



HONG KONG COUNCIL FOR
ACADEMIC ACCREDITATION

HKCAA

ACCREDIT
NOTE

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A BUSY YEAR FOR THE COUNCIL

Accredit Note has delayed meeting with its readers for the last few months in order to be able to incorporate news on the International Conference on Quality Assurance & Evaluation in Higher Education which was coorganised by the Council and is one of the highlights of its activities in the current year. This is the first large scale international conference on quality assurance ever held in China and the HKCAA is proud to be the coorganiser of such an event. The Conference was highly successful and details are given inside this issue together with excerpts of the keynote speeches.

The Council has also been able to further its links with the Shaanxi Province and with Shanghai during this period, culminating in the signing of Memoranda of Cooperation with both parties.



Organising Committee members of the International Conference and Council Chairman, Dr Andrew Chuang.

It has been a busy year for the Council and international activities apart, the Council has a continuous accreditation role in respect of the institutions under its remit. It has completed two major reviews within the past twelve months. An institutional review was conducted for the Hong Kong Institute of Education for assessing the readiness of the Institute to offer degree programmes. Another exercise was the completion of the institutional review process for the Open Learning Institute of Hong

Kong which had started in June 1995. The Council recommended a period of transition for the Institute before it is awarded self-accrediting status and during the period of transition from June 1995 to June 1996, the Council worked in partnership with the Institute and advised on the improvement of its internal quality assurance systems. In June 1996 the Council was pleased to recommend to Government the achievement of self-accreditation for the Open Learning Institute.

During the year, intensive preparation work is being undertaken in anticipation of the Council's role under the new legislation for the control of non-local academic and professional courses offered in Hong Kong (see details inside). And it is also in anticipation of this work that the Council has delayed publishing the second edition of its Academic Programmes Guide, the popular reference book published by the Council which contains information on non-local courses in Hong Kong.

DEPARTURE OF HKCAA EXECUTIVE DIRECTOR AND NEW APPOINTMENT

In May 1996, the HKCAA said goodbye to its Executive Director, Mr Allan Sensicle who had been with the Council for over six years and was initially appointed to the Provisional Hong Kong Council for Academic Accreditation. As the first Executive Director, Mr Sensicle made invaluable contributions towards the development of a quality assurance system in Hong Kong and the maintenance of quality education in the tertiary institutions. This was a particularly challenging task at a time of rapid expansion in Hong Kong's higher education system. During his term of office, two former polytechnics and one college achieved self-accrediting status following a period of successful programme validation by HKCAA.

Conscious of the need for a better understanding of China's education system, Mr Sensicle assisted the Council to develop close links with tertiary institutions and educational authorities in the PRC including the State Education Commission and the Academic Degrees Office of the State Council.

Allan also assisted the Council to develop in new directions of work, to provide advisory services on the academic standard of non-local qualifications, and to



Former Executive Director Mr Allan Sensicle photographed at the HKCAA Council dinner with his successor Miss W S Wong.

provide consultancy services to professional bodies and other organisations.

Allan's friendly presence at the HKCAA is much missed by his colleagues and we wish him success in his new position as Vice-Principal of the Bournemouth and Poole College of Art and Design in the UK.

Following an international recruitment exercise, former Senior Registrar of the Council, Miss Wong Wai Sum was appointed to the position of Executive Director as from June 1996. Wai Sum brings a wealth of experience and knowledge to the post, having been with the HKCAA since its establishment in 1990. Wai Sum was appointed as Registrar of the Provisional Council in January 1990 and promoted to the position of Senior Registrar in 1995. She had assisted with the design and implementation of the Council's accreditation procedures since its early days, and had taken part in more than thirty validations and institutional reviews, including the first accreditation undertaken by the Council. Wai Sum has also played an important role in assisting to develop the Council's links with China and was the driving force behind much of the organisation work for the International Conference coorganised with China.

COUNCIL MEMBERSHIP

Outgoing members

The HKCAA wishes to thank the following outgoing Council members for their hardwork and support during their term of office.

Professor Bart de Schutter joined the Council in June 1990 and was appointed as Vice-Chairman two years later. Other outgoing members include Dr Jacques L'Ecuyer whose first mandate started in November 1988 with the Provisional Hong Kong Council for Academic Accreditation, Professor Sir Colin Campbell, Mr Linus Cheung Wing Lam, JP, Dr James Fok, Mr David Gairns,

Mr Anthony Kan Yuet Ming, Dr Alan King, Professor Thomas Mak, Professor S Gordon Redding, Professor Sir Stewart R Sutherland and Mr Wong Hon Yee.

All these members have generously supported the Council with their knowledge and experience of higher education. Their enthusiasm and encouragement have guided the Council in the development of its work in respect of quality assurance in higher education. The Council wishes them continued success in their scholarship and other endeavours and trusts that their wise counsel will remain available to the HKCAA.

New appointments

Ten new members were appointed and seven existing members were reappointed on the Council of the HKCAA with effect from 8 June 1996. The new members include Professor Barry John Bannister, Professor Peter N Dobson, Jr, Professor David Dunkerley, Mr Edmund Leung Kwong Ho, Professor John Leong Chi Yan, OBE, JP, Professor David C Meredith, Ms Marie-Odile Ottenwaelter, Mr Alex Sun Hsu Hsien, Professor Wang Zhong Lie and Mr Raymond Wong. Dr Richard Ho Man Wui, JP, Registrar of the Chinese University of Hong Kong, was appointed as Council member with effect from 9 September 1996. Among these new appointments, Professor Wang Zhong Lie is the first member of the Council appointed from the PRC.

Dr Andrew S L Chuang, JP, Chairman since 1992, continues to lead the Council in the coming year. Professor John Leong Chi Yan, OBE JP, from the Department of Orthopaedic Surgery, University of Hong Kong, was appointed as Vice-Chairman.

Some of our Council members are introduced below, including four new members and one current member.

Professor John C. Y. Leong, OBE, JP

Professor John C. Y. Leong, OBE, JP graduated from the University of Hong Kong in 1965 with MBBS. He subsequently obtained the FRCS (England) in 1969, and FRCS (Edinburgh) in 1970. He underwent postgraduate training at the Nuffield Orthopaedic Centre, University of Oxford from 1969 to 1972. He was conferred an FRACS without examination in 1985. He joined the Department of Orthopaedic Surgery at the University of Hong Kong in 1967, became Senior Lecturer in 1975, and Professor and Head of Department since June 1981.

He has previously served as Dean of the Faculty of Medicine at the University of Hong Kong for two terms of three years from 1985 to 1990. In addition to being Head of the Department of Orthopaedic Surgery, he is concomitantly also the Director of Postgraduate Medical Education and Training at the University.

Professor Leong is an orthopaedic surgeon, with special research interests in spinal problems and children's

orthopaedics. He is presently President of the Hong Kong College of Orthopaedic Surgeons and Immediate Past-President of the Western Pacific Orthopaedic Association, comprising members from 13 countries.

