(s) (HEFC). Participants heard about the detailed procedures adopted for the audit reviews, as well as for the training of auditors, and also the type of issues which audit teams chose to look at. Examples of these included mechanisms for the introduction of new programmes, for the monitoring of validation recommendations, student feedback and external examiners reports; staff induction processes; modularization; the use of management statistics; and the extent to which procedures reflect the aims of an institution.

Reactions to quality audits were cited, ranging from positive support to apprehension and over-preparation on the part of the institution. Among the criticisms directed at the audit process were methodological as well as theoretical ones, but a major criticism was directed against the entire system: the overburdening of institutions by assessments carried out by the HEQC and the HEFC, and the duplication of some of the processes. Calls are being made by critics for a rationalization of the whole of the UK quality assurance system for higher education.

PRC LIAISON

Visits to the HKCAA

In January 1994, the HKCAA received a visit from the Director of the Office of Academic Degrees Committee of the State Council (ADCSC), Professor Wang Zhong Lie. (His Office is responsible for the approval of institutions to conduct postgraduate programmes in the whole of China). Useful information was obtained pertaining to current educational developments, in particular, decentralization of government control over institutions and progress in accreditation activities in China. The more important developments relate to plans to introduce institutional reviews, and professional accreditation. Information was also exchanged with regards to the accreditation systems in practice in both

Hong Kong and overseas countries.

In March, a PRC delegation, headed by a member of the State Education Commission and including academics from leading universities in China, visited the HKCAA. Current plans to introduce accreditation of bachelor degrees by the State Education Commission were described and members of the delegation were given an overview of HKCAA validation methods and procedures.

Visit to Shanghai

A visit was made to Shanghai in March by two members of staff, Allan Sensicle and W S Wong, for meetings with representatives of the Shanghai Higher Education Bureau, and of the Chinese Society of Higher Education Evaluation.

The meeting with the Deputy Director of the Shanghai Higher Education Bureau, Mr Wei Run Bai, revealed useful information concerning important new changes which have been introduced in higher education and spearheaded in particular by Shanghai. These relate to changes in university operation such as the introduction of university-run enterprises, and changes in the sources of staff income; the merging of universities, the increase in the number of fee-paying students, and the decentralization of control over institutions and approval of programmes. It is particularly interesting to see the impact of entrepreneurship and the market economy upon tertiary institutions. These changes are expected to have impact upon the whole issue of quality assurance and the authorities are contemplating new criteria of accreditation in the face of such changes.

Proposed joint conference with the PRC

The visit to Shanghai saw initial contact with the Chinese Society of Higher Education Evaluation which has invited the HKCAA to co-sponsor a conference on quality assurance and academic evaluation to be held in China sometime in 1996. This Society was recently formed as a non-government body under the sponsorship of the State Education Commission with membership from academics interested in academic evaluation and also representation from the State Education Commission (SEC) and the Academic Degrees Committee (ADCSC). Although the Society's objectives are to promote and research into higher education evaluation, it is expected that it will also be advising government on these matters owing to its close relationship with the SEC and the ADCSC.

The proposed conference on education evaluation would provide a forum for the mutual exchange of quality assurance practices in China, Hong Kong, and other parts of the world. The conference will be international in nature drawing participants from China, Hong Kong, Taiwan and other countries. The HKCAA has been invited to join the organizing committee.

INTERNATIONAL NETWORK FOR QUALITY ASSURANCE AGENCIES IN HIGHER EDUCATION

The International Network for Quality Assurance Agencies in Higher Education now has 69 participating members from 37 countries. They belong to two categories of membership: Full Membership, for organizations responsible for assuring the academic quality of post-secondary education programmes offered by institutions other than themselves; and Associate Membership, for organizations with a major interest in, but no direct responsibility for, quality assurance.

A newsletter "QA", is issued to members bi-annually, in January and July. Non-members are welcome to subscribe to it. Those who are interested in obtaining further information about the QA Network or in subscribing to the "QA" newsletter, please write direct to Mrs Ivy Chan of the HKCAA.

