



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

Challenges of Quality Assurance of Cross-Border Higher Education (CBHE)

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Cross-Border Education

- *Cross-border higher education includes higher education that takes place in situations where the teacher, student, programme, institution/provider or course materials cross national jurisdictional borders. Cross-border higher education may include higher education by public/private and not-for-profit/for-profit providers. It encompasses a wide range of modalities, in a continuum from face-to-face (taking various forms such as students travelling abroad and campuses abroad) to distance learning (using a range of technologies and including e-learning).
- In essence, it is about mobility of students, programmes and/or providers/institutions.
- #Transnational Education (TNE) - students can study towards a foreign qualification without leaving their home country

***Guidelines for Quality Provision in Cross-border Higher Education, UNESCO**

#The shape of things to come: The evolution of transnational education: data, definitions, opportunities and impacts analysis, Going Global 2013.



The Trend

- In 2013, APEC Leaders committed to setting goals for regional student mobility by 2020, and other education goals shared by all 21 APEC Economies:

We will endorse the target of 1 million intra-APEC university-level students per year by 2020, as well as support further work that will enhance the mobility of students, researchers, and education providers, and the network of existing bilateral agreements.



Why?

- Financial
- Diversity
- Capacity building
- Geo-political
- Cultural
- Academic/research collaboration