Professor Leong is very interested in community affairs, presently being Chairman of the Joint Committee on Student Finance (Education and Manpower Branch), Member of the Executive Committee of the Hong Kong Society for Rehabilitation, Member of the Executive Committee of the Society for the Relief of Disabled Children, and Member of the Hospital Governing Committee of Castle Peak Hospital, Ruttonjee Hospital, Duchess of Kent Children's Hospital and the Macle hose Medical Rehabilitation Centre. He was also a previous Adjudicator of the Immigration Tribunal, and a member of the Telecommunications User and Consumers Advisory Committee.

He is a member of the Editorial Board of eight international orthopaedic journals. His favourite pastimes include golf, wine tasting, and reading.

Professor Leong was appointed the Vice-Chairman of the Council with effect from 8 June 1996.

Professor Fan Yiu Kwan

Professor Fan Yiu Kwan is Dean of the School of Business and Director of the Business Research Centre at the Hong Kong Baptist University.

Professor Fan obtained his BA(Hons) from the University of Hong Kong in 1967, MA from the University of Toronto in 1969, MS and PhD from the University of Wisconsin-Madison in 1972 and 1974 respectively. Specialising in economic development and urban economics, he has published on migration and urbanisation, multi-sector development models, models of myopic optimising behaviour, international technology transfer, higher education policy, and emigration from Hong Kong.

Prior to joining Hong Kong Baptist College in 1986, he was Lecturer in Economics at the University of Hong Kong (1974-80), Vice-President and Assistant Research Director of Economic Dynamics, Inc and Adjunct Associate Professor of Economics of the University of Southern California (1980-81), Associate Professor (1981-84) and Professor of Economics (1984-89) at the University of Wisconsin-Stevens Point.

Professor Fan has served on a number of government advisory boards and committees. He was a member of the Planning Committee for the Hong Kong University of Science and Technology (1986-88), Research Grants Council (1991-92), and is currently a member on the Administrative Appeals Board, Urban Services Appeals Board, Regional Services Appeals Board, Sir Robert Black Trust Fund Committee and the Committee on Management and Supervisory Training of the Vocational Training Council.

Professor Fan is also active in the professional field. He was President of the Hong Kong Economic Association in 1988 and 1989, and is currently President of the Pacific Rim Council on Urban Development.

Professor Fan was appointed a member of the HKCAA from June 1994, and reappointed on 8 June 1996.

Mr Edmund K H Leung

Mr Edmund Leung is Chairman of Hyder Consulting Limited, a wholly owned subsidiary of Hyder plc.

He graduated from the University of Hong Kong in Mechanical Engineering in 1967 and worked in the power utilities (China Light & Power Co Ltd) and manufacturing industries before joining the construction industry.

In the late 70's, as Division Manager of GEC Hong Kong, he was project manager for a series of equipment contracts for the first stage of the Hong Kong Mass Transit Railway. He joined the consulting engineering industry in the mid 80's and has since been involved in the design and project management of the construction of tunnels, railways and buildings in Hong Kong and China.

Mr Edmund Leung's family was closely connected with education and instilled in him a keen interest in education related matters. His father was Head of the Electrical Engineering Department of the Hong Kong Technical College some 30 years ago, and his mother was a teacher. He is currently a member of the Technical Education Committee of the Vocational Training Centre and has served on numerous educational advisory committees and as an external examiner in the local tertiary institutions.

Mr Leung was President of the Hong Kong Institution of Engineers for 1995-96. He is Advisor to the Commissioner for Administrative Complaints, a member of the Appeal Boards on noise control and gas safety, and a member of the Energy Advisory Committee.

Mr Leung was appointed a member of the Council from 8 June 1996.

Professor Wang Zhong Lie

Professor Wang Zhong Lie graduated from Beijing Normal University in 1958 and obtained his Doctoral degree at the State University of Utrecht, the Netherlands.

Professor Wang is currently Deputy Secretary-General of the Academic Degrees Committee of the State Council, PRC. Actively involved in educational and scientific management, he is also Director of the Department of Postgraduate Education of the State Education Commission, Vice-President of the Chinese Association for Management of Higher Education of China, and a member of various boards and committees.

Professor Wang is a Physics Professor at Beijing University; he was formerly Vice-President and Professor of Physics at Shandong University. His area of research

interest is molecular and atomic physics. Professor Wang participates in a number of national and international academic societies and currently chairs the Committee of the Atomic and Molecular Physics Society in China. He was Visiting Scientist at the FOM Institute for Atomic and Molecular Physics in Amsterdam, the Netherlands for a number of years.

Professor Wang has written many books on higher education management and science and has published more than 80 papers in these areas. He has won a number of national awards, including the State National Prize for Specialists awarded by the Science and Technology Commission, in 1988.

Professor Wang was formerly the Director of the Academic Degrees Office of the State Council which is responsible for the accreditation of postgraduate degree programmes in China.

Professor Wang was appointed a member of the Council from 8 June 1996.

Mr Alex Sun Hsu Hsien

Mr Alex SUN Hsu Hsien is the Managing Director of Pan-Land Development Ltd, a subsidiary of the Winsor/Ocean Land Group of Companies in Hong Kong. Mr Sun is also Executive Director of Alexander Stenhouse (HK) Ltd, a joint-venture firm of insurance brokers and risk managers organised between Pan-Land and Stenhouse which later merged into Alexander & Alexander.

Born in Canton, Mr Sun was educated mainly in China where he attended Nankai University and Lingnan University. Soon after, he was editor/publisher of "Every man's Literature", a monthly supplement of *Every man's Press* in Hong Kong. In 1957, Mr Sun became a reporter in the Hong Kong News Bureau of the *New York Times* and later a reporter for the *Associated Press*. From 1959 to 1968, Mr Sun was Assistant General Secretary and Director of Organisation, Public Relations and Publications at the Federation of Hong Kong Industries. During this period, Mr Sun undertook the Harvard/HKJCC Advanced Management programme offered at the University of Hong Kong and the International Marketing programme offered by the Harvard Business School. From 1968 to 1974, Mr Sun acted as Secretary General and Executive Director of the Chinese Language Press Institute.

Mr Sun is a well known and respected author of short stories, novels, poetry and essays. In collaboration with Y P Law, he has adapted two old Chinese classics and also translated the poetry of Yuri Zhivago and several novels, one of which was rewritten for screenplay: *Dr Zhivago*.

Amongst his numerous professional memberships, Mr Sun was the founding member of the Hong Kong Translation Society of which he was Chairman in the early nineties and he is currently the Honorary Secretary of the Winsor Education Foundation.

COUNCIL MEETINGS

The **Twelfth Council Meeting** was held on 8 December 1995. The meeting received detailed reports on the work of the HKCAA and its accreditation activities. The Council approved the HKCAA's engagement in a consultancy project with the Lingnan College to assist in the development of the College's internal quality assurance systems.

