THE UNIVERSITY OF HONG KONG
School of Professional And
Continuing Education

SPACE

Quality
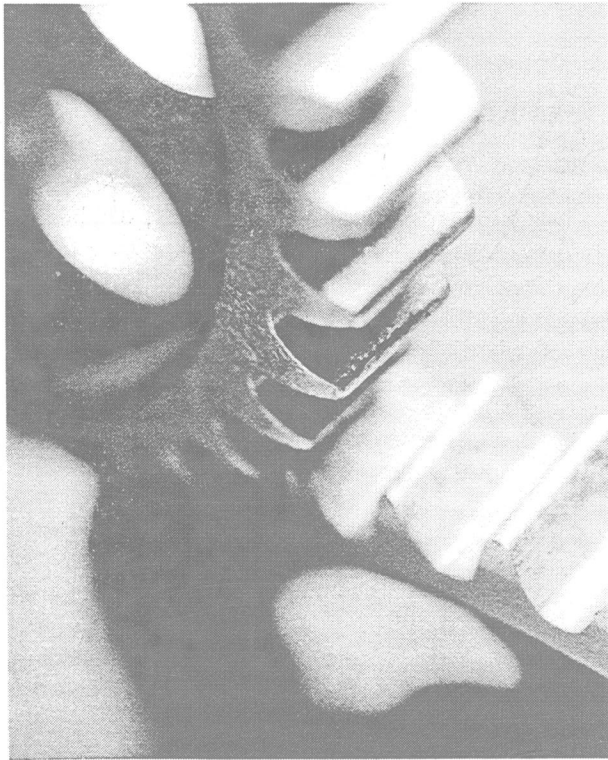## Assurance Manual

THE UNIVERSITY OF HONG KONG

School of Professional And

Continuing Education

Quality Assurance Manual

October 2000

The cover photograph of engaged gearwheels is a metaphor for the teamwork, cooperation and continuous progress that are the hallmarks of our quality assurance policy development.

Every effort has been made to ensure that the information contained in this Manual is correct at the time of printing. SPACE may at any time make changes in its guidelines and procedures.

FOREWORD

Quality has become an important issue in higher education in recent years. The principles of transparency and accountability require universities to demonstrate that they provide, and are seen to provide, high quality education. As the University has embraced lifelong learning as part of its mission, it must demonstrate a commitment to the delivery of high quality educational programmes in its provision of lifelong learning opportunities for the community.

Thus, the HKU School of Professional and Continuing Education (SPACE) places significant emphasis on academic and professional quality assurance and recognizes this as a major responsibility. As the Extension Arm of the University of Hong Kong, SPACE offers a wide range of programmes and services to meet community needs. SPACE has therefore developed in the past two years comprehensive Quality Assurance policies and processes in order to maintain and enhance the academic and professional standards of all programmes and services.

This Quality Assurance Manual contains guidelines and mechanisms that are designed to fulfil the need for quality assurance of our programmes. It also serves as a School-wide reference for good practice. The Quality Assurance Committee has been established to develop and to monitor quality assurance policies and mechanisms in SPACE. Existing good practice has been retained and operating procedures streamlined. Reference has also been made to local and overseas experience in quality assurance. It is worth noting however that the diverse range of levels and subject areas of SPACE programmes involves a complexity of requirements in quality assurance activities. Implementation of the system is based on a flexible and realistic approach, and is done through the collegial commitment of every staff member.

Quality assurance is an evolving and continuous process. There will be constant review and modification to the SPACE quality assurance policies and mechanisms according to experience and needs. Therefore SPACE welcomes suggestions and feedback from readers and users of this Manual.

Professor Enoch C M Young
Director
School of Professional and Continuing Education
The University of Hong Kong

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C O N T E N T S

INTRODUCTION

1. Overview

The School of Professional and Continuing Education (SPACE) has a long history of active development and creative response to the adult and continuing education needs and demands of Hong Kong. Its mission is:

- To act as the Extension Arm of the University of Hong Kong (HKU) in providing educational opportunities for those who can benefit, principally on a part-time basis, for career enhancement and personal development.

- To be a leading institution in the provision of quality professional and continuing education at sub-degree, diploma, degree and postgraduate levels, in Hong Kong and beyond.

- To promote Lifelong Learning in the community for the pursuit of professional excellence and quality of life.

- To co-operate with other departments and units of HKU, as well as with other institutions in Hong Kong and overseas in offering joint programmes of study for the benefit of the community.

- To ensure that the courses offered by the School are of high quality and will meet the needs of the students and of society.

- To conduct research in adult and continuing education, as well as in subject specialisms, for the promotion of academic excellence and Lifelong Learning.

- To contribute, through the provision of professional and continuing education, to the well-being of the Hong Kong Special Administrative Region, Mainland China and the international community.

As the Extension Arm of the University, SPACE offers continuing education programmes across diverse subject areas with a variety of levels of provision. Its full-time academic staff are responsible for the quality and standard of academic provision. Together with a team of administrative and support staff, they co-ordinate the work of part-time teaching staff in the delivery of programmes.

The SPACE portfolio has traditionally included a very large number of short courses of general interest, and a wide range of basic introductory programmes in many fields. In the past decade, SPACE has responded to student demand by developing an extensive hierarchy of more than 200 award-bearing and professional programmes. Some lead to SPACE Certificates and Diplomas. Some are offered collaboratively with a cognate HKU Faculty and lead to HKU awards. Others involve collaboration with an external partner and lead to

qualifications from professional bodies or from non-local higher education institutions.

2. Aims and Objectives of a Quality Assurance System

The system aims to consolidate existing good practices and to facilitate quality assurance processes, thereby to enhance the quality of programmes and services provided by SPACE.

The objectives of the quality assurance system in SPACE are:

- To support the mission of SPACE by ensuring the high quality of the programmes and services;

- To facilitate and co-ordinate the continuous enhancement of the quality of programmes and services;

- To ensure consistency and effectiveness in quality assurance activities;

- To establish the role for all parties concerned in quality assurance activities.

3. Quality Assurance Mechanisms and Manual

With a long established reputation for quality programmes, SPACE places significant emphasis on maintaining and enhancing the academic and professional standards of all programmes and services offered by means of the following:

- Strict validation and review of programme design and contents;

- Recruitment and retention of well-qualified staff and strict monitoring of teaching quality;

- Arrangement for excellent facilities for teaching and learning;

- Careful moderation of overall academic standard including graduation standards through the use of external assessors/examiners and boards of examiners;

- Regular monitoring of programmes by academic committees via programme teams.

The development of the Quality Assurance Manual aims to provide a school-wide reference and understanding on the means and ways to carry out quality assurance activities. The procedures and activities adopted in the Manual have all undergone consultation with SPACE colleagues and have obtained approval

of the SPACE Quality Assurance Committee. Whatever procedures are applied, the specific needs and circumstances of the programmes are always taken into account.

When making reference to this Manual, the reader is invited to note that quality assurance is an evolving process. These procedures and guidelines will be under continuous review and revision, with a view to ensuring that they serve their purpose and are in line with development in SPACE. The SPACE Quality Assurance Team welcomes comments and feedback on the Manual, as this will contribute to the further refinement of our quality assurance system.

Chapter 2

THE UNIVERSITY OF HONG KONG

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STRUCTURE OF QUALITY ASSURANCE SYSTEM

1. Development of the Quality Assurance System

To facilitate the smooth functioning of quality assurance activities, SPACE has developed and formalized a quality assurance system. The system is built on the basis of existing good practices and has consolidated them into a hierarchy of actions and procedural guidelines. It deals with both award-bearing and professional programmes and short or general interest courses. Appendix A depicts the structure of the Quality Assurance System.

In 1997, SPACE set up a **Quality Assurance Task Force**, with representatives of academic colleagues to initiate action on developing the quality assurance system. In late 1998 the Task Force was developed into the Quality Assurance Process Working Group.

In addition, in 1997 SPACE appointed an experienced **External Advisor** to advise and assist the development of the quality assurance system. The External Advisor has helped to set forth the consolidation of good practices in quality assurance and has directly brought about the formalisation of validation and approval procedures for new programmes. The External Advisor will continue to advise SPACE on the development and implementation of quality assurance activities, and will make Annual Reports presenting related observations and recommendations to the Quality Assurance Committee(QAC).

2. Activities and Procedures in the Quality Assurance System

The quality assurance system is designed to cover the full process of planning, approving, delivering, modifying and reviewing a programme of study. This includes the quality management of programme design, programme operation and teaching quality. The intention is to ensure high quality in all aspects of a programme such that the programme is conducted in accordance with the required standard of its award. To implement the system, it is essential to identify the responsibilities and authority of various parties involved and how their roles interact and work together. Details of the activities and procedures are defined in the following chapters in this Quality Assurance Manual(QA Manual).

3. Quality Assurance Committee

With due emphasis on the significance of quality assurance and as a means of providing leadership in this respect, the Director of SPACE has asked one of the deputy directors to oversee and guide all quality assurance activities, as well as to chair the QAC.

The QAC reports through the SPACE Director to the Board for Continuing and

Professional Education and Lifelong Learning (Board for CPE&LL). The QAC establishes and maintains the quality assurance policies. The **powers and duties** of the QAC are:

(1) To promote a culture of quality assurance in the academic activities of SPACE.

(2) To develop quality assurance policies and mechanisms.

(3) To oversee and monitor the implementation of quality assurance policies and mechanisms, including programme validation, modification, monitoring and review, as follows:

    (a) to establish and maintain the SPACE's QA Manual to ensure dissemination of and compliance with best practice in the delivery of lifelong learning opportunities to the community;

    (b) to consider Annual Monitoring Reports from

        (i)   Division Heads on non-award bearing programmes
        (ii)   The QAC Secretary on award-bearing programmes

        and to select a sample of such reports annually for detailed review and to take follow up action as necessary to maintain the objectives of the School's quality assurance policies;

    (c) to oversee the work of Collaboration Approval Panels to consider

        (i)   proposals for new institutional collaboration
        (ii)   periodic review of existing collaborations;

    (d) to oversee the work of Internal Validation Panels to consider new academic programmes;

    (e) to oversee the work of Programme Review Panels regarding periodic review of existing programmes;

    (f) to audit reports on modifications of programmes from Academic Committees.

(4) To consider a framework for advice on the academic levels and equivalence of programmes.

(5) To report periodically to the Board for CPE&LL and to present to the Board an annual report on quality assurance in SPACE.

(6) To liaise with University bodies on quality assurance policy and procedures as necessary.

(7) To perform any other duties relating to quality assurance as requested by the Director or the Board for CPE&LL.

The QAC consists of the following **members**:

Chairperson: Director of SPACE or a Deputy Director nominated by the Director

Members: Director, SPACE
Deputy Directors, SPACE
2 SPACE academic staff appointed by the Director
1 Senate member invited by the Chairperson of the Board for CPE&LL

In attendance: Secretary, SPACE
Senior Quality Assurance Officer (Committee Secretary)
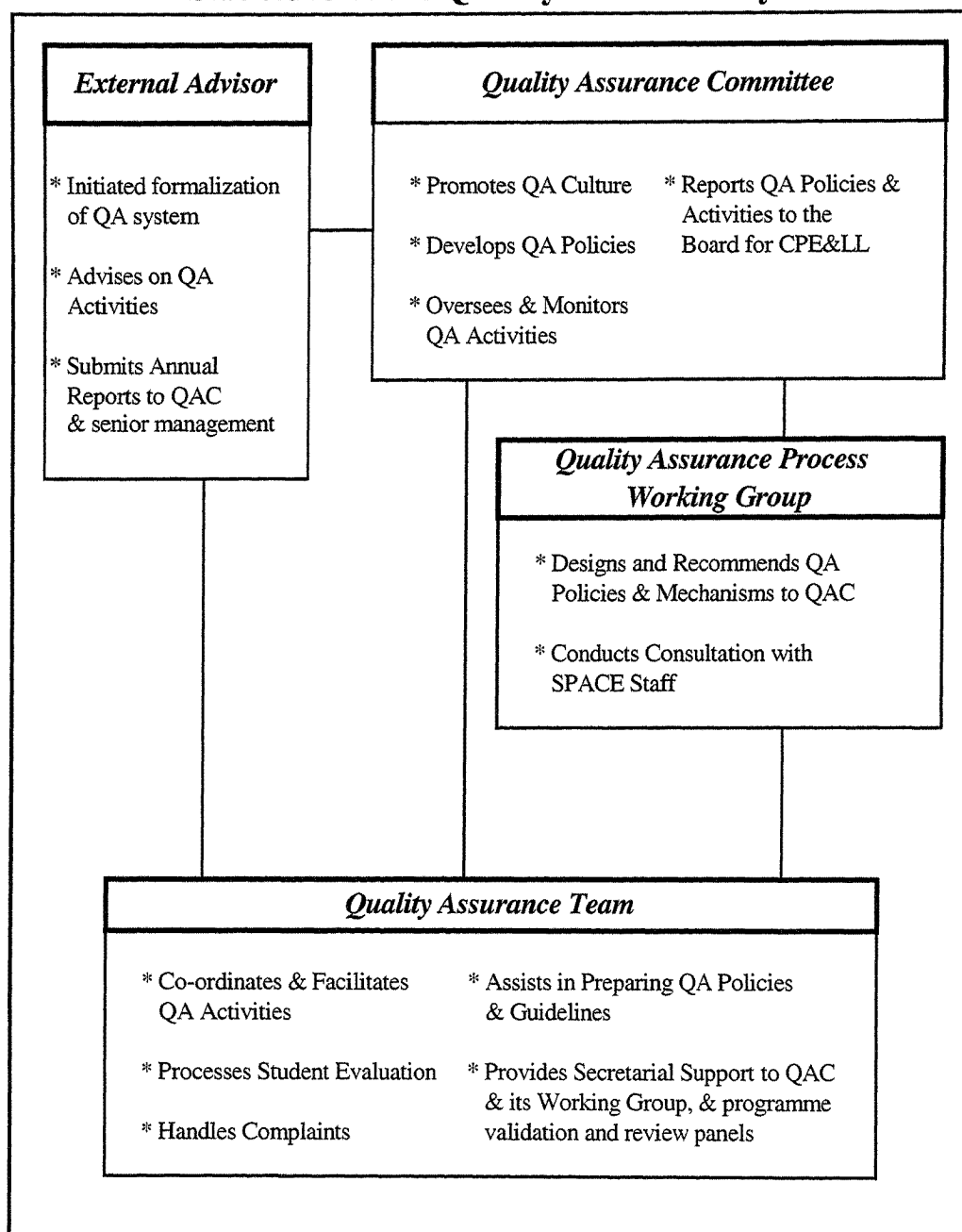
Co-opted members as necessary

4. Quality Assurance Process Working Group

While the QAC takes charge of developing quality assurance policies and mechanisms, it has delegated to the Quality Assurance Process Working Group, the work of initial design of relevant policies and mechanisms. The Working Group is chaired by the Deputy Director responsible for quality assurance and is made up of academic colleagues who have previously been members of the Task Force. The Working Group carries out initial vetting of the draft QA Manual and relevant quality assurance procedures, and consults colleagues on those issues before they are eventually presented to the QAC for consideration and approval.

5. Quality Assurance Team

To support and co-ordinate quality assurance activities in SPACE, a Quality Assurance Team (QA Team) has been set up with a team of core staff reporting directly to the Deputy Director. The QA Team assists the QAC in overseeing and monitoring the implementation of quality assurance policies and mechanisms. Working closely with academic colleagues, the QA Team serves as a facilitator to all quality assurance activities. Its work includes drafting policies and guidelines for incorporation into the QA Manual, providing secretarial support to the QAC, its Working Group and all programme validation and review panels, as well as processing student evaluation questionnaires and handling complaints.

Structure of the Quality Assurance System

External Advisor

* Initiated formalization
  of QA system

* Advises on QA
  Activities

* Submits Annual
  Reports to QAC
  & senior management

Quality Assurance Committee

* Promotes QA Culture

* Develops QA Policies

* Oversees & Monitors
  QA Activities

* Reports QA Policies &
  Activities to the
  Board for CPE&LL

Quality Assurance Process Working Group

* Designs and Recommends QA
  Policies & Mechanisms to QAC

* Conducts Consultation with
  SPACE Staff

Quality Assurance Team

* Co-ordinates & Facilitates
  QA Activities

* Processes Student Evaluation

* Handles Complaints

* Assists in Preparing QA Policies
  & Guidelines

* Provides Secretarial Support to QAC
  & its Working Group, & programme
  validation and review panels

Chapter 3

THE UNIVERSITY OF HONG KONG

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ACADEMIC COLLABORATION

1. Introduction

As one of the long established and leading providers of continuing education in Hong Kong, SPACE has been offering programmes at a wide range of levels and subject areas. The objectives are to offer quality programmes and ensure that study opportunities are well provided to suit the needs of lifelong learners. In addition to programmes developed by the School, SPACE has established collaboration partnerships with other academic units in the University of Hong Kong, as well as local and non-local universities and organizations to achieve these objectives. All programmes offered in collaboration are subject to the SPACE quality assurance polices and procedures.