STUDY VISIT TO NEW ZEALAND

The NZQA

In May, a member of staff, W S Wong, attended the Quality Assurance in Education and Training Conference, organized by the New Zealand Qualifications Authority (NZQA) in Wellington, and presented a paper on the topic of "The Changing Scene of Quality Assurance in the Education System in Hong Kong". The conference may be seen in the context of the setting up of the National Qualifications Framework by the NZQA, and one of its aims, no doubt, was to promote the culture of quality assurance for participants in this National Framework, representatives of whom were present at the conference, including the polytechnics and colleges, private training organizations, and senior secondary schools. Speakers from the U.S. were invited to talk about the implementation of quality assurance in their country. Speakers from the local institutions, including polytechnics and private training organizations, and also from industry, commented on their experience in working with the National Qualifications Framework. Participants from the universities, which are outside the National Qualifications Framework, discussed the audit process which was soon to be imposed on the university sector by the Academic Audit Unit.

W S Wong visited the New Zealand Qualifications Authority and met its Strategic Manager, Mr J R O'Connor with whom discussions were held concerning the operation of the National Qualifications Framework. The NZQA itself was set up in 1990, under the Education Amendment Act, to establish a National Qualifications Framework which would encompass post-secondary education, tertiary education, and industry training. The National Framework has eight levels, with level 1 broadly equivalent to form five standard, and level 8 equivalent

to post-graduate work. There are sixteen fields to cover all areas of learning, ranging from Humanities, Computing, to Law and Security, and Maori studies. The Framework gives formal recognition of learning achieved at all levels, so that a person's learning at any level, in any field, is brought together under one umbrella to achieve one 'seamless' education system. National acceptability, transferability, and links with industry are the main features of this system. The building blocks of the Framework are unit standards which list the learning outcomes and performance criteria for achievement of credit, at any particular level, and unit standards carry credit ranging from 1 to 120, with 120 representing the work of a full-time one-year programme.

Representative groups from industry, called National Standards Bodies, or Industry Training Organizations, are invited to formulate unit standards and to apply to NZQA for the registration of the units. The work of the NZQA, other than in approving and registering the units on the National Framework, also lies in the accreditation of providers of courses, who will package the unit standards into learning materials and are responsible for course delivery. The course providers can be polytechnics/colleges, private training organizations, or senior secondary schools. There are twenty five polytechnics, six colleges of education, and more than seven hundred private training organizations.

What this means for the polytechnic sector, which used to offer only sub-degree courses, is that those qualifications which are to be listed on the Framework, have to be accredited by the NZQA (which delegates this authority to the New Zealand Polytechnic Programmes Committee). For degrees, which the polytechnics have started to award since 1990, these have to be accredited by the NZQA although they have not yet been developed as part of the National Framework. The NZQA forms panels for the accreditation of degrees, drawing members from both the polytechnic and the university sector, and from industry. Site visits are conducted and a monitoring process is instituted for each degree approved.

The Academic Audit Unit

A meeting was also held with the Director of the Academic Audit Unit (AAU), Dr David Woodhouse, formerly Deputy Executive Director of the HKCAA. The AAU was set up by the New Zealand Vice Chancellors Committee in February 1994, and the terms of reference of the AAU are to review the universities' mechanisms for enhancing and maintaining academic quality in the achievement of their stated aims and objectives, and to recommend good practice for the maintenance of quality. In carrying out the audits, it has been decided that the areas of focus will be on a) course design, monitoring and evaluation; b) teaching, learning, and assessment; c) appointment and performance of staff; d) mechanisms for feedback and e) research.

All the seven universities in New Zealand have agreed to participate in the scheme and each of the universities will be audited once within the first four years of setting up the AAU. There will be a pilot scheme of the audit in 1995. The audit process will enlist the use of auditors who will be drawn from a Register of auditors. Audit panels will include at least two academics and one other person of appropriate experience. The audit will include examination of documentation followed by a visit of three days' duration. It is anticipated that audit reports will be made public. There is an Advisory Board for the AAU and the Vice Chancellors' Committee appoints the chairman of the Advisory Board.

Committee on University Academic Programmes

Currently the work of degree course approval in the university sector is conducted by the Committee on University Academic Programmes (CUAP) which is a committee set up by the New Zealand Vice Chancellors' Committee. Thus the CUAP undertakes work for the university sector which in the polytechnic sector is carried out by the NZQA. The NZQA has gazetted criteria for the approval and accreditation of courses, which have been drawn up in consultation with the universities. These criteria relate to the objectives, content and structure of the degree course and their acceptability to the academic, industrial, and professional communities; admission and assessment procedures; staffing; teaching and research facilities, amongst others.