In relation to the HKCAA's advisory work in the assessment and recognition of qualifications which has increased considerably, the Council discussed the general criteria for conducting assessment of qualifications from China and other countries. Council also noted that fees will be proposed for assessment services conducted for Government departments, the level of which will be proportional to the workload involved and subject to approval by the Education and Manpower Branch.

Reports on visits to Beijing and Shaanxi Province were received. In anticipation of the increase and potential expansion of liaison and cooperative projects with the PRC, the Council held the view that it should be positive and active in its relations with China and, within the limit of resources, establish and maintain links wherever possible.

Following the resignation of Mr Allan Sensicle, the Council agreed on plans for the recruitment for a new Executive Director.

At its **Thirteenth Meeting** held on 3 May 1996, the Council considered the recommendations of the institutional review panel of the Hong Kong Institute of Education and the institutional review submission of Shue Yan College. Other topics discussed at the meeting included the Council's work plan for 1996/97, the work of the Advisory Committee on Teacher Education and Qualifications, the forthcoming enactment of the "Non-local Higher and Professional Education Ordinance", and PRC liaison. The Council also agreed to accept a request from the Hong Kong Institute of Company Secretaries to evaluate the Institute's professional examination in order to assess its comparability to a degree for civil service appointments.

It was reported that there had been favourable response to the 1996 International Conference on Quality Assurance and Evaluation in Higher Education to be held in Beijing which was reflected in the number of registrations. The Conference had involved the HKCAA in a considerable amount of work but it had also served to raise the international profile of the Council.

The Council took the opportunity to congratulate Dr Jacques L'Ecuyer on his appointment as the first President of the International Network for Quality Assurance Agencies in Higher Education following a nomination by the Council.

On the recruitment of the HKCAA Executive Director, the Council adopted the recommendation of the Selection

Committee and resolved to recommend to government the appointment of Miss Wong Wai Sum, who was Senior Registrar at the Council.

STAFF MOVEMENT

In August The Council said "bon voyage" to Dr Suzanne Richard, former Registrar, who left the Council to join her husband in Singapore. Suzanne had joined the Council as Registrar for a period of six months in 1993 and rejoined the Council from January 1995 to August 1996. We wish her and her family well in their new home.

In January the Council recruited Ms Ann O'Flanagan to join its professional team. Ann has formerly worked for the University of Warwick and came to HKCAA from the British Council in Hong Kong where she was instrumental in establishing the British Council Distance Learning Centre.

The HKCAA appointed two other new Registrars Ms Connie Lok and Ms Emily Leung in September and October respectively.

Ms Connie Lok graduated from the University of Hong Kong with a BSc in Chemistry and Statistics. Connie was previously the Assistant Academic Secretary of the Hong Kong Polytechnic University where she gained a wide experience in a range of academic services and validation processes.

Ms Emily Leung obtained her BSocSc in Sociology and Social Work and MSocSc in Public Administration at the University of Hong Kong. Emily is an experienced administrator in the public sector, and before joining the Council, was with the Hong Kong Society of Accountants where she was very much involved in the administration of education and training programmes and the assessment of qualifications.

LEGISLATION ON NON-LOCAL HIGHER AND PROFESSIONAL EDUCATION COURSES

In the last ten years Hong Kong has witnessed a significant growth in the number of distance learning programmes promoted by overseas institutions. There are currently about 120 non-local higher education institutions offering over 370 courses.

Until recently questions about the quality of the programmes available surfaced only occasionally, but there has been increasing concern in Hong Kong about a wide range of issues relating to the quality assurance of these courses. These issues centre on the recognition and accreditation of institutions as well as on the quality of the courses as they are delivered in Hong Kong.

As a result of this concern legislation has been introduced to safeguard the interests of local students pursuing courses offered in Hong Kong by overseas

institutions. The non-local Higher and Professional Education Ordinance was passed on 18 July 1996 requiring the registration of courses offered by overseas institutions. In order to achieve registration, and thereby a license to operate in Hong Kong, an institution must satisfy the Registrar that it is a properly recognised institution. The legislation requires that an academic course conducted in Hong Kong is comparable in academic standard to similar courses offered in the home country and in the case of a course leading to a professional qualification, that it is recognised by the non-local professional body. It does not seek to approve nor accredit degrees or programmes offered by non-local institutions nor to set a benchmark standard which all courses are required to reach.

As the named advisor to the Director of Education who is the Registrar of courses under the legislation, the HKCAA will advise on whether a course fulfils the criteria for registration. The legislation is expected to take effect towards the end of 1996 or early 1997.

QUALIFICATION ASSESSMENT

The Council's role in the provision of advice and information in response to requests from government departments, employers, individuals and overseas education establishments has increased dramatically this year. Qualification assessment for the Civil Service Branch for example more than trebled during the year, a pattern which was repeated across other government departments. In addition the Council has received 55 requests for the assessment of non-local qualifications from individuals who were either applying for further training or for specific posts in Hong Kong.

The Qualifications Assessment Liaison Group (QALG) set up jointly by the Council and the Civil Service Branch continues to meet regularly and recent discussions have focused on the criteria for the assessment of qualifications from outside Hong Kong including the Commonwealth countries and China.

INTERNATIONAL CONFERENCE IN BEIJING

The International Conference on Quality Assurance and Evaluation in Higher Education, organised by the Chinese Society of Higher Education Evaluation and coorganised by the HKCAA on 7-9 May in Beijing, was a great success. This was the first international conference held in China and was well-supported by the Chinese Government. The Conference focused on quality assurance and evaluation in higher education and was built upon three sub-themes: the organisation and implementation of education evaluation, the conditions and effects of education evaluation (including internal evaluation), the international dimension of education evaluation and the mutual recognition of qualifications.

The Conference attracted many senior academics and administrators from various local and overseas universities. Over 250 participants from 19 countries attended, including Australia, Canada, China, Croatia, Denmark, Germany, Ireland, Israel, Japan, Kenya, Korea, New Zealand, the Philippines, Portugal, Romania, South Africa, the United Kingdom and United States. There were over 40 participants from Hong Kong, including representatives from tertiary institutions and the University Grants Committee. The conference was opened by Mr Zhou Yuan Qing, Vice-Chairman of the State Education Commission. Other Chinese senior officials attended as guests of honour at the opening and closing ceremonies and presented papers at the plenary and parallel sessions.

The Council sent a five-person delegation to the Conference. Council Chairman, Dr Andrew Chuang gave a keynote speech on *The Evolution of Quality Assessment in Higher Education in Hong Kong*. Professor Wang Zhong Lie, Deputy Secretary-General of the Academic Degrees Committee of the State Council, recently appointed Council member of the HKCAA, presented a paper at the opening session entitled *Quality Assurance of Academic Degrees and Graduate Education in China*. Dr Christian Thune, Council member, presented a paper at the parallel session, titled *The European Pilot Projects:*

Bringing Quality Assessment Methodology into the Wider Europe. Another Council member, Dr L'Ecuyer, acted as commentator for one of the keynote speeches. Mr Allan Sensicle delivered the closing address and Miss Wong Wai Sum acted as Conference convenor on the second day of the Conference.