Academic collaborations refer to partnership or joint efforts in the **development, management and/or delivery of programmes** by SPACE and its partners. In all cases, the collaboration is of an academic nature. Academic collaboration occurs in programmes offered jointly by SPACE and the partner in or outside Hong Kong, upon completion of which the student will be conferred an award by SPACE, by the external partner or jointly conferred by both partners.

In view of the diversity of programmes under collaboration, the nature and arrangement of collaboration may vary according to individual needs and negotiations. These include:

- programmes commissioned by and recognised by local organisations, government departments and professional bodies (Customized Programmes)

- programmes developed (or adapted) and delivered in collaboration with cognate Faculties at the HKU

- programmes developed (or adapted) and delivered in collaboration with staff from non-local higher education institutions

- programmes developed by non-local higher education institutions, and franchised for delivery by SPACE in Hong Kong

- programmes developed by SPACE (and/or one of its partners) and approved for delivery *outside Hong Kong* in collaboration with an approved non-local institution

Other types of partnerships in respect of teaching venues and facilities are separately described in the chapter "Learning Support" in this Manual.

2. Collaboration Partners

To provide diverse and timely quality continuing education to students, SPACE works with different partners in collaboration. Some partners are academic units within the University and are regarded as **internal partners**, while those outside the University are regarded as **external partners**. The various categories of external partners include:

- local and non-local universities and academic institutions;

- local and non-local professional bodies;

- departments of the Hong Kong Special Administrative Region Government;

- other local and non-local organizations.

An institution with which SPACE collaborates for the first time is considered as a new partner and an initial institutional scrutiny is required. By this scrutiny, SPACE is able to ascertain that the institution as a whole is an appropriate partner for developing programme collaboration. This scrutiny is taken on further with regard to the subject area in the institution. Collaboration with different subject areas in an institution is taken as individual partnerships and is subject to separate scrutiny. Hence an academic unit in an institution collaborating with SPACE for the first time is considered as a **new partner** albeit there is existing collaboration with another academic unit in the same institution. The consideration is that the academic quality of one subject area in an institution may not necessarily be of the same standard as another subject area in the same institution. The quality assurance procedures are fully applied to the new partner.

It is important that the quality of the partnership is assured prior to SPACE proceeding to consider the academic quality of the programme consideration.

3. Guiding Principles

The prime consideration for any collaboration is that the **academic quality** of SPACE must be maintained. When setting up a collaboration partnership, SPACE observes the following guiding principles:

(1) The collaboration is in line with the mission and academic activities of the University and SPACE.

(2) The policies and regulations of the University and SPACE in academic, financial and related aspects will be followed.

(3) There is clear commitment of both partners to quality assurance of the academic standards of programmes.

(4) There is academic input from SPACE in the development and conduct of the programme.

(5) The collaboration brings about academic enhancement to SPACE.

(6) The collaboration agreement is formulated in comprehensive and documented details.

(7) The collaboration abides by the laws of Hong Kong, of the home country of the partner, and of the location where the programme is to be conducted.

4. Procedures for Setting up a Collaboration Partnership

Setting up a collaboration partnership is an important process. Each partnership is individually negotiated and tailored. The Programme Team of the relevant subject area is primarily responsible for the development of the collaboration. The SPACE Directorate and other academic staff are involved in or give support to different stages of the negotiation process. Reference is drawn to existing partnerships and consultation is made with the Directorate and experienced colleagues to ensure that the collaboration agreement will provide the most academically rewarding outcome. The Board for Continuing and Professional Education and Lifelong Learning (Board for CPE&LL) gives the final approval for collaboration.

A procedural framework and items to note in partnership development are given below. The procedures are depicted in <u>Appendix A</u>.

4.1 Partner and Programme Selection

The academic and professional standing of the potential partner is of fundamental importance because they have a direct bearing on the academic quality of the programme to be offered. The best possible partner available for jointly conducting the programme shall be selected. It is expected that the programme should complement the current programme portfolio in SPACE and should meet the demands in the continuing education market. Collaboration should be established whereby both the partner and SPACE can mutually benefit in academic experience.

Hence, to select the appropriate partner and programme, the Programme Team gathers and examines relevant information including the partner's mission, history, academic and professional standing, financial status, and quality assurance arrangements. Records of the programme concerned and cognate programmes conducted by the partner in the past are also taken into consideration.

4.2 Collaborations Approval

SPACE has established quality assurance procedures for assessing an intended collaboration arrangement with a new external partner. Academic and professional expertise is invited to assess the collaboration before it is finalized. A Collaborations Approval Panel (CAP) is established by the Quality Assurance Committee (QAC) with senior colleagues from SPACE and cognate departments in the University. The recommendation made by the CAP is presented via the QAC to the Board for CPE&LL for final approval.

Details on the CAP's responsibilities and work procedures are given in the chapter of "Programme Development and Approval" in this Manual.

4.3 Programme Design and Development

The programme under consideration is expected to complement those already offered in SPACE in terms of subject area, level of study and teaching mode. These aspects form the background in which the Programme Team works with the partner to design the programme.

Should the programme be adopted from an existing non-local programme offered by the partner, the Programme Team works together with the partner to introduce appropriate local materials into the curriculum. If possible, appropriate pathways are planned to allow for further progression by students upon completing a programme.

In all circumstances, the SPACE quality assurance process for new programme approval is levied on collaboration programmes. The programme approval details are given in the chapter of "Programme Development and Approval" of this Manual.

4.4 Agreement on Quality Assurance Procedures

Quality assurance processes may vary between different institutions. It is essential that the negotiation for collaboration covers agreement by both partners on the quality assurance procedures to be adopted for the programme concerned. The SPACE quality assurance policies and procedures including programme approval, monitoring and review processes are implemented.

4.5 Legal and Financial Consultation

Aside from academic quality, the legal and financial aspects of the collaboration also affect the viability of offering a programme. For programmes offered in collaboration with a non-local partner, compliance with the Non-Local Higher and Professional Education (Regulation) Ordinance is necessary. As a local higher education institution, the

University is eligible to seek exemption from registration under the Ordinance. In cases where the programme is offered by SPACE outside Hong Kong, appropriate local authorisation or registration procedures have to be followed.

Financial issues affect the feasibility of running the programme and the quality of the programme in implementation. The Programme Team is required to confirm the financial arrangements in consultation with the SPACE Finance Director prior to formalization of the partnership.

4.6 Memorandum of Understanding

When a collaboration agreement is reached with an external partner, a Memorandum of Understanding (MOU) is signed by the chief executives of both parties. The Memorandum shall provide the details of the co-operation arrangements including student admission, student assessment, teacher recruitment, lecture and tutorial arrangements, and financial and legal responsibilities. A recommended format of the MOU is given in Appendix B. Modifications may be made to the MOU according to the specific agreements with individual partners, without offsetting the academic quality of the programme.

4.7 Reporting to the University

With the implementation of the quality assurance system in SPACE, the University has endorsed that approval for new programme proposals involving collaboration with non-local institutions leading to the award of the latter be delegated to the Board for CPE&LL. SPACE will also present an annual report on all the joint programmes approved under this mechanism to the Academic Development Committee (ADC) for information.

5. Collaboration and Programme Monitoring and Review

As with all award-bearing programmes offered by SPACE, programmes offered in collaboration are subject to the programme monitoring and review procedures under the SPACE quality assurance mechanisms. The programme delivery is monitored to ensure that it is conducted as agreed and that the academic quality is maintained. The collaboration arrangement is included in the programme review process. The review outcome is used to improve the quality of both the collaboration and the programme concerned. Details on programme monitoring and review are given in the chapters of "Programme Monitoring" and "Programme Review and Evaluation" in this Manual.

6. Award

The award to be conferred to students upon successful completion of a programme under collaboration follows the format of a SPACE award document as

closely as possible. The award document should be designed to appropriately reflect the collaboration in the case of a collaboration programme where both partners have rendered academic input. Agreement with the partner in this aspect should be included in the negotiation process before the collaboration is confirmed.

Appendix A

Procedures for Setting up a Collaboration

Step 1 — **Partner & Programme Selection**

* Examines the profile of the partner
* Fits the current programme portfolio in SPACE
* Meets the demands of the market
* Has mutual benefit in academic exchange

Step 2 — **Collaborations Approval**

* Establishes a CAP to review the new partner
* Presents CAP recommendation via QAC to Board for CPE&LL

Programme Design & Development

* Works with the partner to design the programme
* Introduces appropriate local elements
* Plans appropriate pathways for further studies
* Follows SPACE QA process for programme approval

Step 3 — **Agreement on Quality Assurance Procedures**

* Sets agreement by both partners on the quality assurance procedures

Legal & Financial Consultation

* Complies with the Non-Local Higher and Professional Education (Regulation) Ordinance
* Outside HK, follows appropriate local authorisation or registration procedures
* Sorts out the financial arrangements in consultation with Finance Director

Step 4 — **Memorandum of Understanding**

* Prepares & signs a Memorandum of Understanding when a collaboration agreement is reached

(The following is a recommended format of a Memorandum of Understanding for collaboration programmes. Colleagues should note that modifications to the format may be necessary to cater for the specific needs of each collaboration. In case of doubt, colleagues are advised to consult the School Secretary who will in turn seek legal advice if necessary)

Memorandum of Understanding between

HKU School of Professional And Continuing Education (HKU SPACE)

AND

(Name of Partner)

(Programme Name)

1. This Memorandum of Understanding records an agreement between (*name of Partner*) (hereinafter referred to as Party A) and School of Professional and Continuing Education of the University of Hong Kong (HKU SPACE, hereinafter referred to as Party B) whereby Party A agrees to provide the award of (*award title*) (hereinafter referred to as the programme) to be taught at/by both Party A and Party B.

2. The programme remains the joint responsibility of Party A and Party B under the day-to-day direction of the (*Parties A & B's persons-in-charge*).

3. **Date of Commencement and Duration of Collaboration**

   The effective date of this agreement is (*date*). This agreement shall be for (*number*) years in the first instance.

4. **Admissions**

a) The admission requirements for the programme shall conform to those jointly agreed by Party A and Party B.

b) The admission of students shall be the responsibility of both parties.

5. **Registration and Enrolment**

a) Students accepted for the programme shall be registered as candidates for an award of Party A and enrolled with both Party A and Party B. They shall be subject to normal rules and regulations of each institution.

6. Tuition

a) Tuition shall be provided by both Party A and Party B in accordance with the validated programme and arrangements as described in the definitive programme handbook and this Memorandum.

7. Learning Resources and Support Services

a) Party B shall ensure that library, computer and other facilities, in accordance with the programme requirements are made available.

b) Party B shall inform Party A immediately of any change in resourcing, staffing or other factors which might endanger the threshold quality of the programme.

8. Programme Management and Monitoring

a) Before the start of the programme, a link tutor / course manager in each institution shall be appointed by:

   i)   Party A's (*name and title of person in-charge*); and by
   ii) Party B's (*name and title of person in-charge*)

   The link tutors / course managers shall be responsible to the (*names of persons in-charge*) of Party A and Party B respectively for ensuring the maintenance of the standards and delivery of the programme, and for effective liaison with each other, and with the key administrators in each institution.

b) The programme shall be subject to the approval and published monitoring and review procedures of Party A and Party B to ensure that the administration, staffing, academic validity of the programme and standards achieved are equivalent to those of Party A and Party B and that the quality of student experience is consistent with that of students following a similar programme in Party A.

c) As part of these procedures, the link tutors/ course managers shall incorporate in an annual monitoring report an evaluation of the programme prepared jointly by the link tutors / course managers of each institution and shall comment on the report. The report shall be provided promptly in accordance with Party A's and Party B's schedule for annual monitoring and evaluation.

d) An Academic Committee for the programme shall be jointly established which shall include the following members:

   i)   Party B's Director or his representative(s) (Chairman)
   ii) Director (or equivalent) of Party A or his representative

(The Chairmanship to rotate between i & ii)
iii) Party A's programme leader(s) if applicable and representative as agreed
iv) Party B's programme leader(s)
v) Course Directors (if applicable)
vi) 1-3 part time teacher representatives
vii) At least one representative from outside Parties A and B who is/are academically or professionally qualified in the field
viii) Head of Division of Party B (ex-officio)
ix) 1-2 student representatives as determined by the Committee
x) Co-opted members as determined by the Committee

e) The Academic Committee for the programme shall meet at least once per year and shall receive the annual monitoring and evaluation reports.

f) The programme shall be subject to a review during the period of this agreement if either institution feels that circumstances require such a review.

g) Party A and Party B shall be jointly responsible for assuring the academic quality of the programme according to such relevant policies and processes of both institutions.

9. Assessment

a) The assessment of students on the programme shall be the responsibility of Party A and Party B and shall be subject to Assessment Regulations agreed by Party A and Party B.

b) Staff at Party B and Party A with substantial teaching responsibility on the programme shall be members of the Board of Examiners (Attachment 1-*showing terms of reference and membership*).

10. Certification

a) Students who successfully complete the full programme, as determined by the Board of Examiners, shall receive the award of (*award title*), issued by Party A.

b) Students who have partially or fully completed the programme shall receive a full transcript of the completed sections which shall be provided by Party A.

11. Programme Handbook, and Advertising and Publicity Materials

a) Party A and Party B shall jointly approve and monitor programme literature.

b) Party A and Party B shall jointly approve and monitor all advertising and publicity material relating to the programme.

12. Financial Arrangements

a) Detailed financial arrangements related to this Memorandum of Understanding are to be agreed and annexed hereto. They are subject to annual review.

13. Intellectual Property Rights

a) All Intellectual Property Rights and all materials elaborated and/or created by Party A, which may be used in the programme by Party B shall belong to Party A. Similarly all Intellectual Property Rights and all materials elaborated and/or created by Party B, which may be used in the programme by Party A shall belong to Party B. For the purpose of this clause the term "Intellectual Property Rights" includes all copyright, all rights in relation to inventions (including patent rights), registered and unregistered trade marks, registered designs, confidential information and know-how and any all other rights resulting from intellectual activities in the industrial, scientific, literary or artistic fields.

14. Compensation for Damages

a) Party B undertakes to indemnify Party A for any liability, to a maximum of (*amount of money*), which arises from Party B's actions or omissions, falling upon Party A. Similarly, Party A undertakes to indemnify Party B for any liability, to a maximum of (*amount of money*), which arises from Party A's actions or omissions falling upon Party B.

15. Status of this Memorandum of Understanding

a) The Memorandum of Understanding is a legally binding document, subject to Laws of Hong Kong. This Memorandum shall be subject to review after (*number*) years. It may be terminated by either party by giving a minimum of (*number*) months' notice. Such termination shall be subject to agreement of arrangements which ensure that students registered are not disadvantaged.

b) Any disputes related to this Memorandum of Understanding shall be resolved through an agreed process of arbitration involving a representative of Party A and Party B chaired by an independent person of appropriate status.

Agreed on behalf of
(*name of Partner*)

Agreed on behalf of the
University of Hong Kong
School of Professional and
Continuing Education

_____

(*Name of Signatory*)
(*Position of Signatory*)

Professor ECM Young
Director

Date:_____

Date:_____

Chapter 4

THE UNIVERSITY OF HONG KONG

SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION

QUALITY ASSURANCE MANUAL

Chapter 4
Programme Development and Approval

Chapter 4   Programme Development and Approval

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APPENDICES

PROGRAMME DEVELOPMENT AND APPROVAL

1. Introduction

In accordance with the aims and objectives of the quality assurance system in SPACE, mechanisms and guidelines are established to ensure the high quality of programmes that are currently conducted and those that are to be introduced. SPACE has formalized and developed its quality assurance procedures for the development and approval of its programmes. The programme development and approval process covers both award-bearing and non-award bearing programmes. Details are described in this Chapter.