The CUAP meets four times a year to consider degree proposals. The proposals include both proposals for new courses, and proposals for changes in the structure of courses, in entry requirements and other minor changes. All proposals are circulated among the universities and there is a process of correspondence through which queries are raised and answered, culminating in a postal resolution for approval of the proposals. Proposals which are not approved at this stage are considered at a meeting of the CUAP. Site visits may also be conducted by review panels, in particular for courses jointly proposed by universities and polytechnics.

At present, the universities are not part of the National Qualifications Framework and universities do not seem to welcome the encroachment of the NZQA. Future developments may centre on the relationship between the work of the Vice Chancellors' Committee and the NZQA, and secondly, the work of the Academic Audit Unit which will also review the work of the CUAP.

QUALITY ASSURANCE IN AUSTRALIA

At the Council meeting held in June, Professor Kwong Lee Dow, Head of the Institute of Education at the University of Melbourne, and an HKCAA Council member, gave a presentation on recent developments of quality assurance in higher education in Australia. He

described three systems of quality assurance which have been in place in recent years. In the 1980s and early 1990s, an Academic Standards Program was instituted by the Australian Vice-Chancellors Committee which focused on standards and comparability in the honours degree in a number of disciplines. At the same time there were commonwealth government-funded discipline reviews conducted by the Department of Employment, Education and Training (DEET), and these covered disciplines such as law, engineering, teacher education, accountancy, agriculture, and computing.

The more recent initiative centres round the quality reviews conducted by the Committee on Quality Assurance in Higher Education, a committee set up to advise the Minister of Education in the distribution of a 'quality fund', on top of the usual allocation to the universities. The 1993 round of reviews has just been completed and there has been much publicity and debate surrounding the findings and the whole review process. The Committee on Quality Assurance comprises nine members of whom six were academics from the institutions. Visits were conducted to the institutions and in preparation for the visits institutions were allowed to submit a portfolio of twenty pages, which should centre round self-evaluation. The 1993 reviews focused on the three areas of research, teaching and learning, and community service. Participation in the review was voluntary and in the end all institutions chose to take part.

The 1993 review resulted in a ranking of the thirty-six institutions in six bands, and the Committee recommended differential distribution of the 'quality funds' for the institutions in each of the six bands, with the institutions in the higher ranks receiving a greater percentage. Distribution was therefore a reward for excellence. Institutions were grouped together in these bands according to their outcomes, as established in the reviews, in teaching and learning, research, and community service, and their quality assurance processes. The reviews further established a corresponding relation between outcomes and processes.

Institutions are now preparing for the 1994 round of review which will focus on teaching and learning. The list of criteria for the 1994 review includes planning and management of undergraduate and postgraduate teaching and learning; curriculum design; delivery and assessment; learning outcomes; evaluation, monitoring and review; student support services and teaching support; staff recruitment, promotion and development; and postgraduate supervision. Institutions are expected to examine in their self-evaluation, measures for improvements taken after the 1993 review.

Professor Lee Dow also informed the meeting that the Department of Employment, Education and Training had recently released a set of higher education performance indicators, compiled from information supplied by the

universities. Examples of these indicators are course completion rates, staff student ratio, student cost, percentage of tenured staff, drop out and employment rates, percentage of overseas students, and number of courses, amongst others. This is the first time such data have been released in a coherent form allowing comparison between institutions.

COURSE REVIEWS

LINGNAN COLLEGE

MONITORING

BSocial Sciences (Hons)

The required annual report on this degree was submitted in December 1993. An advisory visit was conducted in May 1994 as the first stage of the revalidation process. The degree continues in approval until full revalidation takes place in a year's time.

BBA(Hons)

This degree programme was approved for four student intakes starting September 1993. Along with the approval was a requirement for the submission of a clear policy on staff development and research to the HKCAA. Subsequent documents have been received from the institution. The HKCAA is still discussing these matters with the college. These discussions do not affect the approval of the programme.

BBA(Hons) Conversion Programme

As reported in the last issue of 'Accredit Note', approval for this Conversion Programme was given with conditions which have now been met. The programme will be offered for three years starting September 1994.

HONG KONG BAPTIST COLLEGE

MONITORING

BA(Hons) Physical Education and Recreation Studies

The College submitted its annual report for 1992-93 on this course in fulfillment of the requirement in the original validation.