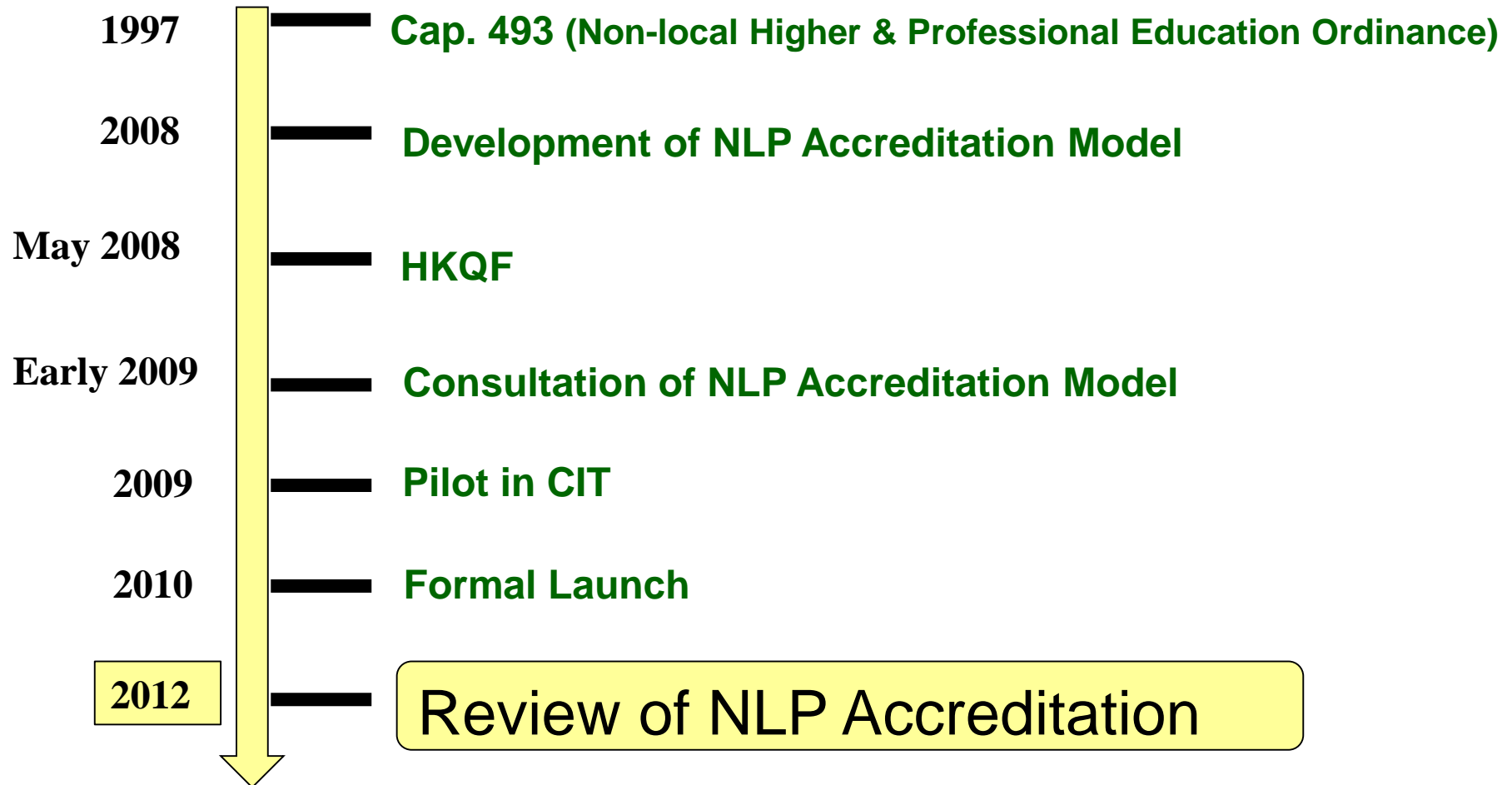


HKCAAVQ

- Establishes the Council and powers of Accreditation (Cap 1150)
- Accreditation of Academic and Vocational Qualifications Ordinance (Cap 592)
- Post-secondary Colleges Ordinance (Cap 320)
- Non-local Higher and Professional Education (Regulation) Ordinance (Cap 493)



Key Milestones





Registration - Cap 493

- the institution must be a recognised non-local institution;
- effective measures must be in place to ensure that the standard of the course offered are maintained at a level **comparable** to a course leading to the same qualification conducted in its home country; and
- this comparability in standard must be recognised by the institution, the academic community and the relevant accreditation authority (if any) of the home country.



Designated Person under Cap 493

- An application for the registration of a course which, but for the operation of section 2(5) or (6), would have fallen within the definition of "regulated course" in section 2(1) by virtue of section 2(4) or a regulated course under this Ordinance shall be-
 - (a) made by the operator of the course to the Registrar;
 - (b) made in such form as may be specified by the Registrar; and
 - (c) accompanied by-
 - (i) the prescribed fee;
 - (ii) a sum the amount of which is specified by the Registrar;
 - (iii) an undertaking given by a person who is-
 - (A) ordinarily resident in Hong Kong;
 - (B) the holder of an identity card; and
 - (C) accepted by the Registrar as a fit person to give such undertaking, stating that he undertakes to perform in relation to the course the functions imposed on a designated person by this Ordinance; and
 - (iv) such information or document as may be specified by the Registrar.



Accreditation under the HKQF - Cap 592

- A qualification obtainable from the completion of a learning programme, where—
 - (a) the Accreditation Authority determines that the operator of the programme is competent—
 - (i) to ensure that the programmes operated by the operator meet QF standards; and
 - (ii) to determine whether the programmes operated by the operator meet QF standards; and
 - (b) the operator determines, within any conditions or restrictions referred to in section 5(1) of the Ordinance, that the programme meets a QF standard.



What is being accredited?

- Registration is a pre-requisite
- Not an accreditation of the awarding body or local operator
- Partnership defined by a contractual agreement
- Accreditation is per partnership
- Accreditation status is QF-level(s) specific



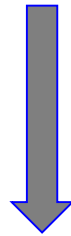
Why Accreditation?

- “Locally-accredited”
- Financial subsidies for students on accredited NLPs
- Qualifications Framework Support Schemes (QFSS)
- Immigration Arrangement for non-local graduates
- Criteria for Mainland students to study in accredited self-financed NLP

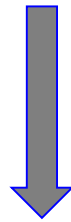


Stages of Accreditation of NLP

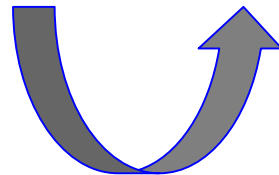
✧ Initial Evaluation (IE)



✧ Learning Programme Accreditation (LPA)



✧ Programme Revalidation (Re-LPA)





Combined Accreditation Criteria

Initial Evaluation

- Organisational Management
- **Financial and Physical Resources**
- **Staffing and Staff Development**
- **QA**

Learning Programme Accreditation

- Programme Objectives & Learning Outcomes
- Programme Structure and Content
- Admission Requirements
- Teaching and Learning
- Student Assessment
- **Staffing and Staff Development**
- **Financial and Physical Resources**
- Student Support Services
- **QA (including Programme Development and Management)**
- Student Records and Information Management

4+10 = 11 Accreditation Criteria



Challenges

- Jurisdiction
- Legal entity
- Education system
- Regulation
- Quality assurance
- Contextualisation
- Students' experience
- Employment



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Thank You

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