Before a programme can be offered to students, it must undergo a formal process of programme development and **academic approval** (often referred to as 'validation'). This is the beginning of the School's quality assurance process. The purpose is to ensure that the academic standard of the programme and the quality of student learning opportunities are comparable with similar programmes within the School, across Hong Kong and internationally. Staff are encouraged to respond to or initiate informal discussions about new programme proposals, but the authorisation for delivery varies according to the level and type of programme, as summarised below and given in Figure 1.

2. Programme Development

2.1 Categories of Programmes

Short Courses
Division Heads can authorise delivery.

Introductory/Foundation Level Certificates
Divisional Meetings can authorise delivery.

Award-bearing Programmes
Authorisation for delivery is more complex. The academic approval process for the award-bearing programmes comes under the auspices of the School's Quality Assurance Committee (QAC). Award-bearing programmes first gain *preliminary authorisation* or 'approval in principle' via the relevant Divisional Meeting and then the Directorate, as part of the School's strategic planning process. This initial authorisation is based on an outline proposal which includes a market analysis and a business plan. Where the proposal involves collaboration with a **new** external partner, approval in principle is also needed by means of the Directorate's preliminary endorsement of collaboration with this particular institution/academic unit.

Following Directorate approval in principle, an intensive period of planning, consultation and **curriculum development** follows to prepare a new

programme, or to adapt a partner's existing programme.

New programmes leading to SPACE higher level Certificates or Diplomas, as well as new collaborative programmes with an existing external partner, are normally referred by the QAC to an Internal Validation Panel (IVP) for detailed scrutiny. Diplomas and degrees offered in collaboration with a Faculty in the University of Hong Kong (HKU) are considered directly by the QAC, notwithstanding the collaborating Faculty also taking necessary procedures for approval of programmes leading to a University Award. For collaboration with a **new** external partner, the QAC normally seeks the views of a Collaborations Approval Panel (CAP) before passing the proposal to an IVP.

The QAC reports its conclusions to the School's Board for Continuing and Professional Education and Lifelong Learning (Board for CPE&LL). For internal SPACE awards and awards involving another higher education institution, the Board has the authority to authorise approval. For HKU awards, the Board passes its recommendation to the HKU Academic Development Committee (ADC) and the Senate for final authorisation.

The procedures and guidelines for the academic approval of each type of award-bearing programmes, which are set out in the following part of this chapter, are consistently applied to all of the School's Divisions (*See also Figure 2*).

2.2 Award Titles

The hierarchy of award-bearing programmes in SPACE ranges from master's degrees to foundation certificates with different categories of awards according to different levels of academic achievement. The hierarchy provides the necessary reference for ensuring consistency in recognition of academic and professional achievement during programme design and review.

To provide some general guidelines for reference in programme design and review, there are three main categories of awards.

Degrees – normally no less that 400 study hours for master's degrees and normally no less than 1,000 study hours for bachelor's degrees.

Diplomas – normally no less than 200 study hours or at least one year of study, including higher diplomas and diplomas at the postgraduate and sub-degree levels.

Certificates – normally 100-200 study hours for certificates of a higher level such as postgraduate and advanced certificates; normally around 60-120 study hours for certificates of an introductory level, such as foundation certificates.

A programme should be prefixed as a **professional award,** such as a professional certificate, when there is recognition of the programme learning outcome by professional bodies. Such professional recognition may be at the undergraduate or postgraduate level and normally leads to eligibility for membership registration with professional bodies or exemption from professional qualifying examinations.

The award title (both English and Chinese) is included as part of the programme proposal proposed by the Programme Team. The award title proposed for a new programme is considered and given approval during **programme validation** in the quality assurance process. The academic level (i.e. whether it is a postgraduate or undergraduate certificate, diploma or degree award) of a programme is normally delineated in a programme proposal document by the programme aims and objectives, the teaching and learning methods, the assessment methods and the descriptions of the curriculum. Comparison is also drawn to similar programmes in Hong Kong and elsewhere.

The programme duration of each type of award varies according to the programme structure and mode of delivery and is particularly so in continuing education. In most cases where the programme is delivered by face-to-face contact such as lectures and tutorials, the duration is measured by contact hours. In cases where the programme is in the distance learning mode, a substantial part of the programme duration will be based on self-study time. With the development of on-line education and communication between teaching staff and students by electronic means, the measurement of programme duration has become versatile and can be taken in a multitude of patterns. Hence the level of award is designated with more emphasis on **the level of the learning outcome, namely the academic and professional achievement,** and with less emphasis on the time length of the programme.

2.3 Intermediate Awards

There are certain programmes designed with a hierarchy of awards where completion of an earlier part leads to an **intermediate award** and completion of the programme comprising both the earlier and later parts leads to a higher level award. Such programme design occurs, for example, in a master's degree programme encompassing two or three parts whereby completion of sequential parts in a cumulative manner qualifies a student to a postgraduate certificate, a postgraduate diploma and finally a master's degree. Such programme design also occurs in sub-degree level programmes, where a certificate is awarded for completion of an earlier part of a programme and a diploma for the entire programme. Such a programme structure is designed with a view to ensuring flexibility of multiple entry and exit points.

A maximum period of registration on the programme may be specified such that the intermediate award is governed by a "validity (or eligibility) period"

within which a student holding an intermediate award may be allowed to continue with the later part of the programme to achieve the final award. The "validity period" normally depends on the subject area, the entire programme structure and the proportional duration of each part of the programme. Five years will be a usual "validity period", except for subject areas of rapid development for which a shorter period may be more appropriate. The eligibility of an intermediate award holder to subscribe to the later part of the programme also depends on whether there is any change in the curriculum and on the availability of the programme.

2.4 Awarding Body

For programmes developed and conducted entirely by SPACE, the awards are conferred by SPACE.

For programmes involving collaboraton with an external partner, the award title and the awarding body are agreed by both parties in the programme development process. The collaboration agreements vary in terms of each partner's academic and management input for individual programmes, e.g.

(1) Where the collaborating partner is an overseas university, the programmes are normally identical to those already conducted by the partner in its home campus, with appropriate modification to suit the current needs of students in Hong Kong. Such awards are issued by the collaborating partner.

(2) When programmes are jointly developed and/or delivered, awards may be made jointly by SPACE and the external partner.

2.5 Conferment of Awards

Notwithstanding the versatility of continuing education, it is vital that awards are only conferred to students upon the students' successful fulfilment of all stipulated assessment and graduation requirements. Such requirements are to safeguard the quality of graduate output such that students holding the respective awards have proven themselves to have reached the level of academic and/or professional competence corresponding to the award title.

A student may not submit the same piece of work, already completed in a programme leading to an award elsewhere, for another qualification in SPACE. Nevertheless credit recognition and transfer is possible subject to academic consideration on a case-by-case basis.

2.6 Certification and Award Documents

Despite the large variety of its programmes and awards, SPACE adopts standard formats for its own award certificates. The standard format serves

to provide an official and quality presentation of awards conferred for SPACE award-bearing programmes. By so doing, SPACE awards will be more easily recognized and received by employers and professional organizations.

For programmes that do not have an academic award, SPACE issues Statements of Attendance and Statements of Achievement. Unless a programme has stipulated specific requirements, a Statement of Attendance is issued to students who have attended 70% of a programme. Similarly, a Statement of Achievement is issued to students who have attended 70% of a programme and who have satisfied the relevant assessment requirements.

Where the awarding body is an external partner, students receive the partner's own award certificate.

Figure 1

**Classification and Quality Assurance Requirements for
SPACE Diplomas and Certificates**

Level of Study	Duration	Qualification	Quality Assurance Requirements
Diplomas	At least 200 study hours or At least one year of study	Academic or professional training with recognition from the discipline	Approval by Divisional Meeting, Directorate, Validation Panel and Board for CPE&LL Monitoring by External Examiner, AC, BOE, Divisional Meeting and Directorate
Higher Level Certificates	100 to 200 study hours		
Introductory / Foundation Level Certificates	60 to 120 study hours	Vocational training without academic or professional recognition	Approval by Divisional Meeting No requirement for External Examiner, BOE and AC
Short Courses (not leading to awards)	Normally less than 100 study hours	No formal academic or professional recognition	Approval by Division Head Monitoring by Programme Leader

Figure 2

Programme Approval : Authorisation Routes

	SPACE Programmes/Courses			Collaborative Award-Bearing Programmes	
	Short Courses	Intro. Level Cert.	Higher Level Cert./ Diplomas	HKU new and existing programmes	OTHER partner programmes
	These are presented to the Directorate for information.	These must all gain "approval in principle" (i.e. preliminary authorisation as part of strategic planning) via Div. Meeting and Directorate.			
Programme Team	⊕ ↓	⊕	⊕	⊕	⊕
Div. Head	★				
Div. Meeting		↓ ★			
CAP (for NEW partner)					⌘
IVP			⌘	⌘ (By Relevant Faculty)	⌘
QAC			✧ ↓	✧	✧
Board for CPE&LL			★	✧ ↓	★ ↓
HKU Senate/ ADC				★	✪

Key:

⊕   Proposal
⌘   Main scrutiny process
✧   Review and endorsement of scrutiny decision
★   Authorisation
✪   Information

3. Programme Approval – Award-Bearing Programmes

The preliminary stage of the programme approval process requires that programmes proposed at all levels to be presented by the Programme Team with the budget to the relevant Divisional Meeting for consideration and preliminary support. After support is obtained at the divisional level, the proposed programme together with the budget is presented to the Directorate for consideration. "Approval in principle" from the Directorate is to be obtained before further procedures are followed.

At this stage, the Divisional Meeting and the Directorate are expected to receive a preliminary proposal containing an outline or synopsis on the major aspects of the programme, such as the programme duration, objectives, structure, and budget. Consideration will be made regarding the overall merit of introducing the proposed programme. Aspects that normally come into scrutiny include the market demand, the academic level, the programme structure as well as the financial viability.

Following the preliminary stages of approval in principle and curriculum development, the academic approval (or validation) of award-bearing programmes proceeds as outlined below:-

3.1 SPACE Higher-Level Certificates and Diplomas

- The Programme Team develops programme proposal (Appendix A), and notifies the QAC.

- The QAC (or QAC Chair) delegates scrutiny of the proposal to an ad hoc Internal Validation Panel (IVP).

- The QAC Secretary convenes IVP to consider the proposal on behalf of the QAC; provides the QAC with a written report of recommendations, and confirms that all conditions of approval have been met.

- If satisfied, the QAC endorses approval (or conditional approval), and passes to the Board for CPE&LL, which can authorise delivery.

- The Programme Team prepares
  Definitive Document (Appendix B)
  Student Programme Handbook (Appendix C)

3.2 New and Existing Awards in Collaboration with a Faculty in The University of Hong Kong

- The Programme Team (SPACE and Faculty staff) prepares a programme proposal (Appendix A), and notify both the QAC and the Faculty Board (FB).

- The FB undertakes scrutiny.

- With information on the outcome of FB scrutiny, the QAC recommends approval (or conditional approval) to the Board for CPE&LL, which reports its conclusions to the ADC and the Senate (co-ordination with the FB on making a joint submission) of the HKU.

- The ADC/Senate considers recommendations of the Board for CPE&LL and also the FB, and authorises delivery.

- The Programme Team prepares
    Definitive Document (Appendix B)
    Student Programme Handbook (Appendix C)

3.3 Other Awards: Collaborative Provision, Awarded (or Jointly Awarded) by an External Partner

- The Programme Team notifies the QAC of the proposed collaboration.

- For a new partner, the QAC convenes a CAP to consider institutional approval of the partner *(see Section 4)*.

- If the CAP is satisfied, SPACE and partner institution staff prepare a proposal for collaborative delivery of a new or adapted programme (Appendix A).

- The QAC appoints an IVP to scrutinise the proposal.

- The QAC Secretary convenes an IVP, provides a written Report for the QAC, and confirms when all conditions of approval have been met *(see Section 5)*.

- If satisfied, the QAC recommends approval (or conditional approval) to the Board for CPE&LL, which reports its conclusions to Senate.

- The Senate considers the recommendations of the Board for CPE&LL for information and delegates authority to the Board for CPE&LL to authorise delivery.

- The Programme Team prepares
    Definitive Document (Appendix B)
    Student Programme Handbook (Appendix C)

4. Institutional Approval of External Partners

4.1 Development of Collaboration

In addition to award-bearing programmes which lead to its own Certificates and Diplomas, SPACE works collaboratively with other providers for many of its award-bearing programmes.

Each collaborative arrangement is individually negotiated and tailored, and thus each of the above models has a variety of formulations. An initial proposal on collaboration must be submitted to the Divisional Meeting and the Directorate for approval in principle before the Programme Team commences detailed discussion with the potential partner (new or existing) for a collaboration programme (Appendix D).

Whenever a proposal involves any such collaboration with a NEW partner, the QAC is asked to advise on the academic (as distinct from the financial and administrative) aspects of the proposed link. A new partner is taken to mean an **academic unit** in an organization or a university with which SPACE is working in collaboration for the first time.

4.2 Collaborations Approval Panel

The QAC refers such proposals to a Collaborations Approval Panel (CAP) which is drawn from a standing group of senior SPACE staff, namely the two Deputy Directors, the School Secretary, and all eight Division Heads. CAPs are convened as required, comprising

- Chair (Deputy Director, QA)
- 2 other members of the standing panel (excluding the relevant Division Head)
- 1 external adviser from HKU
- Panel Officer (QA Officer)

These specially convened CAPs make a judgement about the new partner's quality, on the basis of documentation about the new partner and discussion with the Head (and staff) of the Division making the proposal.

The documentation about the collaborating partner, namely the university as a whole and specifically the academic unit concerned, should provide information regarding the partner's -

- background and history; mission and philosophy
- academic standing in the home higher education system
- professional standing within the specialist subject field
- financial status and stability
- range and level of programmes
- student profile (numbers, composition, staff-student ratio)

- academic staff profile (numbers, qualifications, experience)
- support staff and learner support services
- physical resources, including library, laboratory, IT provision
- administrative arrangements for registration/record-keeping etc
- quality assurance arrangements, especially for collaborative provision
- external accreditation/assessment body (if any), and its most recent view of this institution

In some cases, the CAP may require one of the members of the standing group (or another senior member of SPACE staff who is not associated with the proposal) to visit the partner and provide an independent report on the proposed collaboration.

If the CAP is satisfied that the partnership should proceed, SPACE and partner staff prepare a proposal describing the particular programme they wish to offer. This is followed by the process of programme approval in which the programme proposal is scrutinised by an IVP on behalf of the QAC.

5. Internal Validation Panels

The process of approval by IVPs is described below. A flowchart of the procedures of the validation exercise indicating the timeframe is given in Appendix E.

5.1 Initial Preparations

As soon as the proposal gains 'approval in principle' at the Divisional Meeting and the Directorate,

- The Programme Team (together with external advisers as necessary) develops the curriculum and prepares documentation to support the proposal;

- The QAC appoints an IVP to scrutinise the proposal, chaired by a QAC member.

The QAC may decide that consultation by circulation of documentation is sufficient for some proposals; or it may require that a formal meeting between panel members and the programme team is held. Whether by paper or face-to-face, the process is as follows.

5.2 Planning the Validation Exercise

The Panel Officer

- negotiates mutually acceptable dates

- for the validation panel meeting
- for prior submission of programme documentation
- for an (optional) preparatory meeting between the Panel Chair, Division Head and Programme Leader to confirm arrangements and identify particular issues/difficulties

● assembles a validation panel comprising at least:

- Chair (QAC member)
- SPACE academic (from a different Division)
- HKU academic (from cognate HKU Faculty)
- Two external specialists (from HK or elsewhere, with academic and/or practitioner expertise)
- Panel Officer (QA Officer)

Consultation with the Programme Team, HKU, other higher education institutions and professional bodies, can provide useful leads to external specialists. The Panel Officer must check for potential conflict of interest.

5.3 Documentation for the Panel

The programme proposal document (Appendix A) must be approved for distribution by the Division Head. Copies of the document (for circulation to the panel and for files) must be passed to the Panel Officer **no later than three weeks before the date of the panel scrutiny**. The Officer should have an opportunity to see the draft before it is finalised, to ensure that all sections are satisfactorily covered. In consultation with the Panel Chair, the validation exercise will be postponed or cancelled if the documentation is inadequate or arrives too late.