Other keynote speakers included Dr Peter Ewell, Senior Associate of the National Center for Higher Education Management Systems from the United States, Professor Feng Zhiguang from Nanjing University, and Professor Wang Zhihe from Tianjin University.

Below are excerpts of the four keynote speeches delivered at the Conference. (Professor Wang Zhong Lie's speech will be published in the next issue). The papers of Professor Feng and Professor Wang are written in Chinese and the excerpts are taken from the English translations provided by the Conference organiser.

PROCESS EVALUATION OF UNIVERSITY TEACHING

Professor Feng Zhiguang, Nanjing University

Research on teaching evaluation has become popular in Chinese universities for over ten years. As the state government is turning its old mode of direct management into more indirect management, education evaluation is gradually becoming an important means of the government's management of colleges and universities, which, in turn, are also using the means as an important way for quality control in teaching. Therefore, the issue of the establishment of higher educational evaluation system and the practice of educational evaluation have been drawing more and more attention from colleges and universities.

In China, there are two basic kinds of university teaching evaluation:

- (a) In the first type of evaluation, educational departments of government engage education experts and experienced university administrators to draft an education evaluation scheme that lays out qualitative criteria. These experts form an evaluation group and then, based on the



Group photo taken at the International Conference in Beijing.

university's self-evaluation according to the plan, conduct a comprehensive and summary evaluation of the education and teaching of the university concerned with the purpose of determining to what extent its teaching has satisfied the various quantitative requirements set in the evaluation plan so as to judge whether it is up to standard (which is applicable to qualification evaluation), or of determining the university's relative place in relation to others according to the levels of requirement they have reached (which is applicable to selective evaluation).

- (b) Internal teaching evaluation of universities. Universities often conduct formative evaluations on their own teaching which typically choose a certain factor in the process of teaching as the objective of evaluation with the purpose of improving teaching or determining the patterns of a certain aspect of teaching. Example of this type of evaluation include the various kinds of course quality evaluation, teachers' teaching evaluation, teaching materials evaluation and teaching achievement evaluation.

Process evaluation of university teaching

Process evaluation can promote the exchange of experiences and stimulate greater efforts. Evaluation is different from appraisal. Even if it is an external evaluation, no judgments should be made simply by measuring the teaching of a university with a purely external set of criteria and with no regard to the reality of the institution concerned. Evaluation should be participated by both the evaluator and the evaluated in their common effort to sum up the fine experiences that meet the quality criteria of specialised personnel cultivation and to discover shortcomings. Efforts should also be made to turn evaluation into a process during which experiences are exchanged, cooperative research is conducted and discoveries are made for the benefit of both parties.

Effectiveness of teaching administration

When university education was equated with course teaching, teaching administration often had its chief attention on whether departments had provided appropriate courses according to the teaching plan, whether they had used appropriate teaching materials, whether there were sufficient laboratory facilities, whether teachers were teaching according to the syllabuses, whether students were satisfied with classroom teaching and whether students' examination scores had appropriate distribution.

Although these aspects of administration are necessary in that they provide the essential requirements for the assurance and control of teaching quality and they center around classroom teaching, this is not an ideal mode of administration. Modern university education is not just

the transmission of knowledge but the education of knowledge acquisition, competence building and quality cultivation. Classroom teaching is not the only form of teaching and teachers and books are not the only sources to obtain knowledge. Students' knowledge structure has become more diversified in its disciplinary content and more emphasis has been given to the development of students' competence in independent learning and research, and to the links between universities and society as well as the influence of environment on the growth of students.

These transitions in educational values have turned modern university teaching administration from the old registration type of routine management to the research and development type of management which requires administrators to be highly accomplished in academic studies, to have good understanding of the development of man and to be good at organising various kinds of higher quality teaching activities.

Essence of process evaluation

Process evaluation should not be concerned only with teaching. In evaluating and awarding the students, whether the university is only concerned with the students examination scores or with their scores as well as their performance in independent learning and their overall development will have an important influence on students' purposes for learning. Focusing on getting a good result in examination is apparently not what we want most. In awarding the teachers, there is also the problem of what criteria to use to stimulate the enthusiasm of the teachers in their teaching.

A university's policy on teaching shows its attitude toward education and quality and has a strong directive function for teaching. The teaching process in the training of personnel is integrative and accumulative, so process evaluation should take into account not merely short-term but long-term effects of the teaching process. Additionally, though knowledge, ability and quality have their own expression so some of their aspects can be easily measured, the three are interconvertible, and are hard for ready measurement. Besides evaluation of teaching validity in terms of teaching effects, other means can be used to evaluate the teaching process. For instance:

- *Intellectual growth* - Growth is one of the features of the teaching process. Effects in the training of students must, therefore, stress the role of promoting their growth and the direction in which their intellectual growth goes. In observing the effects of learning it must be made clear whether statistic distribution of students' grades, self-dependent learning or creativity, cultural quality and other aspects grow annually toward the high at a discernible rate. If that is the case, it means that the students' intellectual growth on the whole is positive.

- *Potential formation* - The growth of students lies not only in their performance but in their potential. Potential formation results from the influence of varied teaching activities and the students' participation in the activities. In class, a lecturer who is strong in academic research and teaching will show his rigor for rules and truth, his knowledge for scientific advances, his profound understanding of theory and his skilled use of methods. He will naturally guide his students to know the world and the future. His teaching style and scholarly attitude will not merely give the students knowledge but train their quality for science and life pursuits. In a good cultural and scientific environment, students gradually enrich their knowledge, form the habit of academic research and familiarise themselves with the methods for academic conversation. In taking a course, the students learn to improve the structure of their knowledge and ability, and choose the directions for self development. In the process of independent learning and research, besides new experience from learning and work, the students also improve their willpower, personality, verbal fluency and other abilities. The nurturing and tempering, choice and inquiry, along with the fusion of multidisciplinary knowledge and conversation heard from teachers or fellow students, gradually forms the students' potential.
- *Long-term performance* - The validity of the teaching process will come from social evaluation, which the graduates receive from work or further education, tested through time, work or further studies and environmental changes. It represents the long-term validity of teaching and so reliable for process evaluation.

The emphasis of process evaluation is to analyze the role played by the various factors involved in the process. For that reason, though the results of some factors in process evaluation can be quantitatively represented for easy illustration, its overall values can only be best described with qualitative rather than quantitative methods.



QUALITY ASSURANCE PROCESSES IN U.S. HIGHER EDUCATION:

A BRIEF REVIEW OF CURRENT CONDITIONS

Dr Peter T. Ewell

National Center for Higher Education Management Systems (NCHEMS)
Boulder, Colorado, USA

Over the last five years much has happened in the areas of quality assurance and evaluation in U.S. postsecondary education. New organisations and approaches — both

governmental and voluntary — have been launched, designed to address growing problems of insufficient consumer information and inadequate quality control. But many of these experiments have been abandoned equally quickly as political conditions have changed. The result is a period of some uncertainty with respect to evaluation policy. At the same time, the ability of both government agencies and higher education institutions to actually conduct evaluations has vastly improved. New kinds of databases and indicator systems, classroom-based assessment techniques, and the use of computer networks have considerably enhanced what is technically possible. Managing the contradictions between changing policy conditions and undeniable technical progress thus constitutes our biggest obstacle in postsecondary quality assurance.