HONG KONG POLYTECHNIC

VALIDATION

BA(Hons) in Contemporary English Language

This programme was recommended for approval for four intakes with the recommendation that the course document be revised. The revision, in particular, was to include a re-presentation of the aims and objectives of the course, syllabuses, and teaching and learning strategies.

ACADEMY FOR PERFORMING ARTS

MONITORING

BFA (Music)

The original validation stipulated the preparation of a forward plan for the acquisition of additional resources for the library. The Academy was also required to give a commitment to provide adequate staffing. Both requirements have been fulfilled.

Institutional Review

The report of the APA's institutional review was submitted to the Recreation and Culture Branch in March 1992. All conditions and requirements except for one have been fulfilled. The outstanding requirement relates to an appropriate Academic Development Plan and there have been discussions about it with the APA over a period of time.

CITY POLYTECHNIC OF HONG KONG

MONITORING

BSc in Building, Building Surveying and Quantity Surveying

The programme was approved for three years commencing 1992/93 during which annual course reports were to be submitted to the HKCAA.

With the institution becoming self-accrediting, this reporting arrangement is no longer required. However, during the interim period, CPHK agreed to submit a report covering the course operation in 1992/93. The relevant report was received in March and the HKCAA made comments relating to staff shortages and changes, quality of students, assessment and external examiners.

THE OPEN LEARNING INSTITUTE OF HONG KONG

VALIDATION

Bachelor of General Studies

In September of last year, the report of the validation of the Bachelor of General Studies unclassified degree programme of the Open Learning Institute was submitted. HKCAA approved the programme from its first intake of students, up to and including the October intake of 1996 (to coincide with validations in the Schools).

The OLI is in the process of meeting the conditions placed on the approval of this programme, that is, the preparation of appropriate promotional and briefing materials and the development of protocols for student counselling and advice.

HONG KONG TERTIARY INSTITUTIONS

In this issue we introduce the latest tertiary institution established in Hong Kong, the Hong Kong Institute of Education.

THE HONG KONG INSTITUTE OF EDUCATION

The Hong Kong Institute of Education (HKIED) was established on 25 April 1994 following the recommendation of the Education Commission in its Report No. 5 (1992) and the passage of the Hong Kong Institute of Education Ordinance through the Legislative Council of Hong Kong in March 1994. Five teacher education institutions, namely, Northcote College of Education (1939), Grantham College of Education (1951), Sir Robert Black College of Education (1961), Hong Kong Technical Teachers' College (1974), and the Institute of Language in Education (1982) were merged to form the new institution. The HKIED aims to develop into an autonomous, tertiary institution for 5,000 full-time equivalent students and to become a centre of excellence in teacher education and continuing professional development for teachers in Hong Kong.

The Institute has power under its Ordinance to confer degrees and other academic awards. The Governor shall be the President of the Institute. A Governing Council, chaired by the Honorable Simon Ip, formerly chairman of the Provisional Governing Council, has been established. In addition to other members appointed by Government, the Council includes three members to be nominated by the Institute's Academic Board, three HKIED staff, and a full-time student. Professor Kwong Lee Dow, an HKCAA Council member and Dean of the Institute of Education at Melbourne University, has been appointed a member of the HKIED Council.

The Director of the HKIED is Professor C K Leung, formerly Dean of the Faculty of Arts at the University of Hong Kong. The Deputy Director post is held by Dr K C Pang, formerly Director of the Curriculum Development Institute of the Education Department. Other senior members who are already in post include Dr Michael Luk, Associate Director (Administration) and Professor Raymond Anderson, Associate Director (Academic).

The Head Office of the HKIED is now housed in the Sunning Plaza in Causeway Bay. The campuses of the former four Colleges of Education and the Institute of Language in Education will continue to be used for teaching until a new permanent campus in Tai Po is completed for the Institute in 1997.

A consultancy study on the four Colleges of Education and the Institute of Language in Education was undertaken by the HKCAA in December 1993. Recommendations were made on the upgrading of these Colleges and on developments relating to the provision of teacher education by the HKIED.

At present, the Institute offers teacher education programmes at pre-degree level and will introduce degree, postgraduate and research programmes as soon as possible. New Certificate programmes in Primary and Secondary Education will be offered in September 1994 to replace, in phases, the existing Teachers' Certificate.