The Officer then circulates the following items to each panel member:

● Details of Panel Members
● Rundown of Meeting (if a meeting is being held), with 'agenda' of issues
● Programme Proposal Document (and exemplar distance learning materials, if any)
● Notes for Panel Members on procedures and objectives of the validation process

5.4 Panel Meeting

The meeting will normally be of half-day duration, depending on the scale of the proposal, and include:

● Introductory briefing (Chair, Officer)

● Meeting with Programme Team and Division Head (if necessary)

- brief presentation and highlights of the proposed programme (Programme Team)
- discussion, with particular reference to curriculum academic standard, staffing, teaching and learning, assessment, resources, management, quality assurance
- inspection of materials (if not already circulated)

- Private Panel meeting to agree on conclusions which may include

  - whether programme is recommended, or otherwise
  - any conditions of approval (with deadlines) which the Team must fulfil
  - any recommendations which the Team is invited to consider
  - period of approval (normally five years) after which a major review should take place

- Oral Report of conclusions to Programme Team and Division Head (if necessary) (Officer)

Should circumstances be that the Panel does not agree to recommend the programme and requests for substantial revision of the programme, further meetings may be arranged for the Programme Team to re-submit the programme proposal for the Panel's re-consideration. Re-consideration may also be arranged by circulation of the revised proposal.

5.5 After the Validation Exercise

Within one week, the Officer

- drafts written Report for approval by the Chair
- sends written Report to the Panel for confirmation
- sends written Report to the Programme Team for factual accuracy

The Report is NOT expected to record all the discussion in detail. It should be succinct, but it must include:

- Title of Programme, and of award(s)
- Name of Division (and of external partners or HKU cognate Faculty, if applicable)
- Date of meeting
- Names, roles and institutional affiliation of panel members
- Brief summary of the proposal
- Brief notes of the main issues discussed
- Clear statement of approval/non-approval decision
- Conditions, with deadlines
- Recommendations
- Period of approval

The Panel can also request for a revised programme proposal, with due amendments made according to the discussions in the validation meeting, before its decision on the proposal is made.

The Programme Team must prepare a response to the conditions of approval and submit this to the Panel Officer before the agreed deadline. The Officer consults with the Chair (and if necessary the whole panel). If the response is satisfactory, the Officer will report this to the QAC (or the QAC Chair on behalf of the Committee).

With the agreement of the QAC, the Officer submits a proposal paper to the Board for CPE&LL. Normally the paper covers the background of the proposal and the report of the validation meeting. The Board for CPE&LL has the discretion to ask for perusal of the programme proposal if such is considered necessary before final approval is given. Once the programme is finally authorised for delivery by the Board for CPE&LL, the Team must

- prepare a Definitive Programme Document (Appendix B)
- prepare a Student Programme Handbook (Appendix C)
- establish an Academic Committee (Appendix F) and an Admissions Committee, if appropriate
- appoint an External Examiner
- establish a Board of Examiners

Reference copies of the Programme Document and the Student Programme Handbook should be placed on file.

Notwithstanding that the Board for CPE&LL has given the final approval for launching the programme, the student recruitment process can begin **only after** the programme budget has been approved by the Finance Committee in SPACE. (Details on budget approval procedures are available from the SPACE Finance Team.)

6. Main Issues for Consideration by Approval Panels

6.1 All Programmes

Panel members must consider whether

- the rationale for the programme and its aims and learning outcomes are appropriate for the needs of students and employers

- the academic standard proposed is appropriate for the level of award

- the structure and content of the curriculum are satisfactory

- the proposed academic and administrative staffing arrangements are

satisfactory, bearing in mind SPACE's extensive use of part-time teachers/tutors

- the teaching and learning approach is appropriate, with adequate learner support especially for these part-time adult learners

- there is a coherent assessment strategy, with the weighting of different assessment tasks, and the methods and timing of assessment made explicit

- there is a full statement of the regulations for admission, progression and assessment

- that necessary library, IT and any specialist facilities are in place

- that the management, monitoring and quality assurance arrangements are clearly stated

6.2 Distance Learning Delivery

Where distance learning mode is proposed for all or part of a programme, panels must also take close account of the Programme Team's proposals for:

- the delivery model (ie balance of materials, 'intensive schools', tutorial support)

- learner support systems (whether personal or electronic)

- any structured learning materials, and the mechanisms for their development, approval and updating - and where applicable, their adaptation/localisation

6.3 Collaborative Provision

The Panel must begin by confirming that institutional approval has been agreed (through reading the Report of a CAP if necessary). It should then explore, where applicable, whether the team has given thorough consideration to

- any adaptation of the curriculum, if changing mode, or if the curriculum was originally developed for a different country/context

- any modification of the delivery approach if the programme was originally developed for a different mode

- the proposed medium of instruction and/or assessment if the partner is non-local (bearing in mind that students, staff, and external examiners all need fluency for academic purposes in the language of teaching, learning, and written assignments)

- the division of labour and responsibilities between the partners, for admissions, teacher/tutor recruitment, learner support, assessment, record keeping etc. - and for management and monitoring

- the need for formal liaison and communication channels between the partners

- any quality assurance requirements which may be required by the external partner (and the relationship of these to SPACE's own QA arrangements)

PROGRAMME PROPOSAL DOCUMENT

For consistency, staff are advised to provide standard basic data about the proposed programme, and to provide information for each of the topics listed in this Appendix.

In normal circumstances in the preliminary process, the Programme Team presents a summary programme proposal to the Divisional Meeting and the Directorate. Thereafter, the Team prepares a detailed programme proposal for scrutiny of validation panels. In certain occasions where time does not allow, the detailed proposal is used for both preliminary scrutiny and detailed validation.

For **distance learning delivery,** exemplars of any structured learning materials should also be available for circulation or for inspection.

For **collaborative provision,** the documentation should note if the programme has already been granted academic approval or professional accreditation, and should draw particular attention, as appropriate to

- any adaptation of the curriculum (if changing mode; and localisation of the curriculum if collaboration is with a non-local partner)

- any modification of the delivery approach for mature students returning to study, and/or for students with prior professional experience

- the medium of instruction and/or assessment

- division of labour/responsibility between the partners

- liaison arrangements for shared management and monitoring

- quality assurance and control by the external partner

PREFACE SHEET

Programme Title..

SPACE Division..

Programme Leader...

HKU Faculty (if applicable)...

Other partner (if applicable)...

Status of programme   New SPACE programme
                       New HKU award
                       Existing HKU award
                       Collaborative provision

Award proposed   SPACE Certificate
                       SPACE Diploma
                       HKU award (please specify)...

                       Others (please specify)..

Professional recognition (if any)...

Delivery mode   Full-time   Distance Learning
                       Part-time   Others (please specify) ....

Supported in Divisional Meeting on ....

Approved in principle by Directorate on...

THE PROPOSAL

Background
 Rationale
 Local needs
 Market analysis
 Target student group
 SPACE experience/provision in this field

Partner (if applicable)
 HKU Award: relationship with cognate Faculty

 New external partner: Summary of CAP Report (and QAC comment if any)

 Established external partner: Summary of existing collaborative provision and experience

Aims and Objectives

Entry Requirements/Admission Procedures/Advanced Standing Policy

The Curriculum
 Structure (preferably with diagram), indicating
  compulsory/optional elements
  progression routes
  exit awards
 Syllabus details for each component, with indicative texts/journals
 Project/Dissertation/Placement

 (Plus summary details and exemplars of any structured learning materials)

Delivery
 Teaching and learning approach (ie balance of lectures, seminars, workshops, supported self-study)
 Tutorial support (personal or electronic)
 Supervision of project/dissertation/placement
 Contact hours/study time
 Minimum/maximum registration period

Assessment
 Type (Programme work, timed assignments, projects, examinations, dissertations, etc)
 Weighting of each assessment component in contribution to grades
 Grading system
 Timing
 Criteria

Regulations (referral, deferral, compensation, progression, award classification, discontinuation)
Moderation (internal, external)

Staffing
Academic and administrative staff team, indicating
  summary CVs of core academic staff
  additional posts needed (if any)
Plans for recruitment, induction/orientation, training and evaluation
  of part-time tutors
Staff development plans

Resources
Library, computing, specialist facilities, classrooms

Management
Programme coordination/management arrangements
Administrative arrangements
Formal structures: Admissions Committee
                   Board of Examiners
                   Academic Committee

Quality Assurance
Student Feedback
Observation of teaching
External examining
Academic Committee
In-Programme Monitoring Report
Periodic Review - after programme approval

PROFORMA COSTING FOR ALL SPACE COURSES   *SAMPLE*

Please enter N/A where particular items are not applicable.

Title:
Division:
Mode of study (pls. tick): ☐Full time ☐ Part time ☐Distance Learning
Course code (if any):
Partner (if any):
Planned start date:

	Note (Appendix 1-3)	$	$
INCOME			
Course fee	1	4,000	4,000
Estimated student		50	100
Fee income		200,000	400,000
Other income: (please specify, if any)	2	0	0
Total income		200,000	400,000
EXPENDITURE			
SPACE direct staff costs	3		
- Academic staff e.g. Teaching Consultant			
($8,060 x 97 staff unit x 10% input)		78,182	
($8,060 x 97 staff unit x 15% input)			117,273
- Support staff e.g. Clerk I			
($8,060 x 41 staff unit x 1 staff x 10% input)		33,046	
($8,060 x 41 staff unit x 2 staffs x 10%input)			66,092
Teaching fees:	4		
Part-time teachers' fees			
(hourly rate x no. of hour) e.g. $436 x 40hrs.		17,440	17,440
Coordinators' fees		0	0
Tutorial fees		0	0
Supervision fees		0	0
Visiting lecturers' fees and related expenses:			
Visiting lecturers' fees		5,000	5,000
Airfares		2,000	2,000
RBC/Hotel charges		0	0
Subsistence expenses e.g. $250 x 3		750	750
Marking of projects/essays/assignments		0	0
Exam fees - setting, marking and invigilation		0	0
External Examiners' fees and related expenses:			
External Examiners' fees (pls specify local / overseas)		10,000	10,000
Airfares		0	0
RBC/Hotel charges		0	0
Subsistence expenses		0	0
Teaching materials and consumables	5	0	0

Field trips by students		0	0
Course development expenses:			
Consultancy charges		0	0
Preparation of course materials		0	0
Incidental staff travels		0	0
Miscellaneous course development expenses		0	0
Course publicity:			
Advertisements		1,000	1,000
Publicity materials (design and printing)		500	500
Mailing (for publicity materials)		0	0
Events		0	0
University facilities charges (for Statute III courses)		0	0
Partner's charges:			
Staffing costs			
Non-staffing expenses		0	0
Lump-sum payment		0	0
Notional rental charges for classrooms (hourly rate x no. of hours)	6	67,000	67,000
Miscellaneous expenses:			
Small equipment	7	0	0
Graduation ceremony		0	0
Course entertainment (for students)	8	0	0
SPACE staff overseas trip expenses		0	0
Library tickets	9	0	0
Other incidental expenses (pls. specify)		1,000	1,000
SPACE overheads (15%)	10	30,000	60,000
Total Expenditure		245,918	348,055
Surplus of income over expenditure:		-45,918	51,945
Share of Surplus:			
SPACE 100%		-45,918	51,945
Partner 0%		-	-
Breakeven no. of students	11	**61**	**87**

The University of Hong Kong
School of Professional and Continuing Education

Application for Classroom Facilities/Equipment for New Programme

PART A - Programme Information

Programme Name :

_____

PART B - Applicant's Information

Name of Programme Director/Manager :

_____

Division : _____ Contact tel. no.:_____

PART C – Type of Teaching Venue

Type of Teaching Venue : e.g. Classrooms / Computer Laboratories / Studio etc. Please specify (Rates as per attached sheet)

Preferred Location : _____

Period	Time	No. of rooms	Seating Capacity	Charge per hour	Sub-total

Most of the Lecture rooms / classrooms are furnished with **CHAIRS WITH WRITING ARMS and standard classroom facilities including whiteboard, overhead projector, screen and microphone with wire.** Some are equipped with **VISUALIZERS**.

PART D - Additional Audio-Visual Equipment

Equipment	Charge per hour (HK$)	Session	Sub-total
Slide Projector	$40		
Tape Recorder	$40		
2 in 1 TV recorder	$75		
Video camera	$75		
Video projector+VHS player	$75		
LCD projector	$75		
Notebook computer	$75		

PART E – Other Special Equipment/Software

Type	Quantity	Estimated Unit Rate (HK$)	Initial Set Up Cost	Estimated Maintenance Cost per annum	Sub-total

PART F - Staff Costs

A technician can be provided at a cost of HK$400 per hour or part of an hour, if available (minimum charges 2 hours):

No. of hours required: _____ hrs x $400 = $ _____

Additional staff for special seating arrangement/setting up equipment will be provided for at HK$82 per hour. The total no. of hours required is to be determined by Central Administration. A minimum charge of 2 hours will be levied.

No. of hours required: _____ hrs x $82 = $ _____

Sub-total : _____

Note : Please attach a separate sheet if there is insufficient space.

Date : _____   Signature : _____

PROGRAMME DEFINITIVE DOCUMENT

Every approved programme needs to have a Definitive Document which describes the programme as approved, and becomes a reference text for staff and students. Much of the information is readily available from the Programme Proposal Document, but the text will obviously need to be edited so that it no longer reads as a *proposal*, and it must also take account of any changes required by the internal validation panel.

The Definitive Document should be prepared BEFORE students enrol, and should include:

Basic data -
Title
SPACE Division
HKU cognate Faculty (if applicable)
External partner (if applicable)
Award(s)
Delivery mode
Date of validation
Programme Reference Number

Rationale

Aims and objectives

Access/entry requirements

Curriculum
Structure (with diagram)
Syllabus details for each component

Delivery model

Assessment requirements and regulations

STUDENT PROGRAMME HANDBOOK

Each programme should have a Student Programme Handbook. This provides students with reference details about the programme - its structure, content and organisation, how and when it will be assessed, and where to go and whom to contact for resources, information, queries and advice.

The Student Programme Handbook need not have a standard format; it should be relatively informal and user-friendly, perhaps starting with a letter of welcome from the Programme Director/ Coordinator. It should be regularly up-dated, and should always include the following:

Basic Data
    Programme title and reference number
    Aims and objectives
    Award(s) that can be gained on successful completion
    Awarding body
    Mode(s) of study
    Minimum and maximum registration period

Curriculum
    Programme structure (with diagram)
    Syllabus details (and key texts) for each component
    Exemption (if any)

Delivery
    Teaching pattern/ Timetable
    Tutorial arrangements
        (and other provision for advice/counselling etc)
    Structured materials (if any)

Course Materials
    How and when to collect

Assessment
    Schedule of programme work and examinations
    Regulations for progression, reassessment, classification
    Extenuating circumstances
    Appeal regulations

Attendance

Assignments
    Number of assignments
    How and where to submit (by hand, mail)

Transcripts and Awards
> How and when available
> Fee

Professional Recognition (if any)

Quality Assurance
> Feedback opportunities

Other Information
> Contact details for teaching, tutorial, and administrative staff
> Change of personal particulars
> Typhoon and bad weather
> General information about SPACE (library, computing and other facilities, study skills programmes, general rules/regulations, notes on academic dishonesty and copyright, complaints procedures etc) is to be found in the SPACE general student handbook.

Map of HKU/ Learning Centres

Regulations Governing Conduct at Examinations

THE UNIVERSITY OF HONG KONG
SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION

Initial Proposal for Academic Collaboration

Please indicate the intended collaboration on this proforma. The intended collaboration should be first endorsed at division meetings and then sent via the Quality Assurance Team to the Directorate. The subject area colleague will commence the negotiation process with the partner on the potential collaboration **after** the Directorate's **approval in principle** regarding the proposed collaboration.

Please attach additional information, if any, such as the ranking of the partner institution in league tables, the subject area ranking in league tables etc. Please also attach proposed financial arrangements, if available.