The policy context

Recent U.S. approaches to postsecondary quality assurance have been affected decisively by a wider set of political events. Beginning in about 1989, the federal government assumed an increasingly direct and prominent role in education generally. This represented a major change of policy direction, because responsibility for evaluation and quality assurance in U.S. higher education has traditionally been extremely decentralised.

The enhanced federal role in postsecondary quality assurance that became evident in 1989- 92 was a result of several factors. Widespread charges of fraud and abuse in federal grant and aid programs had arisen — primarily among private, for-profit, vocational schools. Voluntary accreditation procedures appeared unable to stop these practices nor to assure acceptable levels of academic quality. State-level "gatekeeping" functions designed to license and regulate such institutions were seen as equally ineffective. Both situations appeared to call for a considerably strengthened national regulatory and review authority. One result was the establishment in 1992 of a new set of oversight and monitoring bodies at the state level, designed to operate under federal guidelines and funded from federal sources. These bodies — entitled State Postsecondary Review Entities ("SPRE's") — were expected to closely examine, and if necessary remove from federal support, institutions not meeting clearly-defined performance expectations. The same federal legislation also required voluntary accreditation associations to tighten their procedures for reviewing institutions. A second reason for this increased federal role was growing pressure for more general accountability covering all types of institutions.

This period of active federal engagement came to an abrupt end with the elections of November, 1994. These returned a Congress strongly committed to de-regulation and extremely sympathetic to widespread protests from institutions about the need to preserve academic autonomy. The predictable result was the prompt suspension of many

of these new federal accountability initiatives — among them the “SPRE’s”.

At the state level, meanwhile, the impacts of these new political conditions were varied. In some cases, existing regulatory authorities were abolished or their oversight powers decreased; in other states, the powers of such bodies were centralised or consolidated — usually in the name of “efficiency.” Over the last three years, the result has been an ongoing series of state-level actions designed to enhance accountability for publicly-funded colleges and universities, in the midst of more general attempts to de-regulate.

Despite this complex and changing political picture, a number of trends have been apparent:

- *increased use of statistical indicators to compare the performance of colleges and universities.* Some eighteen states now produce and publish statistical indicators designed to cover different aspects of institutional performance.
- *increased use of evaluation results to reward (or punish) institutional performance.* Five states now allocate some portion of funds to their public institutions on the basis of performance indicators. In some states, performance indicators are used to inform decisions about whether institutions can offer new academic programs or can continue the programs that they already have.
- *efforts to consolidate and align voluntary accreditation mechanisms.* Most quality assurance functions in the U.S. have historically been discharged by six regional accrediting associations composed of member colleges and universities. Several additional national organisations accredit specialised institutions of various kinds. Both types of accrediting organisations review institutions periodically according to published criteria — usually on a multi-year cycle that involves a “self-study” and a team-based site visit. The credibility of this process has been widely questioned in recent years, and there have been continuing efforts to reform it. This included an attempt to develop a standard set of national review criteria to be used by all six regional accreditation agencies. This effort was discontinued after the 1994 elections because the threat to institutional autonomy declined. A more modest initiative to create a national council is now under way, intended to improve coordination among the activities of the regional accreditors.
- *growing emphasis on outcomes on the part of voluntary accrediting organisations.* Both national and regional accrediting organisations have increasingly emphasized assessing student performance in their reviews. All six regional bodies now require institutions to explicitly demonstrate the accomplishments of their students. National accrediting bodies, in turn, have

emphasized standardised statistics such as job placement rates and the proportion of students passing required examinations.

- *increased attention to the interest of higher education’s “customers.”* Prior to 1990, the principal criteria used for evaluation in colleges and universities were set by academics and reflected the interests of the academic community. More and more, however, the focus of evaluation is shifting toward the perspective of higher education’s clients—chiefly students and employers. In the case of students, this means paying more attention to evaluating the benefits that attending a particular college or university might yield in the form of greater income or improved career prospects. For employers, this shift of evaluative perspective implies paying much more attention to whether the students who complete academic programs are in fact suited for employment.

The methodological context

Although the political conditions affecting quality-assurance practices in U.S. higher education have fluctuated, there has been steady progress in the “technology” of quality assurance. In particular, three main trends have characterised the current practice of assessment and evaluation.

- *the use of large databases for evaluation purposes.* Colleges and universities typically keep extensive administrative records covering various aspects of their operations including course activity, student performance, faculty deployment, and the use of resources. Over the last decade, state authorities have increasingly asked public institutions to submit such records electronically. In many cases, states can use these databases to directly construct performance indicators without having to ask the institutions to do so. More powerfully, such records systems allow data about the activities and experiences of individual students to be linked across different institutions. Linking records in this way makes it possible for such students to be tracked effectively as they move through a highly decentralised system.
- *classroom assessment.* U.S. institutions have for many years asked students to evaluate their classes at the end of each term. The questionnaires used in such studies typically concentrate on instructor behaviour. As a result, they are used primarily to review the teaching performance of individual faculty members. More recently, classroom surveys have been extended considerably to enable individual instructors to gather a range of data about how students actually experience the classes that they teach. As experience with such

techniques increases, and as faculty see how the resulting data can be immediately useful, credible program-level evaluation systems can be developed not by mandate, but from the bottom up.

- *the growing impact of technology.* The impact on quality assurance of technological changes has been apparent at all levels. At the policy level, both states and voluntary accrediting bodies are faced with the problem that conventional boundaries for delivering instruction are rapidly disappearing. States, for instance, are generally unable to regulate the actions of educational providers that are located outside their borders. Voluntary accrediting bodies, in turn, have yet to evolve guidelines about how to handle "virtual" universities that operate without physical campuses or other facilities that can be readily reviewed.

The real impact of these three methodological trends is just beginning to be felt in the U.S., but it is clear that they will strongly affect the practice of higher education evaluation in the years to come. Gathering more data, though, has never been an American problem. Using the resulting information to make wise decisions has been, and will continue to be, our greatest national challenge.



THE EVOLUTION OF QUALITY ASSESSMENT IN HIGHER EDUCATION IN HONG KONG

Dr Andrew S L Chuang, JP
Hong Kong Council for Academic Accreditation

The emergence of quality assurance for post-secondary education in the Hong Kong context

Education is one of the leading issues in Hong Kong and generates passion and debate. The people of Hong Kong consider that education is a reliable path to a successful career and almost all parents are ambitious for their children to have the best available. Degree level education is most parents' goal for their children.

In terms of tertiary education, just over ten years ago Hong Kong only had two degree awarding institutions and only around 1.5% of the relevant age group had access to them. Since then there has been a dramatic expansion of higher education, and there are now ten degree awarding tertiary institutions with 18% of the age group entering degree level education.

