



Quality Assurance of Cross Border Education (QACHE)

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Perspectives from Receiving Countries in Asia Pacific : Case of Hong Kong

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Hong Kong



Cross Border Programmes in Hong Kong

- **1173 programme (as at Dec. 2014)**
- **Major exporting countries/areas :**
UK, Australia, US, Mainland China, Canada



HONG KONG

The Non-local Higher And Professional Education (Regulation) Ordinance regulates

- **Courses leading to the award of a non-local higher academic qualification**
- **Courses leading to the award of a non-local professional qualification**

“A course conducted in Hong Kong” refers to any of the following:

- *“holding of lectures, tutorials, seminars, or group discussion sessions or dissemination of information or materials otherwise than for the purpose of inducing...enrollment”*
- *“Conducting examinations, tests or other assessments”*
- *Excludes “delivery of mail...transmission of images, sounds, words or electronic data from outside Hong Kong”*



Potential problems of cross-border education

- ◆ Fraudulent course-providers/ cessation of courses resulting in loss for students
- ◆ Poor quality of courses
- ◆ Inaccurate /misleading information for students



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A major criterion for registration/ exemption under the legal regulatory framework

“effective measures are in place to ensure that the standard of the course is maintained at a level ***comparable with a course conducted in that country leading to the same qualification*** and is recognized as such by that institution, the academic community in that country and the relevant accreditation authority in that country”

-- The Non-local Higher And Professional Education (Regulation) Ordinance



Quality Issues

- Teaching and Learning
- Staffing
- Resources
- Entry and Exit Standards



Reasons for problems of quality

- Insufficient concerns for or awareness of quality issues
- Insufficient deploy of resources or lack of local resources
- Unfamiliarity with local environment such as local qualifications
- Lacking an appropriate quality assurance framework for cross-border education
- Lacking clear responsibility for quality at the offering institution and/or local partner



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Improved quality of cross-border education due to

- The enactment of a legal regulatory framework, underpinned by
 - a system of registration, and
 - a system of exemption of courses supported by the quality assurance framework of the local HEIs;
 - supported by a system of voluntary accreditation outside the legal framework
- Increased awareness of quality issues, on the part of both providers and local partners, and
- Greater consumer awareness and information access



UNESCO /OECD Guidelines on Cross Border Education

The UNESCO/ OECD Guidelines contain

- Guidelines for **governments**
- Guidelines for **higher education institutions/ providers including academic staff,**
- Guidelines for **student bodies,**
- Guidelines for **quality assurance and accreditation bodies,**
- Guidelines for **academic recognition bodies**
- Guidelines for **professional bodies.**



The UNESCO / OECD Guidelines

For example, The *Guidelines for Governments*

recommend that

- “governments encourage the establishment of a comprehensive and reasonable system of fair and transparent registration, or licensure in the receiving country of all cross-border higher education provision....”



UNESCO-APQN Toolkit :

Regulating The Quality of Cross-Border Education

Complements the UNESCO/OECD Guidelines on Cross Border Education, intended to act as an aid in quality assurance for countries involved in providing and receiving cross border education

(Contributing authors :Tony Davies and WS Wong)



Thank you

(views expressed are those of the presenter and do not necessarily represent views of Joint Quality Review Committee)

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