Division:_____

Subject Area:_____

Proposed External Partner:

_____ (academic unit)

_____ (institution)

Proposed Programme:_____ (award title)

Mode of Delivery:_____

Existing Programme(s) in collaboration with this partner; if any:

_____

Remarks:_____

Submitted by:_____ (name and signature)

Date:_____

Endorsed by Division Meeting on_____

Approved/ Not Approved by the Directorate on_____

Remarks:_____

Procedures of the Validation Exercise

Time Frame		Responsible Party

Develop the programme proposal — Programme Team

Award-Bearing Programmes*   Short Courses

Gain "Approval in Principle" in the Divisional Meeting and the Directorate

Gain Approval by the Division Head & Inform the Directorate

Higher Level Certificate or above

Introductory Level Certificate

Set up Internal Validation Panel (IVP)

Student Admission — QAC

Two - three weeks before IVP meeting — **Preparation of documents and meeting** — Programme Team / QA Team

IVP meeting — IVP Members

Within one week after the IVP meeting — **Draft IVP Report** — QA Team

Confirm the Report — IVP Members

Within two weeks after the IVP meeting — **Prepare a response to the condition(s) of approval / recommendations** — Programme Team

Endorse the response to condition(s) / recommendation(s) — IVP Chair & QAC Chair

Meeting or Circulation within two weeks — **Academic Approval by the Board for Continuing and Professional Education and Lifelong Learning (Board for CPE&LL)** — Secretary of the Board for CPE&LL

Confirm the budget Approval — Finance Team

Student Admission

*For different types of award-bearing programmes, please refer to Section (3) Programme Approval for detailed validation procedures.

THE UNIVERSITY OF HONG KONG

SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION

Terms of Reference for Academic Committee for _(SPACE Programme Name)_

1. To ensure the maintenance of academic standards of the programme generally, and specifically:

   • to approve the programme structure and content and assessment of the course as contained in the programme definitive handbook and student programme handbook.

   • to recommend for appointment of teacher(s) on the programme.

   • to recommend to QAC the appointment of external examiner(s) and/or external assessor(s).

   • to determine admission procedures and to appoint the Admission Committee or Admission Tutor(s) as necessary.

2. To review the teaching and learning processes regularly with particular reference to the following aspects:

   • course materials
   • course delivery
   • student feedback
   • assessment methods
   • student progress
   • any other matters of academic concern

3. To advise the QAC generally on any matters concerning the quality of the overall programme.

4. To advise the SPACE Board for Continuing and Professional Education and Lifelong Learning generally on any matters concerning the overall programme.

5. To scrutinise the formal Annual Monitoring Report on the programme for submission to the QAC.

6. To report annually to the QAC and the parent bodies as required.

Membership:

1. Director or his representative(s) (Chairman)
2. SPACE programme leader(s)

3. Course directors (if applicable)
4. 1-3 part time teacher representatives
5. At least 1 representative from outside the School who is/are academically or professionally qualified in the field
6. Head of SPACE Division (ex-officio)
7. 1-2 student representatives as determined by the Committee
8. Co-opted members as determined by the Committee

Periods of Office:
For categories 1-3, 6 with the office concerned
For categories 4,5, 7 and 8 annual unless specified otherwise in the letter of appointment

Frequency of Meetings: as necessary but at least once or twice per year.

THE UNIVERSITY OF HONG KONG

SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION

Terms of Reference for Academic Committee for (*SPACE/HKU Programme Name*)

1. To ensure the maintenance of academic standards of the programme generally, and specifically:

    •   to approve the programme structure and content and assessment of the course as contained in the programme definitive handbook and student programme handbook.

    •   to recommend for appointment of teacher(s) on the programme.

    •   to recommend to QAC the appointment of external examiner(s) and/or external assessor(s).

    •   to determine admission procedures and to appoint the Admission Committee or Admission Tutor(s) as necessary.

2. To review the teaching and learning processes regularly with particular reference to the following aspects:

    •   course materials
    •   course delivery
    •   student feedback
    •   assessment methods
    •   student progress
    •   any other matters of academic concern

3. To advise the QAC generally on any matters concerning the quality of the overall programme.

4. To advise the parent bodies (SPACE Board for Continuing and Professional Education and Lifelong Learning and Faculty Committee) generally on any matters concerning the overall programme.

5. To scrutinise the formal Annual Monitoring Report on the programme for submission to the QAC.

6. To report annually to the QAC and the parent bodies as required.

Membership:

1. Director or his representative(s)
2. Director (or equivalent) of collaborating Centre, Department, School or Faculty

or his representative(s)
(The chairmanship to rotate between 1 and 2 above)
3. SPACE programme leader(s)
4. Collaborating body programme leader(s) if applicable
5. Course Directors(if applicable)
6. 1-3 part time teacher representatives
7. At least 1 representative from outside the University who is/are academically or professionally qualified in the field
8. Head of SPACE Division (ex-officio)
9. 1-2 student representatives as determined by the Committee
10. Co-opted members as determined by the Committee

Periods of Office:
For categories 1-3, 6 with the office concerned
For categories 4,5, 7 and 8 annual unless specified otherwise in the letter of appointment

Frequency of Meetings: as necessary but at least once or twice per year.

THE UNIVERSITY OF HONG KONG

SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION

Terms of Reference for Academic Committee for
(SPACE/Partner Institution Programme Name)

1. To ensure the maintenance of academic standards of the programme generally, and specifically:

   • to approve the programme structure and content and assessment of the course as contained in the programme definitive handbook and student programme handbook.

   • to recommend for appointment of teacher(s) on the programme.

   • to recommend to QAC the appointment of external examiner(s) and/or external assessor(s).

   • to determine admission procedures and to appoint the Admission Committee or Admission Tutor(s) as necessary.

2. To review the teaching and learning processes regularly with particular reference to the following aspects:

   • course materials
   • course delivery
   • student feedback
   • assessment methods
   • student progress
   • any other matters of academic concern

3. To advise the QAC generally on any matters concerning the quality of the overall programme.

4. To advise the parent bodies (SPACE Board for Continuing and Professional Education and Lifelong Learning and committee of partner institution) generally on any matters concerning the overall programme.

5. To scrutinise the formal Annual Monitoring Report on the programme for submission to the QAC.

6. To report annually to the QAC and the parent bodies as required.

Membership:

1. Director or his representative(s) (Chairman)
2. Director (or equivalent) of collaborating body or his representative

3. SPACE programme leader(s)
4. Collaborating body programme leader(s) if applicable and representative as agreed
5. Course Directors(if applicable)
6. 1-3 part time teacher representatives
7. At least one representative from outside the University who is/are academically or professionally qualified in the field
8. Head of SPACE Division (ex-officio)
9. 1-2 student representatives as determined by the Committee
10. Co-opted members as determined by the Committee

Periods of Office:
For categories 1-3, 6 with the office concerned
For categories 4, 5, 7 and 8 annual unless specified otherwise in the letter of appointment

Frequency of Meetings: as necessary but at least once or twice per year.

Chapter 5

THE UNIVERSITY OF HONG KONG

SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION

QUALITY ASSURANCE MANUAL

Chapter 5
Programme Monitoring

Chapter 5   Programme Monitoring

CONTENTS

PROGRAMME MONITORING

1. Introduction

All higher education institutions endeavour to assure, maintain and enhance the quality of education experienced by students and the academic standards achieved by those who successfully complete their programme of study.

Quality assurance procedures at SPACE are designed to achieve this through the careful evaluation of all programme proposals, through the regular monitoring and evaluation of programme/course delivery and of outcome standards, and through the periodic review of all provision.

The chapter of Programme Development and Approval describes the procedures for the initial validation and periodic review of SPACE programmes and courses. This chapter sets out the purpose and nature of ongoing monitoring of these programmes and courses in action.

2. Overall Purpose

Once a programme is approved and is being offered to students, staff are required to undertake systematic monitoring of the quality of delivery and of the outcomes achieved by students. This entails a continuous process of reflection and review, taking account of feedback from students, the teaching team, external examiners/ assessors and Academic Committees with a view to building on strengths, addressing weaknesses, updating academic content and upgrading support for learners. Once problems are identified, remedial action should be taken as soon as possible. The aim is to keep a close eye on the health of the programme, so as to maintain high standards of delivery and of outcomes, and to deal with any problems swiftly and effectively.

All staff are expected to engage in this process, and Programme Leaders are responsible for preparing a formal Monitoring Report (normally once each year) which records the information gathered and action taken, in respect of each programme.

3. The Monitoring Process

In monitoring the quality of academic provision, staff regularly check cohort statistics for recruitment, progression and completion data. They also gather students' views, observe classroom teaching, and seek external verification of the academic standards achieved, as outlined below.

3.1 Monitoring the Student Learning Experience

Feedback from students is an essential element in monitoring the quality of the programme as experienced by the 'clients' and students views' can be gathered in a variety of ways, viz:

(1) Quantitative Data

(a) The standard SPACE evaluation form should be used as a common framework for all courses (Appendix A). This can facilitate comparisons across component courses, programmes and/or Divisions. The form may, of course, be enhanced to suit the needs of particular programmes where practicable and necessary. (Also see the chapter on "Teaching Quality")

(b) The SPACE structured evaluation forms are designed for optical scanning. They offer a quick and systematic measure of student's views, and can draw attention to specific issues or problems. However, with "questionnaire fatigue" responses can become routine, the response rate may be poor, and the results not very meaningful. The data should therefore be used with discretion and supplemented by more informal, qualitative feedback.

(c) The SPACE evaluation form should be used for end of course evaluation for a sample of short courses and for end of course evaluation for all award-bearing programmes – which may often involve several exercises where a programme comprises a number of component modules or courses.

(d) The SPACE evaluation form, or the relevant parts of it, may also be appropriate for use at other critical stages: e.g. for early evaluation of newly developed courses or modes of delivery or for an initial assessment of new tutors.

(2) Qualitative data

Informal feedback from students is less easy to document and analyse, but this qualitative data is vital to illuminate and amplify the quantitative data derived from the formal evaluation questionnaires. Useful sources of qualitative feedback can be gained from:

- student representatives on Academic Committees
- in-class feedback sessions
- telephone surveys – an effective way of gathering candid comments
- records of ad hoc telephone, fax and email comments
- informal staff student meetings

Programme Leaders should review all evaluation data, whether quantitative

or qualitative, and present this as part of their Annual Monitoring Report. They should inform relevant tutors as to students' views about their classes (including positive as well as negative comments), and must ensure that any follow-up action is taken as required.

3.2 Monitoring Teaching Quality

Like most other continuing education providers, SPACE relies heavily on part-time tutors and must make sure that these are carefully selected, given adequate preparation and induction, and are monitored for teaching quality. The standard SPACE procedures for the appointment of staff must be followed, and for award-bearing provision, appointments should be considered by the Academic Committee.

Programme Leaders are responsible for the preparation, briefing and induction of tutors and contribute to further staff development as appropriate of new tutors. Direct observation by the Programme Leader or other senior colleague is a requirement for all new staff during their first six months of teaching for award-bearing programmes; and where time and resources allow, there should also be classroom observation of a sample of all tutors (see Appendix B for Guidelines on Classroom Visits).

3.3 Monitoring Outcome Standards

External assessors are required for all SPACE award-bearing programmes. These are established academics or professionals in the field who moderate the internal marking of students' work through sight of a sample of students' coursework and examination answers, sometimes supplemented by an oral interview with some of the students. They vouch for the consistency and integrity of the internal assessments, and confirm that the standards achieved are comparable to those in similar programmes in other higher education institutions and meet the appropriate professional standards (see Appendix C for Terms of Reference of External Assessors).

4. The Content of Annual Monitoring Reports

Formal Monitoring Reports should draw on the data gathered as described above together with other information, and should present:

(1) responses to action points in the previous year's Report (or, for a new programme, to recommendations made at the initial validation)

(2) statistical information about the students (alongside data from previous years, to allow for analysis of trends). Ideally, this should be easily accessed from student records on the SPACE Management Information System, and should include:

- numbers and qualifications on entry
- progression and completion rates
- exit results
- professional recognition or other career progress

(3) students' views about all aspects of the programme, gathered from formal and informal evaluation procedures, indicating strengths as well as concerns, and noting responses made to the issues raised. (See Section 3 for guidance on gathering student feedback)

(4) a review of the current teaching team based on the Programme Leader's records of the appointment and induction of new staff, and written reports of the observation of in-class teaching.

(5) External examiners'/assessors' views, and staff responses to the issues raised (based on formal annual External Examiner/Assessor Reports, comments from Academic Committees, the minutes of Board of Examiner meetings, and any correspondence/communication with assessors and examiners as recorded in the programme file).

(6) a review (and explanation) of any significant changes in the structure, content or delivery of the programme, as introduced during the year.

(7) an action plan for the coming year.

5. Sources of Data

The following are the main sources of data upon which course monitoring reports are based:

SPACE Management Information System

Minutes/Notes of Programme Team Meetings

Minutes/Notes of Board of Examiners Meetings

Minutes/Notes of Academic Committee Meetings

External Examiners'/Assessors' Reports

Student Evaluation Questionnaires

Other Student Feedback (see Section 3)

6. The Reporting Process

6.1 Non-Award Bearing Programmes

Each year, Programme Leaders are required to provide a brief written Report summarising enrolment trends, teaching arrangements and feedback gathered on their non-award bearing programme provision, noting strengths and weaknesses, and any follow-up action taken or proposed.

As there are generally no Academic Committees for these programmes, these Annual Monitoring Reports are presented at a Divisional meeting for scrutiny and comment by peers within and outside the Division. Following this, the Divisional Head submits to the SPACE Quality Assurance Committee (QAC) an Overview Report on the non-award bearing programmes within their Division. This Overview Report should comment on the monitoring process in general, on any significant issues which have arisen, and on action taken/proposed (see Section 7).

6.2 Award-Bearing Programmes

An Academic Committee (AC) is set up for each award-bearing programme to oversee programme quality and standards. Academic Committees are generally chaired by a SPACE Deputy Director. The ACs have the duty to consider the Programme Leader's Annual Monitoring Report which should be received within three months of the annual reporting period for the programme (there is a wide range of start-dates for programmes). The format for Annual Monitoring Reports may vary depending on the programme but a framework is attached at Appendix D which outlines the principal headings to be covered. Where a collaborating body requires an annual report in a particular format this may be used to avoid duplication provided the points in Appendix D are covered. Once accepted by the Academic Committee the Annual Monitoring Report is sent to the QA Team. The QA Team will in turn prepare annually an Overview Report for the QAC based on the Monitoring Reports presented by the ACs. This Overview Report should comment on the monitoring process in general, on any significant issues which have arisen, and action taken or proposed.

7. The Content of Overview Reports to Quality Assurance Committee

The Overview Report on Annual Monitoring prepared by Division Heads for non-award bearing programmes and by the QA Team for award-bearing programmes should include the following elements:

- a list of programmes monitored.
- follow up action plans from the previous year report
- general and specific issues arising from individual reports (strengths and good practice, as well as weaknesses and concerns)
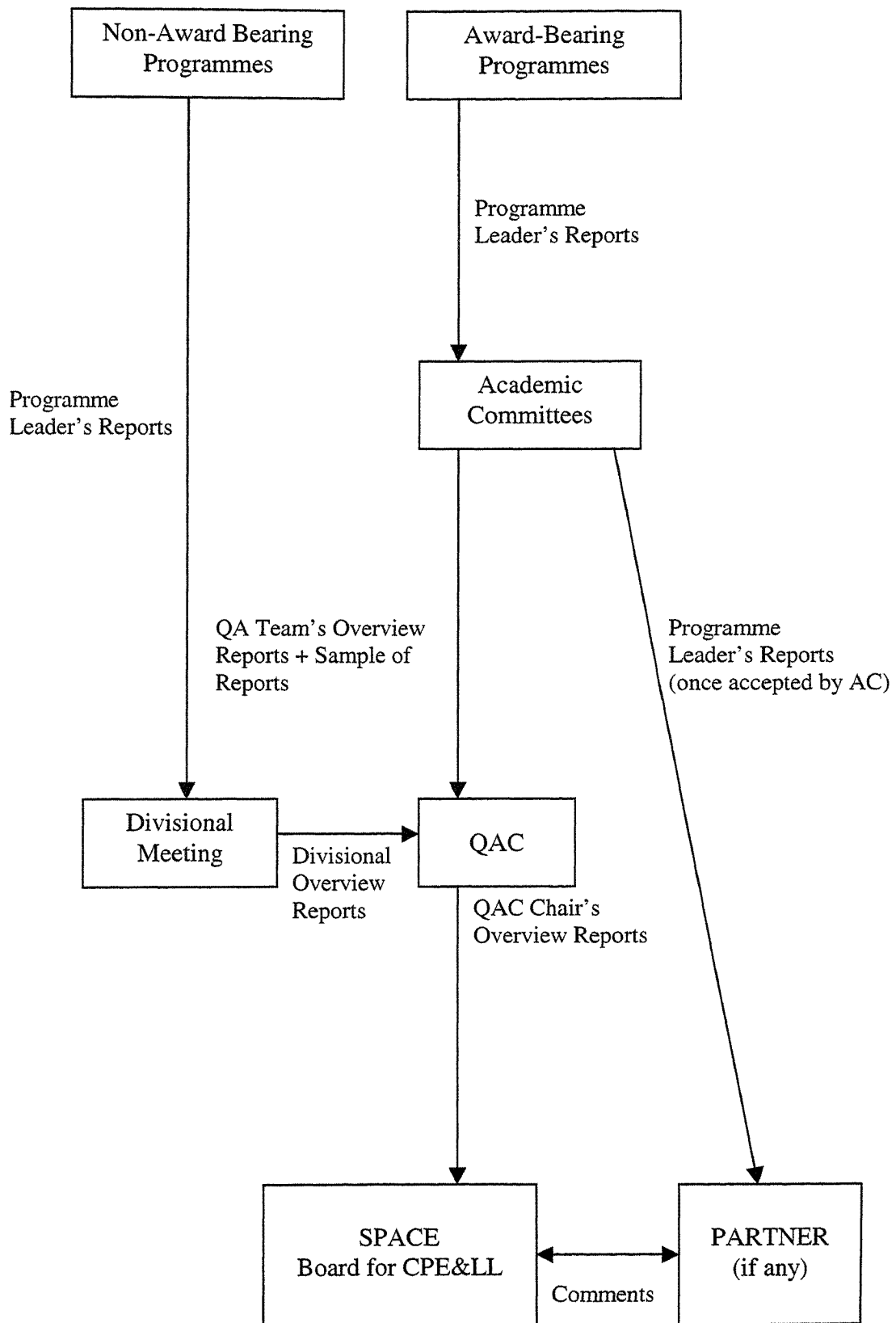
- comments on the quality of data used to compile individual reports(statistics, questionnaire responses, informal feedback, examiners' /assessors' reports, committee notes/file records)
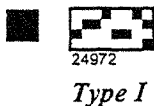- recommendations
- action plans

8. The Role of Quality Assurance Committee (see also Diagram attached)

QAC has oversight of the quality and standards of all SPACE programmes. As described above, it delegates the direct scrutiny of Monitoring Reports on programmes to the Divisional Meetings and Academic Committees respectively, but it maintains its overview of the monitoring process by receiving reports from the QA Team and from Divisional Heads on the process of monitoring, and on any significant issues and actions.