The accelerated rate of these changes inevitably has a destabilising effect on the higher education system. This, together with the high costs, the need to provide guidance and to monitor the developing institutions, has encouraged initiatives in the maintenance of standards and quality assurance. One such initiative is the establishment of Hong Kong's own academic accreditation authority, the HKCAA.



Dr Andrew Chuang talking about the evolution of quality assessment in higher education in Hong Kong.

The Hong Kong Council for Academic Accreditation (HKCAA)

During the early 1980s there were only two degree awarding institutions in Hong Kong, the University of Hong Kong and the Chinese University of Hong Kong. In line with the policy of expanding and upgrading the higher education system, two other tertiary institutions, the Hong Kong Polytechnic and the Hong Kong Baptist College were moving towards a position where they could offer degree courses. To support them, and to ensure appropriate standards would be applied, the Hong Kong Government requested an established accreditation organisation in the UK, the Council for National Academic Awards (CNAA) to advise on standards of the institutions and the appropriateness of their offering degree courses.

Government realised that continued reliance on an overseas organisation was not appropriate and that it would be desirable to consider the establishment of a Hong Kong system. After considerable planning, the HKCAA came into being as a statutory body in June 1990. The HKCAA is a quasi-autonomous non-Governmental organisation (although independent, it receives the majority of its funds from Government and is financially accountable to it).

The HKCAA provides authoritative advice to the Hong Kong Government on the standards of degree courses in non-university higher education institutions in Hong Kong. One way in which it carries out this task is through academic accreditation, that is: validating and revalidating programmes conducted by institutions; or reviewing the general standards of institutions. It was recognised that the HKCAA's role and functions should be broader than the 'evaluation' of the standards of degree programmes.

The role of the HKCAA, in addition to programme and institutional reviews, is to:

- recognise an institution as having the ability to validate or revalidate courses conducted by it, subject to periodical reviews;
- establish and maintain relationships with accreditation agencies outside Hong Kong and to keep under review systems of academic accreditation worldwide;
- disseminate information on academic standards and degree courses and good accreditation methods and practices;
- conduct seminars, conferences and other forms of developmental activities, and to assist in maintaining and monitoring academic standards;
- advise the Government on all matters pertaining to academic accreditation; and
- carry out other functions connected with accreditation as may be permitted or assigned by the Government.

Three other factors underlie Hong Kong's accreditation activities, namely the appointment of experienced professionals to administer the HKCAA, support by a register of international specialists, and its governing Council which includes in its membership people of international experience and high reputation.

The HKCAA in context

In considering the HKCAA's activities it is important to realise that it was established at a time of great change for Hong Kong's tertiary education system, and, in terms of its role and functions, it has been required to play its part in the development of new institutions and in the upgrading of existing ones.

Part of the HKCAA's role, and indeed a guiding principle, is to help and encourage institutions to become self-regulating in terms of the validation of courses and programmes. In this respect, following a significant amount of work in relation to the validation of degree programmes, the two polytechnics and the Baptist College have achieved self-accreditation and are now called the Hong Kong Polytechnic University, the City University of Hong Kong and the Hong Kong Baptist University.



HKCAA delegation attending the International Conference on Quality Assurance and Evaluation in Higher Education in Beijing.

Autonomy

Tertiary institutions throughout the world have varying degrees of autonomy. Some institutions have complete autonomy, being able to award their own qualifications and only being accountable in vague terms to the community which they 'serve'. Typical of such are some of the old established institutions in Europe. Such institutions, in general, may not have comprehensive internal quality control mechanisms as compared with those subject to some form of external control.

With increasing sensitivity about the very high cost to society of higher education and the awareness of the investment of a country's future in ensuring the most able young people are developed and educated, there has been a significant world-wide trend towards accountability in tertiary education.

It is inevitable that tension exists between accountability and autonomy. However, if a system of peer judgement is set up as described in the Hong Kong model, with an emphasis on a positive and co-operative partnership between an accreditation authority and the institutions, such tensions can be minimised.

The external agency

No matter how good the intentions of institution might be about quality and development, it is easy to let slip the mechanisms and awareness of quality assurance without the formality of external demands and the need for external recognition and accountability. Consequently, an advantage of external review is the discipline engendered to enable institutions to evaluate their standards through the imposition of quality assurance.

A significant further advantage is the help, support and encouragement which an external agency can provide towards the development of institutions as strong, self-critical and coherent academic communities.

In addition, an external agency can be seen as a resource, providing a forum for discussion and the exchange of ideas on matters of academic development. Also, it can act as a liaison between other interested parties, such as professional bodies.

In the case of Hong Kong, without the Government initiative of requiring externally set standards, and the help of experts involved in the requisite evaluations, institutions may not have achieved either the credibility of being respectable tertiary institutions or have undergraduate and graduate programmes of such high standards.



RECOLLECTION AND EXPLORATION ON CONSTRUCTION OF EVALUATION SYSTEM OF CHINA'S HIGHER EDUCATION

Professor Wang Zhihe, Tianjin University

Looking back on the course of development of China higher education evaluation for ten years, this paper points out that higher education evaluation in China has got onto the legal track and has made a satisfactory progress in both theoretical study and practical activities. Higher education evaluation has made great achievements: It has contributed to raising the level of understanding of education evaluation. It has ensured and raised the level of running school and the quality of training qualified personnel. A package of evaluation system in which "Temporary Provisions of Education Evaluation of General Institution of Higher Learning" is the core has been preliminarily shaped.

The evaluation system of higher education in China has its own characteristics:

- The government plays a leading role in education evaluation;
- Attention has been paid to comprehensive evaluation;
- Great importance has been attached to combining evaluation research with the evaluation practice;
- Stress is put on the information of social feedback of the graduates; and
- Attention and encouragement have been given to self evaluation of institutions.

The paper explores some basic problems for further development of evaluation system. These problems are:

- nature, purpose and function of education evaluation;
- position and function of government, social community and institution of higher learning;
- evaluation supervision system;
- social evaluation of graduates working state;
- great importance to teaching evaluation;
- methods and techniques in evaluation;
- establishment and development of intermediary organisation in evaluation;
- importance to contingent building of evaluation experts;
- strengthened evaluation research of higher education; and
- expansion of international exchanges and cooperation of evaluation of higher education.

Since the founding of the People's Republic of China, especially after the Third Plenary Session of the 11th Central Committee of the Chinese Communist Party in 1978, China's higher education has had a rapid development. The number of ordinary institutions totalled 205 in 1949, 598 in 1978, 1080 in 1994, which have increased 1.92 and 4.27 times respectively. In enrolment, professional students and undergraduates were 117,000 in 1949, 860,000 in 1978 and 2,798,600 in 1994. They have increased 6.35 and 22.9 times respectively. In the

beginning of the founding of the People's Republic of China, there was nearly none of education of postgraduates. The number of postgraduates at school reached more than 10,000 in 1978 and were up to 127,900 in 1994, increase of nearly 10 times.