QAC also selects a sample of Monitoring Reports for direct scrutiny, so as to satisfy itself that monitoring is being thoroughly and systematically undertaken. Once a year the Chair of QAC submits a formal report to the SPACE Board for Continuing and Professional Education and Lifelong Learning (Board for CPE&LL) on the monitoring process, drawing attention to any significant issues or concerns.

9. Reporting Path for Annual Monitoring of Programmes

```
┌──────────────────┐          ┌──────────────────┐
│  Non-Award Bearing│          │  Award-Bearing    │
│  Programmes       │          │  Programmes       │
└──────────────────┘          └──────────────────┘
        │                              │
        │                     Programme
        │                     Leader's Reports
        │                              │
        │                              ▼
        │                     ┌──────────────────┐
  Programme                   │  Academic         │
  Leader's Reports            │  Committees       │
        │                     └──────────────────┘
        │                              │         ╲
        │            QA Team's Overview │          ╲ Programme
        │            Reports + Sample of│           ╲ Leader's Reports
        │            Reports            │            ╲(once accepted by AC)
        │                              ▼             ╲
  ┌──────────────┐  Divisional  ┌──────────┐         ╲
  │  Divisional  │─────────────▶│  QAC      │          ╲
  │  Meeting     │  Overview    └──────────┘           ╲
  └──────────────┘  Reports          │                 ╲
                                QAC Chair's             ╲
                                Overview Reports         ╲
                                     │                    ╲
                                     ▼                     ▼
                           ┌──────────────────┐  ┌──────────────┐
                           │  SPACE            │  │  PARTNER      │
                           │  Board for CPE&LL │◀▶│  (if any)     │
                           └──────────────────┘  └──────────────┘
                                      Comments
```

Type I | **24972** | **SAMPLE** | School of — Professional — And — Continuing Education 香港大學專業進修學院

THE UNIVERSITY OF HONG KONG

Questionnaire for Award-bearing and Professional Programmes

The questionnaire is designed with the aim of enhancing the quality of education and services provided by SPACE. We would like to solicit your help by giving us constructive feedback. All feedback will not affect you or your grades in any way.

Instructions for completing this questionnaire

* Choose only one response for each question, by filling in one circle completely with a black ball pen

* Leave an item unanswered if it is not applicable

* The answer circle should be filled in fully like this ●

* In the case of a **wrongly marked** circle, cross it out and fill in another circle like this ⊗ ○ ● ○ ○

Programme Title : _____

Module Name : _____

Date of Evaluation . _____

Part I Overall assessment of the module

	too difficult	difficult	about right	easy	too easy
1 Module level was	○	○	○	○	○

	too heavy	heavy	about right	light	too light
2 Module workload was	○	○	○	○	○

	strongly agree	agree	neutral	disagree	strongly disagree
3 The module met its stated objectives	○	○	○	○	○
4 Attending the module has been worthwhile	○	○	○	○	○

	excellent	good	satisfactory	fair	poor
5 All things considered, the overall effectiveness of the module in helping me learn was:	○	○	○	○	○

Part II Overall assessment of the teacher

	too fast	fast	about right	slow	too slow
1 Teaching pace was	○	○	○	○	○

	strongly agree	agree	neutral	disagree	strongly disagree
2 The teacher's speaking was clear	○	○	○	○	○
3 Handouts were useful	○	○	○	○	○
4 Feedback on coursework was sufficient	○	○	○	○	○

24972

	strongly agree	agree	neutral	disagree	strongly disagree
5 The lectures did cover the stated syllabus.	O	O	O	O	O
6. The teacher usually gave clear and satisfactory answers to questions.	O	O	O	O	O
7. The teacher presented topics and materials in a logical and coherent sequence.	O	O	O	O	O
8. The teacher encouraged students to participate in class discussion.	O	O	O	O	O
9 The teacher stimulated my interest in the subject.	O	O	O	O	O
10. The teacher was well prepared for the lecture.	O	O	O	O	O
11. The teacher was always punctual.	O	O	O	O	O

	excellent	good	satisfactory	fair	poor
12. All things considered, the overall effectiveness of the teacher in helping me learn was:	O	O	O	O	O

Part III   Teaching and Learning Support

(Please elaborate in Part V)

	very satisfactory	satisfactory	neutral	unsatisfactory	very unsatisfactory
1. Conditions of teaching environment.	O	O	O	O	O
2. Support services provided by SPACE. (Enquiry, distribution of course information such as timetable)	O	O	O	O	O

Part IV   Assessment of student effort

	<20%	20-39%	40-59%	60-79%	80-100%
1. Rate your attendance at the lectures.	O	O	O	O	O

Part V   Open-ended comments

Write in the space below your comments about the module, teaching and learning facilities, support services and ways the module might be improved.

Please give your name and/or student number below (OPTIONAL). The SPACE may contact you for further discussion, if necessary.

Name _____   (Prof./Dr./Mr./Miss/Ms.)

Student No. _____

Thank you for taking part in this evaluation.

33390

SAMPLE

School of Professional And Continuing Education
香港大學專業進修學院

T H E   U N I V E R S I T Y   O F   H O N G   K O N G

Questionnaire for General and Short Courses

The questionnaire is designed with the aim of enhancing the quality of education and services provided by SPACE. We would like to solicit your help by giving us constructive feedback. All feedback will not affect you or your grades in any way.

Instructions for completing this questionnaire

* Choose only one response for each question, by filling in **one circle** completely with a black ball pen.

* Leave an item unanswered if it is not applicable.

* The answer circle should be filled in fully like this:
  Not like this:

* In the case of a **wrongly marked** circle, cross it out and fill in another circle like this:

Course Title : _____

Date of Evaluation : _____

Part I   Overall assessment of the course

	strongly agree	agree	neutral	disagree	strongly disagree
1. The course met its stated syllabus and objectives.	O	O	O	O	O
2. Attending the course has been worthwhile.	O	O	O	O	O

	excellent	good	satisfactory	fair	poor
3. All things considered, the overall effectiveness of the course in helping me learn was:	O	O	O	O	O

Part II   Overall assessment of the teacher

	too fast	fast	about right	slow	too slow
1. Teaching pace was:	O	O	O	O	O

	strongly agree	agree	neutral	disagree	strongly disagree
2. The teacher's speaking was clear:	O	O	O	O	O
3. Handouts were useful:	O	O	O	O	O
4. The teacher knew the subject well.	O	O	O	O	O
5. The topics and materials were presented in a logical and coherent sequence.	O	O	O	O	O
6. The teacher encouraged students to participate in class discussion.	O	O	O	O	O

33390

	strongly agree	agree	neutral	disagree	strongly disagree
7. The teacher stimulated my interest in the subject.	O	O	O	O	O
8. The teacher was well prepared for the lecture.	O	O	O	O	O
9 The teacher was always punctual.	O	O	O	O	O

	excellent	good	satisfactory	fair	poor
10. All things considered, the overall effectiveness of the teacher in helping me learn was:	O	O	O	O	O

Part III   Assessment of student effort

	<20%	20-39%	40-59%	60-79%	80-100%
1. Rate your attendance at the lectures.	O	O	O	O	O

Part IV   Teaching and Learning Support

(Please elaborate in Part V)

	very satisfactory	satisfactory	neutral	unsatisfactory	very unsatisfactory
1. Conditions of teaching environment.	O	O	O	O	O
2. Support services provided by SPACE.	O	O	O	O	O

Part V   Open-ended comments

Write in the space below your comments about the course, teaching and learning facilities, support services and ways the course might be improved.

Please give your name and/or student number below (OPTIONAL). The SPACE may contact you for further discussion, if necessary.

Name _____   (Prof./Dr./Mr./Miss/Ms.)

Student No. _____

Thank you for taking part in this evaluation.

Guidelines on Classroom Visits

Why visit classes?

Classroom visits are an important element in providing continuing education courses to part-time students. They let the course organiser:

- see the teaching at first hand and make informed judgements about its
- quality, which is especially important if students complain about a teacher;

- get an overall "feel" for the atmosphere within the class;

- see at first hand the quality of students and appreciate the difficulties they face.

They also perform a valuable public relations role by showing the students that the course organiser is not just a name, but a real person who is prepared to appear before them, take an interest in them and receive their comments. This in turn should encourage students to view the course organiser as someone who is committed to improving the quality of the courses.

Before the visit

Classroom visits can either be announced in advance or carried out without pre-warning as spot checks. Both methods have advantages and disadvantages. Whichever method is used, teachers should be warned in advance that classroom visits are part of the SPACE culture and their classes are likely to be visited at some stage during the course of instruction.

Unannounced spot checks

Advantage

The teacher does not have the chance to prepare a special one-off
designed more to impress the course organiser than to teach the students.

Disadvantages

The course organiser might arrive at an awkward time when the teacher, having taught very effectively up to that point, is off guard and not shown to full effect.

Even though being observed is part of being a teacher, such visits, if overdone or done insensitively, might cause so much resentment that the benefit they bring is negated.

The students might be distracted by the arrival of a potential stranger.

Pre-announced visits

Advantages

The teacher knows there will be a visit so will not be caught off guard.

The students can also be warned of the visit and so not be distracted by the unexpected arrival of a stranger.

Disadvantage

The teacher might prepare a one-off "special".

During the visit

If the lesson is a lecture, the course organiser has little option but to sit and listen. However, it would probably be a mistake to be seen to be visibly assessing the teacher. This could suggest to the students that the teacher is on trial, just like a student teacher, having been taken on without proper vetting and inadequate credentials before the course.

If the lesson is skills-based, the course organiser has much greater flexibility for wandering about and becoming part of the class, complementing but not taking over from the regular teacher.

After the visit

It is usually useful to give feedback, however brief, to the teacher. If the class has created a positive impression, there is little to say other than to pass on due praise.

It is essential for the course organiser to pass on critical comments, either verbally or in writing, and be prepared to discuss them.

Frequency of visits

There is no real rule for how frequently classes should be visited. In any case, it is unrealistic to think that all classes can be visited. If a 30-hour course is visited once, that should be enough. A 90-hour course might be visited twice, though once is usually enough.

THE UNIVERSITY OF HONG KONG

SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION

Regulations Governing the Appointment and Duties of External Assessors for First Degrees, Diplomas and Certificates

1. Appointment

(a) The School of Professional and Continuing Education appoints External Assessors to assist it in maintaining the standards of its degree, diploma and certificate examinations at a level comparable to those in major universities in the English-speaking world.

(b) Appointments are made by the Director of the School on the advice of the Division Heads.

(c) External Assessors are persons with considerable and recent experience in University teaching. Where appropriate, appointments may also be made of experts from outside the higher education system (e.g. from the professions or industry).

(d) Appointments are made for a period of three years. An extension of not more than one year may be permitted in very exceptional circumstances. In certain specified departments appointments are made, either annually or at 3 year intervals, for one examination session only, which is normally the major examination session in that year.

2. Duties of the External Assessor

(e) Each External Assessor is appointed to the appropriate degree curriculum with special reference to specified set of modules/courses and is expected to participate in all examinations in that set, which contribute directly to the assessment for a first degree, diploma or certificate at the final level. He shall have access to, upon request, course outlines, reference materials, and reading lists on which the examinations are set, and may give any comments thereon.

(f) The External Assessor is required to see and comment on the draft question papers for all examinations with which he is concerned. He has the right to propose additions or revisions to the draft question papers for approval by the relevant chief examiner, or departmental or inter-departmental board of examiners. In certain subjects, it may be necessary for model answers to be prepared and scrutinized.

(g) He is a full member of the relevant Board of Examiners, and if in Hong Kong shall be expected to attend meetings.

(h) An External Assessor shall see a proportion of the scripts sufficient to enable him to judge the overall quality of performance, and the consistency and appropriateness of internal marking and classification. He shall see a sample of the scripts from the top, the middle and the bottom of the range and he shall also see all scripts assessed internally as first class, border lines and failures.

(i) The views of an External Assessor on any examinations and scripts which he has seen shall be made available in full to the Board of Examiners. Such views shall be given particular weight in cases of disagreement when determining the mark to be awarded for a particular unit of assessment, or when determining the final result to be derived from the arrays of marks of a particular candidate at the examiners' meeting.

(j) After the completion of each examination session, an External Assessor is required to write a general report for the Board of Examiners, and send the report to the Programme Director in the first instance. In this report, the External Assessor shall give his opinion of the standard and conduct of each examination with which he is concerned, referring particularly to the suitability of the examination in relation to the syllabus, the candidates' knowledge of subject matter as revealed in the scripts and practical assignments where appropriate, and any special difficulties they may have encountered. He shall also make suggestions for improvement in the scope of the examination, the marking system, and the course structure and content where appropriate, and observations on teaching, if any. A copy of the report made by the External Assessor at the conclusion of his term of office may be copied to the incoming External Assessor after the examination at the end of the incoming Assessor's first year of appointment.

Programme Monitoring Reports

Principal Headings

1. Reporting Period

2. Course Statistics

    (student numbers/characteristics; application/admission;
    examination/assessment results etc.)

3. Results and Analysis of Student Feedback

    Quantitative data

4. Qualitative Indicators

    Qualitative reports

5. Staff Development

    Part-time tutor appraisal/development

6. Conditions/Comments from IVP, previous Monitoring Reports/Annual
    Reports

    How previous conditions/comments have been addressed

7. Measuring Outcomes

    External Assessor/Examiner comments on progression of students

8. Action Plan for next Reporting Period

    To address deficiencies or seek continual improvements

Chapter 6

THE UNIVERSITY OF HONG KONG

SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION

QUALITY ASSURANCE MANUAL

Chapter 6
Programme Modification

Chapter 6   Programme Modification

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PROGRAMME MODIFICATION

1. Introduction

Upon successful validation, a new programme is launched. It is normally the case that a new programme is approved for a period such as five years. During this period annual monitoring reports are made to the Quality Assurance Committee (QAC). While a full-scale programme review will be carried out near the end of the approval period, it may happen that certain parts of the programme require change or updating without delay. For example when there is advancement in technology or enactment of new government policies, it is necessary to modify the programme syllabus to keep a programme in step with these developments.

This chapter on Programme Modification provides guidelines and procedures on how the modifications can be promptly made with due consideration of the quality standard of the programmes as has been established at the validation stage. **Adjustments** to the guidelines and procedures will be made according to the needs of individual programmes. The Programme Team may liaise with the Quality Assurance Team in cases of doubt.

2. Samples of Modifications

The following are samples of programme modifications but is **not** an exhaustive list:

- Change of programme title and award level
- Change of programme objectives
- Change of mode of study and duration
- Change of entry requirements
- Revision of programme structure
- Addition/deletion of programme streams
- Addition/deletion/combination/splitting of course units
- Change/updating of syllabus
- Revision of pedagogical methods
- Change of assessment methods

Changes in the programme budget are separately proposed via the SPACE budget approval procedures, details of which are available from the Finance Team.

In some cases, there may be substantial modifications to several aspects of the programme. For example, there is an intention by the Programme Team to change the entry requirements, syllabus and also the award level of the programme. If the changes will result in substantial differences in the programme, they may be handled as the proposal for a new programme instead of programme modification.

3. Procedures

To ensure that modifications to a programme are approved in time for implementation, it is advisable to make proposals for programme modification well in advance as far as possible. The timing for making proposals for modifications should in particular take into consideration the time needed for programme publicity and/or notification to students. This means that the modifications should normally be approved approximately three months before implementation.

There is however flexibility in the timing for some cases. For example the syllabus revision is made in response to sudden changes in government policies or social development such that the modification process cannot fit into the normal timeline of events.

Prior to the modification being implemented, the Programme Team prepares a proposal document. This document focuses on the aspects of change and the reasons for so doing. It is only necessary to include information on those aspects of the programme affected by the modification or if the information is useful in understanding the reasons for the modification. The proposal document normally contains the following information:

- Item(s) requiring modification
- Reason(s) for modification/benefits resulting from modification
- Consultation with academic staff, students, and/or external examiners/advisors, as appropriate
- Implications on resources, if any (separate budget change requests to the Directorate)
- Implications on current students, if applicable
- Timing for modification
- Any other related information

The proposal is considered by the Academic Committee(AC). With the pool of subject expertise, the AC considers the academic merit of the proposed modification. With the support of the Committee, the modification is reported to the Division Meeting for information and the QAC for ensuring that the quality assurance process has taken place. The QAC conveys its comments, if any, on problems identified in the quality assurance process to the AC, or disseminates good practice for reference by other programmes. Appendix A provides the flowchart of procedures involved.

The criteria used by the AC for considering modification proposals include:

- Academic validity
- Feasibility of timing of implementation
- Implications on resources
- Effects on the current students
- Effects on the academic staff
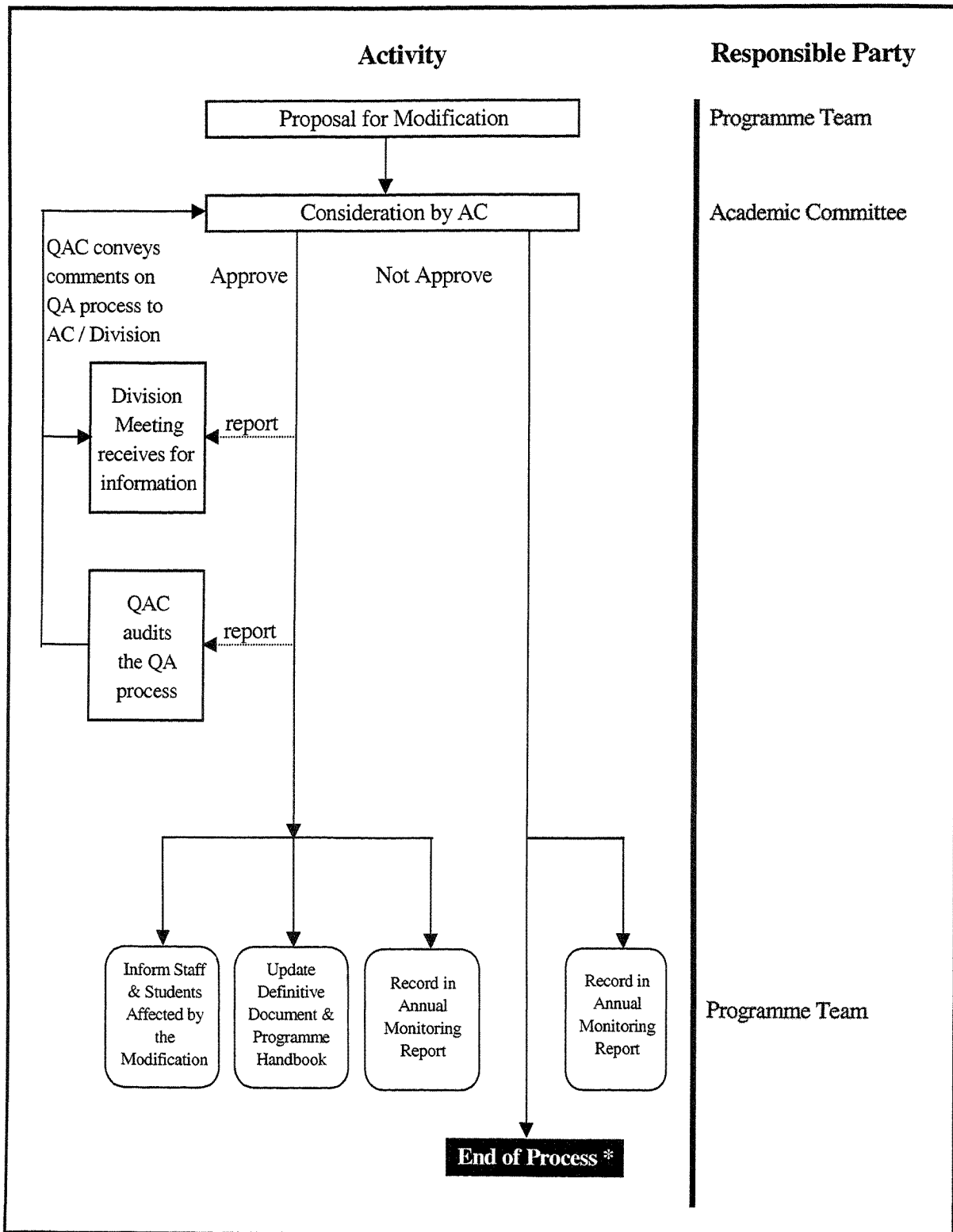
● Effects on cognate programmes offered in SPACE

The guiding principle is that the current students are not put in a disadvantageous position as a result of programme modification. For example, the change in syllabus has resulted in the current cohort of students requiring a longer duration for completing the programme than that indicated at the time of admission.

For all modifications, appropriate approval by the AC should be confirmed before the modifications are implemented. The Programme Team is responsible for informing all staff and students concerned of the approved changes prior to implementation. The Programme Team also makes appropriate amendments to the Programme Handbook or any other relevant information previously disseminated to staff and students.

If approval is not given by the AC the reasons for the decision are conveyed back to the Programme Team so that the Team can consider re-submitting the proposal after making amendments.

The outcome of the proposals is recorded in the Annual Monitoring Report for the year concerned. In the case of approval, the effects of the modification are included in the Report. In the case of disapproval, the reasons for such are also recorded in the Report.

Programme Modification

Activity	Responsible Party

Proposal for Modification — Programme Team

Consideration by AC — Academic Committee

QAC conveys comments on QA process to AC / Division

Approve   Not Approve

Division Meeting receives for information — report

QAC audits the QA process — report

Inform Staff & Students Affected by the Modification

Update Definitive Document & Programme Handbook

Record in Annual Monitoring Report

Record in Annual Monitoring Report

Programme Team

End of Process *

* The Programme Team may consider the reasons for failure and re-submit the proposal after amendment.

Chapter 7

THE UNIVERSITY OF HONG KONG

SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION

QUALITY ASSURANCE MANUAL

Chapter 7
Programme Review
and Evaluation

Chapter 7   *Programme Review and Evaluation*

CONTENTS

PROGRAMME REVIEW AND EVALUATION

1. Introduction

The objectives of programme review and evaluation are multi-fold. It brings to date an overview of the present form and the latest status of the programme, its marketability, its academic validity and updatedness. Notwithstanding that modifications of the programme may be handled during the on-going monitoring process, programme review provides an opportunity to consolidate the comments on the programme over the period of time since validation. It is meant to be a collegial process involving the Programme Team and a Programme Review Panel and brings together ideas initiated during monitoring for in-depth consideration and further development.

The programme review and evaluation process is in most ways similar to the programme validation and approval process. Similar procedures and documents are used, with appropriate variations. Adjustments will be made taking into consideration the needs of individual programmes and the prevailing circumstances at the time of review.

2. Award and Non-Award Bearing Programmes

SPACE offers both award and non-award bearing programmes. For non-award bearing courses, the monitoring and reporting process will suffice for maintaining the quality and the validity of the courses.

As for award-bearing programmes, they can be divided into two categories: those programmes offered in collaboration with other tertiary education institutions including the University of Hong Kong (HKU) and those validated for professional recognition, and those with SPACE awards. If a programme belongs to the former category and the partner institution/professional body has in place a comprehensive programme review system, **SPACE should avoid redundant programme reviews**. Nevertheless, SPACE should involve itself as much as possible in the partner institution's programme review process. SPACE should at the same time consider its own review as a supplement to that of the partner's with special focus on how the programme meets local needs and on the teaching quality of part-time tutors. If any change is considered necessary after the review by SPACE, SPACE should liaise with the partner institution for an agreement.

For those award-bearing programmes for which the partner institution does not have a programme review system, or for programmes with SPACE awards, the chapter provides the guidelines for conducting programme review and evaluation. Such guidelines may be adjusted according to the circumstances of different programmes. The Programme Team may wish to consult the Quality Assurance Team (QA Team) in cases of doubt.

3. Timing

The approval period given for offering a programme upon successful validation is normally five years. At the end of the fourth year, the process for programme review and evaluation should begin. This is to ensure that there is sufficient time for any programme modification to take place before the student intake in the new approval cycle. There is flexibility in the timing. If there are significant changes in the market demand, academic content, and/or other factors concerning the programme, there may be a need to advance or defer the programme review process. In certain circumstances, the programme review is combined with a new programme proposal and the process for new programme validation will be followed. In all cases, the Programme Team and the Division concerned consider the deviation from the scheduled review cycle prior to the due time for starting the programme review. The proposal to advance or defer the review requires the support of the Directorate and the Quality Assurance Committee (QAC). Care must be exercised in deciding on any adjustment to the review timing so that the academic quality of the programme is not adversely affected.

4. Review Procedures

The procedures for programme review are similar to those for programme validation (Appendix A). The major difference is that during programme review the experience in offering the programme and the comments received from various stakeholders play an important role. They should be thoroughly analysed with a view to improving the programme for further implementation.

The procedures start with the preparation of a Programme Review Document by the Programme Team. The Document is put to the Directorate for consideration and, upon approval, to a Programme Review Panel for close scrutiny. About one month should normally be provided for the Panel to study the Document and to request for additional information from the Programme Team. The recommendation of the Panel is submitted to the Board for Continuing and Professional Education and Lifelong Learning (Board for CPE&LL) for approval in the case of SPACE awards. In the case of programmes offered in collaboration with other institutions, the decision of the Board for CPE&LL is also reported to the Academic Development Committee (ADC)/Senate for information. All programme review activities shall be reported to the QAC on an annual basis for monitoring the Quality Assurance process.

The detailed procedures and the documentation concerned are given as follows.

4.1 Programme Review Document

The Document normally contains the following information:

(1) A summary of the annual monitoring reports for the period of review;

(2) An analytical report on student application and admission statistics;

(3) An analytical report on student assessment, progression and graduation statistics;

(4) An analytical report on the staffing and teaching quality of the programme;

(5) Comments received from students, teachers and/or employers, and a report on related follow-up action;

(6) A summary of the reports from external examiners/assessors and a report on related follow-up action;

(7) A summary of advice and comments from the Academic Committee and teaching staff, and a report on related follow-up action;

(8) Significant developments in the subject area in the profession or industry that may affect the programme;

(9) A summary financial report for the past period;

(10) A critical appraisal of the programme, its syllabuses, significant issues and developments;

(11) Proposals for modification, if any, and development of the programme, including implications on resources;

(12) Any other information considered by the Programme Team as useful for programme review.

It is expected that with the introduction of the Management Information System (MIS), some of the information and statistics mentioned above will be provided by the MIS. For easy reference by the Panel members, the Panel Secretary shall attach the existing Programme Definitive Document, brief information on the validation history of the programme, and any other documents which may be required by the Review Panel, such as the Programme Handbook.

4.2 Programme Review Panel

The Programme Review Panel takes on a similar function as the Internal Validation Panel in the programme approval process. It considers all information gathered in the Programme Review Document, and has the right to ask for additional information from the Programme Team if necessary. On the basis of such information, the Panel conducts a close examination of all aspects of the programme to evaluate the feasibility and the merit of its continuation. It considers in particular:

(1) Whether the programme has been conducted according to the objectives, structure and syllabus as designed;

(2) Whether the programme has met the academic and professional standards according to the level of award;

(3) Whether the programme has been adequately supported by resources to achieve its objectives;

(4) Whether the students and graduates have benefited from the programme as intended;

(5) Whether the programme will be in demand in the coming years.

The composition of the Panel will normally be:

> Chairperson (QAC member)
> SPACE academic (from a Division not offering the programme)
> HKU academic (preferably from a cognate Faculty)
> Two external specialists (local or non-local academic and/or
>   professional expertise)
> Panel Officer (QA Officer)

It will be helpful to the review process to invite the external examiner or members of the Internal Validation Panel to be a Programme Review Panel member. To ensure an impartial review, members of the Panel are preferably independent of the operation of the programme.

A programme review can be conducted by adopting one panel for programmes of the same or cognate subject area if the review falls in the same timing.

4.3 Programme Review Meeting

Upon the formation of the Panel, the Panel Officer forwards the Programme Review Document to the Panel for perusal. At the same time, the Panel Officer proceeds to organize a Programme Review Meeting. The Division Head, the Programme Team, students and graduates may be invited to meet with the Panel for the following purposes

● To present the Team's proposal regarding the development and the modification of the programme;

● To present the feedback of the students and the graduates;

● To clarify any issues raised by the Panel.

The rundown of the meeting, which normally lasts from two hours to a

half-day, shall be:

(1) Introductory briefing by the Chairperson and the Officer on the purpose of meeting and the background of the review

(2) Discussion between the Panel and the Division Head, Programme Team and relevant teaching staff invited to attend the meeting

(3) Discussion with students and graduates on their comments on the programme

(4) Private Meeting of the Panel to agree on comments and recommendations

The Panel Officer will arrange the meetings with the Programme Team and the students and graduates (items (2) and (3) above) to be conducted at the same time, if feasible, to encourage an exchange of views and comments.

4.4 Programme Review Report

After the review, the recommendation of the Panel shall normally be one of the following:

(1) recommends the programme for continuation without condition;

(2) recommends the programme for continuation with condition(s);

(3) recommends the programme for discontinuation upon the completion of the last student cohort.

The Panel Officer orally reports the review outcome to the Programme Team immediately after the review meeting, and prepares a Programme Review Report recording the discussions and the recommendations of the Panel. In the case of recommending continuation of the programme, the Report of the Panel includes the period of continuation, which shall normally be five years. Any conditions indicated by the Panel should be covered in the Report, with clear requirement on the timing for fulfilling the conditions. In the case of the Panel not recommending continuation, the Report should explain the reasons for the decision.

Before the Report is submitted to the Board for CPE&LL, the Panel Officer presents the draft Report to the Programme Leader for checking on factual accuracy. If there are conditions to the recommended continuation of the programme as specified by the Panel, the Programme Team may write a response to the conditions for attachment to the Report, indicating whether and how the conditions will be addressed.

Then the Report plus the Programme Team's response, if any, are sent to the Review Panel for confirmation and consideration about whether the

response is acceptable respectively. They are further presented to the Board for CPE&LL for approval.

It is normally not necessary to attach the full Programme Review Document to the Report to the Board for CPE&LL, unless in exceptional circumstances and as decided by the Panel Chairperson in consultation with the QAC Chairperson. When the Report is sent to the Board for CPE&LL, it is also copied to the Division Head and the Programme Leader.

5. Post-Review Action

Upon approval to continue the programme, the Programme Team shall proceed to prepare for student admission. Any changes to the programme should be reflected in a new Programme Definitive Document and a new Programme Handbook.