Comparing with the developed countries, higher education in China still lags behind as a whole and cannot meet the need of socialist construction of modernisations, however the achievements have attracted worldwide attention. In 1990's and at the beginning of next century, China's higher education is still faced with the great task of development.

The ongoing reform at the education systems of higher education in China today includes the system of running school, the system of management, the system of investment and other aspects. Of these, the reform of management system is the key sector at present.

The reform of running school is to change the situation that the Government undertakes the whole thing in running school, and gradually form the structure that schools are run mainly by the Government and with the participation of all the social circles. As for general universities and colleges, the system of schools run mainly by the Government should be carried out and the system of jointly running school should be actively developed. Some sort of schools may be run mainly at the students' expense and by the collection of funds of society with financial aid of the Government.

The reform of management system is to regulate or readjust the relation between the Government and the institution of higher learning, the Central Government and the local government, the State Education Commission and the various department of the Central Government, and rationally divide and standardise the responsibility, the right and the benefit of the sponsors, the administrators and conductors of higher education.

There had been the examination system of evaluating students' academic records in ancient China, but the modern evaluation has just been carried out in the recent ten years. In May 1985, the "Resolutions on Reform of Education System of the Central Committee of the Chinese Communist Party" was officially issued. It was clearly pointed out that it is necessary to carry out evaluation of the level of running school of higher education while expanding the right of institutions acting on their own in running school. After this, the activities of evaluation of higher education in China became very active and an unprecedented development has been obtained.

In practical activities, the State Education Commission made unified planning, launched pilot projects of evaluation at the three levels of courses, specialities, and the level of running school in 4 provinces, cities and 87 institutions of higher learning during the period of National Seventh Five-year plan and made the experiment of the evaluation supervising system in the Ministry of Aeronautic and space, and the experiment in the professional degrees of the Ministry of construction. At the same time, in order to strengthen macro-supervision

and scientific management of the education of postgraduates and the work of academic degrees all over the country, the State Education Commission of China has organised quality evaluations twice and made experiments in 416 Master's programs of 22 specialities, and 48 doctoral programs of 8 disciplines. Since the National Eighth Five-year Plan, the State Education Commission of China has worked out the plan for qualification evaluation of the newly established institutions of higher learning by stages.

Summing up, for ten years, higher education evaluation has made great achievements, which are mainly as follows:

- It has contributed to raising the level of understanding of education evaluation. People's opinions varied in the understanding of education evaluation ten years ago. After the practice of ten years, many people understand that education evaluation is indeed an important measure of scientific management. It will surely be beneficial if persisting in it.
- It has ensured and raised the level of running schools and the quality of training qualified personnel. In many newly built institutions, remarkable changes have taken place in the basic conditions of running schools due to qualification evaluation. The administration of institutions is getting more standardised, which enables the quality of education at the institutions to have better guarantee. And the evaluation of the quality of academic degrees offered has laid an important foundation for the quality of graduate education.
- A package of evaluation system, procedure and method in which "Temporary Provisions of Education Evaluation of General Institution of Higher Learning" is the core, enables education evaluation to develop in good order.

Some characteristics of the evaluation system of higher education in China are different from the education evaluation system of the western countries. These characteristics are:

- The government plays a leading role in education evaluation, which exercises macromanagement and coordination in education evaluation. The evaluation in the society of China is still short of intermediary organisations, and its authoritativeness and influence are far from those of the organisations in Western countries.
- Attention has been paid to comprehensive evaluation in the evaluation of the institutions of higher learning, not only the evaluation of academic level and achievements, but also the evaluation of all the quality, condition of running school and the overall work.
- Great importance has been attached to combining evaluation research with evaluation practice. Theory is summed up on the basis of practice, and practice is guided by theory.

- Stress is put on the information of social feedback of the graduates, and it is taken as an essential basis for the improvement of work of institutions.
- Attention and encouragement have been given to self evaluation of institutions. It includes not only the evaluation organised by external organisations, but also the courses evaluation and teaching evaluation organised inside the institutions.

In China, for the time being and for a period of time in the future, institutions of higher learning will be conducted mainly by the State, therefore, the government plays the leading role. Its task is to work out the law, regulations and policy about educational evaluation, establish all the criteria of education quality as the basis of evaluation, organise evaluations with the institutions of higher learning as subject and object, which are mainly the qualification evaluation and the evaluation of selecting representatives, and carry out macromanagement and coordination over evaluation.

The social and academic groups are important forces in doing a better job of evaluation. Therefore, the intermediary organisations in social evaluation should be established, supported and gradually developed so as to let them take an active part in the evaluation organised by the government, carry out independent evaluation entrusted by the government, organise some evaluations of single items directly, organise and perform evaluation research of higher education and academic activities and train personnel for the evaluation of education.

An institution of higher learning is both the subject and object in evaluation, which is the basis for doing a better job in evaluation of higher education. It is expected to engage in evaluation inside the institution of higher learning actively, in self evaluation organised by upper authority, establish guarantee systems of teaching quality by evaluation information, improve the work of the institution of higher learning, strengthen the standardisation of management and provide reliable data for various evaluations especially the establishment of the information base for the evaluation of graduates in the society.

The systems of educational evaluation in different countries are related to their educational systems. In the United States of America, higher education is not run by the Government, and its management system and investment system are pluralistic. Therefore it carries out mainly non-governmental evaluation system of higher education. In the former Soviet Union, schools were run simply by the government, and for a long time it conducted the supervision system. In China at present, there is active significance in exploring the evaluation supervision system in the circumstance when the reform of education system has just set out.



CONFERENCES

In addition to the International Conference on Quality Assurance and Evaluation in Higher Education held in May 1996 at Beijing Normal University, HKCAA representatives have participated in two other international conferences since our last issue of the *Accredit Note*. In August 1995 Dr Suzanne Richard attended the conference *The World on the Move and Higher Education in Transition* held at the Central European University, Prague in the Czech Republic. Suzanne presented a paper entitled *China's Takeover: The Impact on Hong Kong Higher Education*.

More recently Ms W S Wong attended the Eighth International Conference in Higher Education, held in Queensland, Australia and presented a paper entitled *The Quality Assessment of Institutions in the People's Republic of China and in Hong Kong: A Comparative Study*.

SEMINARS

In February 1996 a seminar on developments in teacher education was coorganized with the University of Hong Kong and chaired by Professor Cheng Kai-ming, Dean of the Faculty of Education of the University. The programme provided information on recent changes and developments in teacher education in the UK, France and the US. The speakers at the seminar were Sir William Taylor, Chairman of the Northern Ireland Teacher Education Commission, UK, Ms Marie-Odile Ottenwaelter, Chargée de Mission, Comité National d'Evaluation, France and Dr Arthur Wise, President of the National Council for the Accreditation of Teacher Education in the US.

In June 1996 a seminar co-organised with the Shaanxi Education Commission was held at the HKCAA. The seminar which was opened by HKCAA Chairman, Dr Andrew Chuang, focused on advancements in educational evaluation in recent years in China and Hong Kong. Distinguished speakers from the Shaanxi Education Commission and Hong Kong presented papers describing differences in approach and procedure in accreditation work. Professor Xu Demin, Vice President of Northwestern Polytechnical University, gave an overview of the evaluation of general institutional standards; Professor Chen Zhongqi from Xian Jiaotong University examined the evaluation of postgraduate institutions and undergraduate education in key technical institutions respectively; Professor Du Ruiqing, Vice President of Xian Institute of Foreign Language, discussed the development of higher education in China in the 90's; and Mr Sun Zhao, Director of Shaanxi Provincial People's Government Academic Degree Offices, reviewed the development of higher education in the province. A paper on the Hong Kong system titled "Ensuring

Academic Quality in Hong Kong Baptist University" was presented by Mrs Pauline Mah, former HKCAA Registrar and now head of the Academic Quality Support Office of the Hong Kong Baptist University.

In June 1996 Executive Director Wong Wai Sum and Registrar Ann O'Flanagan spoke at a seminar held at HKCAA as part of the Certificate course in Tertiary Educational Administration and Management organised by the School of Professional and Continuing Education of the University of Hong Kong for administrators from local tertiary institutions in Hong Kong. The development of quality assurance and accreditation in Hong Kong were described and the role of the HKCAA outlined.

In February 1996 Registrar Ann O'Flanagan spoke to an audience of approximately 200 people in the British Education Exhibition about the ordinance to regulate non-local courses offered in Hong Kong. She also participated in a seminar on the same subject at the Hong Kong Baptist University organised by the Federation for Continuing Education in Tertiary Institutions.

ACCREDITATION ACTIVITIES

Since our last issue in October 1995, the Council has conducted the following accreditation exercises:-

The Hong Kong Institute of Education

Institutional Review

The HKCAA undertook an institutional review of the Institute in February 1996 for the purpose of assessing the suitability of the Institute for conducting degrees. The report on this review was submitted to the Education and Manpower Branch in May 1996.

Validation

Postgraduate Diploma in Education (Primary)

The HKCAA conducted the validation and recommended that the programme should not be approved at this stage and that a resubmission be made for future validation.

Comparability Study

Revised Postgraduate Diploma in Education (Primary) and Certificate in Primary Education (Chinese)

HKCAA recommended that the revised Postgraduate Diploma in Education (Primary) could be regarded as comparable to the Certificate in Education in providing basic training in teaching at the primary level and that the 1995/96 PGDE(P) cohort of students be awarded the Certificate in Education (Primary).

The Open Learning Institute of Hong Kong

Institutional Review - Transition period

Following the institutional review of the Institute in June 1995, the HKCAA recommended that the Institute undergo a 12-month period of transition before it is granted self-accrediting status. Subsequently, the HKCAA worked together with the OLI to plan and monitor the OLI's programme validation processes and to improve and rationalise the OLI's system of quality assurance and control processes. The HKCAA recommended self-accreditation for the OLI at the end of this transition period in June 1996.

The Hong Kong Academy for Performing Arts

Validation

Bachelor of Fine Arts (Honours) in Television and Film

The degree was approved subject to one condition which was fulfilled in April 1996.

Revalidations

Bachelor of Fine Arts (Honours) in Dance

Approval was recommended subject to two requirements.

Bachelor of Fine Arts (Honours) in Music

Unconditional approval was recommended for four intakes.

Lingnan College

Monitoring

BA(Hons) Translation

This programme was revalidated in 1995 and since then the advice given by the HKCAA has been implemented.

Shue Yan College

Institutional Review

The HKCAA was commissioned by Shue Yan College to undertake a consultancy study of the College to advise on its future academic development. A preliminary report was submitted to the College in June 1996.

CONSULTANCIES

The HKCAA provides consultancy services to tertiary institutions and professional bodies in respect of accreditation practices, academic standards, and the development of quality assurance systems.

Hong Kong Institute of Company Secretaries

The HKCAA was approached by the Hong Kong Institute of Company Secretaries to evaluate the Institute's professional examination, for the purpose of assessing its academic standard for civil service appointments. Formal approval was given by the Education and Manpower Branch in August 1996 for the Council to provide authoritative advice on the comparability of the education component of the HKICS qualifications to a local degree. Arrangements will be made shortly to undertake this study.

Lingnan College

The Council was engaged in a consultancy project with the Lingnan College to assist in the development of the College's internal systems for the maintenance, review and development of academic programmes. An Advisory Project paper titled *Lingnan College and Self-Regulation* was submitted to the College, following which the HKCAA has been providing advice to the College to assist it to formalise its processes and procedures and to identify areas for change.

COOPERATIVE LINKS WITH CHINA

Links with Shaanxi Province

Two members of staff Allan Sensicle and Wong Wai Sum were invited to visit educational establishments in Shaanxi during 22-29 September 1995. Meetings were held with the Shaanxi Provincial Education Commission regarding latest developments of accreditation and quality assurance. The two-person delegation also visited leading universities, including the Northwest University, Xian Jiaotong University and Northwestern Polytechnical University, and held discussions with their senior staff on matters pertaining to internal quality mechanisms. The delegation also presented a half-day seminar on quality



Formal signing of Memorandum of Mutual Cooperation between the HKCAA and the Shaanxi Education Commission.

assurance and accreditation in the United Kingdom and Hong Kong.

At the end of the visit, a Memorandum of Cooperation was proposed by the Shaanxi Provincial Education Commission. As proposed in this Memorandum, a delegation from Shaanxi was invited to visit the HKCAA during 23-28 June 1996. As part of the delegation's itinerary, visits to local tertiary institutions and meetings with institutional staff were arranged. During their visit, a seminar on *Higher Education and Quality Assurance in China and Hong Kong* was jointly organised with the HKCAA.

The visit concluded with the formal signing of the Memorandum of Mutual Cooperation between the Council and the Shaanxi Education Commission, with a view towards cooperation and the exchange of information, personnel and expertise in areas of mutual interest. This is the first written agreement signed between the HKCAA and a PRC government organisation.

Links with Shanghai

Members of the Shanghai Education Commission visited Hong Kong and presented papers on quality assurance at the Council meeting in December 1995. A return visit was made to Shanghai by Allan Sensicle and Wong Wai Sum in January 1996 during which matters of mutual interest were discussed and up-to-date information on

accreditation activities in Shanghai was received. During the visit an Intent of Cooperation was proposed by the Shanghai Institution of Higher Education Evaluation and formally signed in Beijing in May.

In the spirit of this cooperation agreement, the Shanghai Education Commission sent Ms Yeung Li Jin, a member of the Shanghai Institution of Higher Education Evaluation to gain experience of accreditation activities in Hong Kong, and an arrangement was made for her to attend an internal audit held at the City University of Hong Kong in May.



Formal signing of Intent of Cooperation with the Shanghai Institution of Higher Education Evaluation.