The existing cohort of students who follow the pre-review version of the programme shall normally not be affected unless so indicated in the Review Report by the Review Panel and approved by the Board for CPE&LL.

If the Review Panel decides on discontinuation of the programme, the Programme Team will be provided with the reasons for the decision. The Programme Team is given the opportunity to modify its proposal and re-submit the Programme Review Document for re-consideration by the Panel. In such case, a second Programme Review Meeting will be conducted.

If the Programme Team and the Programme Review Panel cannot agree on the outcome of the review, the case may be brought to the consideration of the QAC.

Any decision on the continuation or discontinuation of a programme offered in collaboration with the HKU or another institution shall be reported to the Senate/ADC for information. This may be done on an annual basis.

All programme review activities are reported to the QAC for monitoring of the QA process. This reporting may be done on an annual basis.

Programme Review and Evaluation Process

Activity *	Responsible Party
Preparation of Programme Review Document	**Programme Team**
↓	
Consideration of Programme Review Document	**Directorate**
Support — Not Support	
Scrutiny of Programme Review Document & Programme Review Meeting	**Programme Review Panel**
Recommended with / without Condition(s)	
Consideration of Recommendation	**Board for CPE&LL**
Approve	
Report⁺ → Division Meeting ← Report⁺	
Report# → QAC	
Report# → ADC/Senate ← Report#	
End of Process **End of Process ****	
New Student Intake	**Programme Team**

*   The programme review process shall normally start at the end of the fourth year in a five year approval period and shall be completed in time for the intake of students in the new approval period.

⁺   The result of the review will be reported to the Division Meeting for information.

Programme review activities will be reported, on an annual basis, to the QAC for scrutiny of the QA process, and to the ADC/Senate for information.

** The Programme Team may consider the reasons for failure in review and make further modifications on the programme for re-submission.

Chapter 8

THE UNIVERSITY OF HONG KONG

SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION

QUALITY ASSURANCE MANUAL

Chapter 8
Quality Process Review

Chapter 8   Quality Process Review

CONTENTS

QUALITY PROCESS REVIEW

1. Introduction

The **Quality Process Review** is established to foster the implementation of quality assurance policy and process in all areas of work of the School and to ensure that such activities are congruent with the School's mission and direction of development.

2. Purpose

The Review is conducted under the auspices of the Quality Assurance Committee (QAC). It is meant to be a **collegial** process conducted as **a shared responsibility of all colleagues in the School**. The purpose is to **confirm the application and monitoring of the quality assurance process in respect of the programmes and services offered by SPACE**. It is not meant to be an assessment of the quality or standard of the work output of the divisions, nor to repeat the processes of programme approval and review which should have been conducted throughout the implementation of programmes. The Review is conducted **for ascertaining that all quality assurance processes have been appropriately carried out in the conduct of programmes**.

The Review provides an opportunity for

- evaluation of prevailing quality assurance procedures,
- consideration of solutions to difficulties identified by the evaluation,
- upholding and sharing of good and effective practice,
- clarification of ambiguities,
- identification of areas for further improvement and development.

The Review is mainly designed as a **peer review** whereby experiences and ideas can be exchanged for the betterment and development of quality assurance activities in the School. The Review will normally be conducted **in four-year cycles**.

3. Procedures for Quality Process Review

Programmes will be clustered under groups of cognate subject areas. A Quality Process Review Team is formed by the QAC and is charged with the task of conducting the Quality Process Review for each group of subject areas. Aside from an overall review of quality assurance activities, the Team may conduct a more in-depth review of specific quality assurance activities in selected programmes.

The Team makes a visit, normally of half a day, to the group of subject areas participating in the Review. Prior to the visit, the Team will be provided with

an overview or a summary of the activities in the subject area. Relevant documents and information such as programme lists, enrolment statistics, annual monitoring reports and minutes of Academic Committee meetings will be appended for the Team's information.

During the visit, the Team meets a spectrum of levels of staff, which may include senior staff, supporting staff, part-time teachers, as appropriate, as well as students. The Team may also meet the Directorate in case of relevant issues. The discussion will focus mainly on the adoption of quality assurance processes for the programmes concerned.

The procedures for the Quality Process Review Visit are given in <u>Appendix A</u>.

By the visit, the Team aims to find out:

* how the quality assurance processes are applied to the programmes,
* what effects such activities have on the programmes,
* what further action may be taken by the subject areas to enhance the effectiveness of the quality assurance processes,
* whether the current quality assurance processes have been helpful.

The suggested issues for consideration and discussion during the visit are given in <u>Appendix B</u>.

After the visit, the Team prepares a Review Report containing findings and recommendations. The participating subject areas are invited to consider any follow-up action to be taken according to the recommendations.

The Team submits the Review Report to the QAC for consideration. Subject to QAC's endorsement, the subject areas proceed to take follow-up action accordingly. The QAC also distributes the Review Report to other subject areas for information and experience sharing.

4. Quality Process Review Team

The Quality Process Review Team is established by the QAC. The Team normally consists of

> One QAC member (Chairperson of the Team)
> One HKU academic
> One external person, academic or professional, from outside the School
> One SPACE academic from outside the subject areas concerned in the Review
> Senior Quality Assurance Officer (Team Officer)

The Team will be charged with the responsibilities of

* meeting with the staff and students of the division concerned,

- confirmation of the quality assurance activities and their use in the programmes,
- preparation of the Review Report.

5. Quality Process Review Report

A Quality Process Review Report is compiled by the Team Officer normally within two weeks after the review. It is a summary of

- the review proceedings,
- the discussions between various parties in the review,
- the observations and comments made by the Quality Process Review Team,
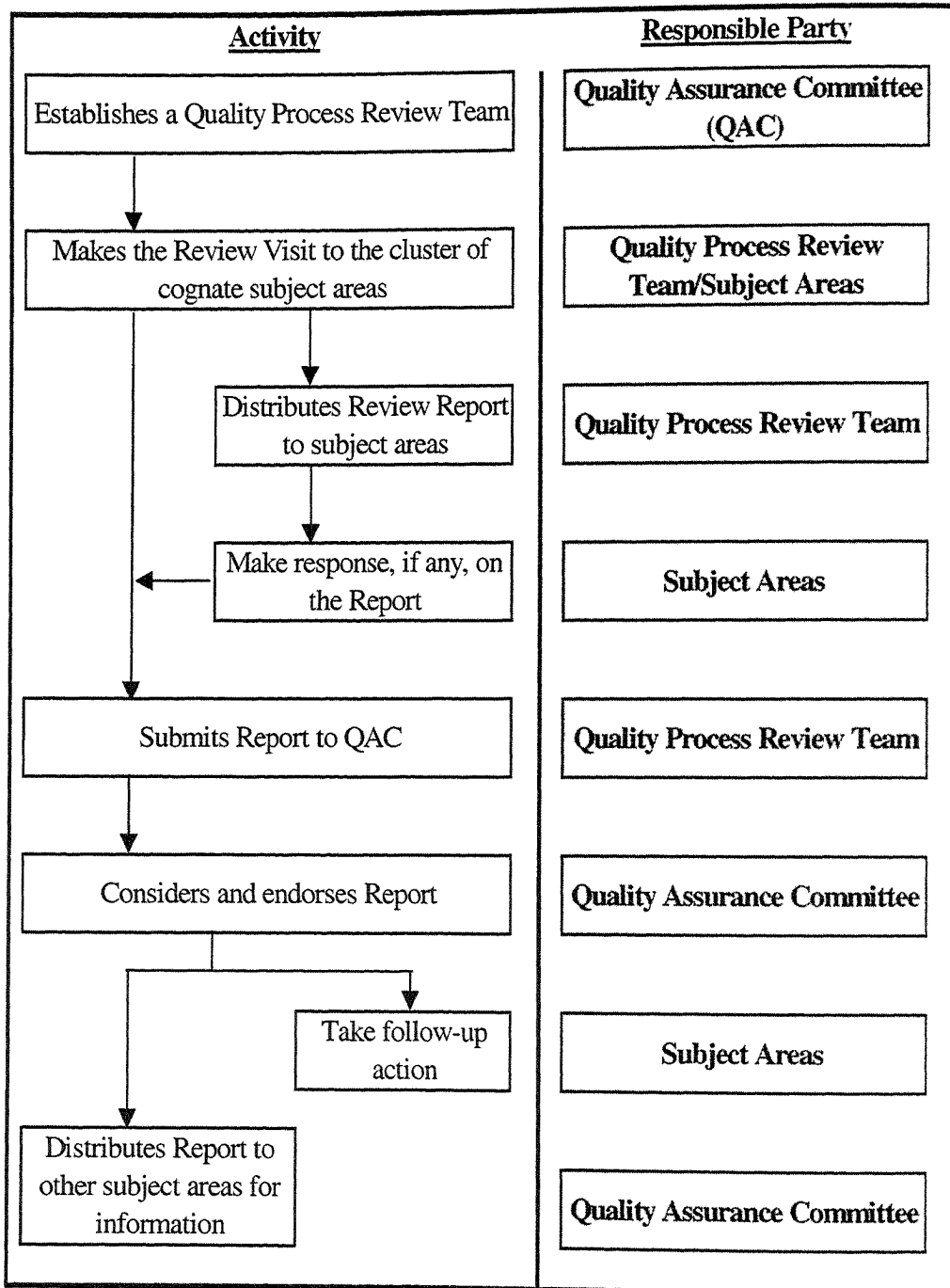- the recommendations made by the Team to the subject areas.

The Report is distributed to the participating subject areas. With any response of the subject areas, it will then be submitted to the QAC for consideration.

After consideration and endorsement by the QAC, the Report will be distributed to other subject areas for information.

6. Post-Review Activities

With the endorsement of the QAC on the Quality Process Review Report, the subject areas proceed to take appropriate follow-up action. These activities will be reported in the Annual Monitoring Reports for programmes. *(Details on Annual Monitoring Reports are given in the chapter on "Programme Monitoring".)*

Quality Process Review Procedures

Activity	Responsible Party
Establishes a Quality Process Review Team	**Quality Assurance Committee (QAC)**
Makes the Review Visit to the cluster of cognate subject areas	**Quality Process Review Team/Subject Areas**
Distributes Review Report to subject areas	**Quality Process Review Team**
Make response, if any, on the Report	**Subject Areas**
Submits Report to QAC	**Quality Process Review Team**
Considers and endorses Report	**Quality Assurance Committee**
Take follow-up action	**Subject Areas**
Distributes Report to other subject areas for information	**Quality Assurance Committee**

Issues for Consideration in the Quality Process Review

1. Programme Approval

Whether programme approval procedures have been conducted when new programmes are planned and whether the procedures are adequate? e.g. collaboration approval, internal validation.

What difficulties or problems have been identified, and whether and how have they been overcome during the programme approval process?

What benefit has the programme obtained from the exercises?

2. Programme Monitoring

Whether programme monitoring procedures have been observed when programmes are conducted? e.g. annual monitoring reports, student evaluation, handling of student feedback and complaints.

What difficulties have been identified in the programme monitoring process, and whether and how have they been overcome during the process?

What improvement to the programmes has occurred by programme monitoring?

3. Programme Modification

Whether the programme modification procedures have been observed when changes are made to programmes?

What difficulties have been identified in the modification process, and whether and how have they been overcome?

Whether and how the quality of programmes has been enhanced by observing the programme modification procedures?

4. Programme Review and Evaluation

Whether programmes have been reviewed and evaluated at the appropriate time according to the programme review procedures?

Whether and how have the quality of programmes been enhanced by the programme reviews?

5. Teaching Quality

Whether appropriate means and mechanisms for ensuring and enhancing teaching quality have been adopted? e.g. student evaluation, classroom visits, part-time teacher recruitment, staff induction, staff development.

Whether there have been any difficulties identified in the implementation of these mechanisms, and whether and how have they been overcome?

How has the quality of the programmes been ensured by monitoring the quality of teaching?

Chapter 9

THE UNIVERSITY OF HONG KONG

SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION

QUALITY ASSURANCE MANUAL

Chapter 9
Teaching Quality

Chapter 9   Teaching Quality

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APPENDICES

TEACHING QUALITY

1. Introduction

One important responsibility of a Programme Team and SPACE at large is that the programme is being conducted according to the quality level in terms of academic contents and pedagogical methods, which have been claimed at the validation stage. Notwithstanding that the programme design is predominantly crucial, it is the quality of teaching which directly affects student learning.

Various means and mechanisms are devised for the purpose of drawing the awareness of teaching staff to the importance of teaching quality, which is their prime responsibility. These mechanisms are established basically for award-bearing and professional programmes. They aim at supporting and enhancing teaching quality and are not meant to be critical assessments. They provide teaching staff with the opportunities to demonstrate their teaching competence, the basis to ascertain teaching quality and the impetus to bring forth actions required for improvement. They are designed for easy understanding and implementation and are subject to modifications to suit the needs of different programmes. Similar measures may be adopted for general and short courses with appropriate adjustments. In all circumstances, teaching quality assurance mechanisms must not be excessive and must be tactfully applied according to the circumstances concerned.

2. Staff Recruitment

The monitoring process starts from recruitment of teaching staff who have the appropriate academic and/or professional qualifications and experience, and who conform with the required standard in teaching and related responsibilities. In addition to full-time SPACE teaching staff, temporary full-time and in most incidences part-time teachers are appointed. These teachers are recruited according to the academic level and subject discipline of various programmes. They may include full-time lecturing staff of local and overseas tertiary education institutions (such as The University of Hong Kong or other partner institutions) and subject experts in the industry or the professions.

The SPACE recruitment procedures cover the application, interview and appointment processes (Appendix A). These procedures may be modified by the Programme Team as necessary according to circumstances, in consultation with the Division Head and the Human Resources Director.

A summary profile of teaching staff, such as the staff counts and levels of qualifications, shall be contained in the Annual Monitoring Report for each programme.

3. Induction and Briefing

The Programme Leader is responsible for the pre-programme induction and briefing of all teaching staff. The purpose is to ensure that the teaching team is fully informed about the programme, their rights and responsibilities, so that the programme will be conducted in line with the validated proposal.

The induction and briefing covers information in relation to the programme and the teaching responsibilities, such as aims and objectives, programme structure, curriculum, student assessment policies, programme timetable, quality assurance mechanisms, and teaching support facilities. For new staff, there is emphasis on the responsibilities of SPACE teaching staff and the teaching performance standard expected of them. The Programme Handbook, compiled for reference by students at the start of the programme, is also useful reference for briefing.

4. Observation of Teaching

Upon the commencement of a programme, the Programme Leader or other senior colleagues in the Programme Team will carry out observation of teaching. The purpose is for the Programme Team to understand the teaching quality and to provide supportive feedback to the teachers for improvement or refinement of their teaching. Observation of teaching will be arranged for a sample of existing teaching staff and advisably all new staff of the programme. Guest speakers may not be required to undergo teaching observation. The arrangement will be adjusted according to the circumstances, e.g. if there are new staff without teaching experience or where there is a complaint from students on teaching methods etc.

Observation of teaching may be carried out by classroom visits. The chance is used to assure the quality of teaching. Normally for a course of less than 200 study hours, one visit will be made for each teacher, while for that of 200 study hours or more, one or two visits will be arranged.

By making classroom visits to observe teaching, the Programme Leader:

- sees the teaching at first hand and makes informed judgements about the teaching performance, which is especially important if there are student complaints about teaching quality;
- sees at first hand the quality of students and understands the difficulties they face;
- gets an overall "feel" for the atmosphere within the class.

These classroom visits also perform a valuable public relations role by showing the students that SPACE is committed to assuring the quality of the programme they have paid to attend. The Programme Leader's appearance in class also lets the students know about the channel by which their views can be brought

back to the Division and SPACE.

To ensure smooth and objective teaching observation, guidelines are drawn up for reference by the Programme Team prior to the observation (Appendix B). The guidelines are not meant as a checklist but mainly as a reminder on relevant aspects in teaching. It is also not advisable for the Programme Team to treat the observation as an "assessment" to grade teaching performance. In case of needs, consultation may be made with the Centre for the Advancement of University Teaching (CAUT) in handling teaching observation.

The Programme Team is expected to provide feedback on teaching observation to the teachers with a view to identifying possible actions for improvement or encouraging good teaching. Reports on teaching observation and relevant follow-up actions are recorded in the Annual Monitoring Reports, as well as in the personnel record of the teachers concerned.

5. Student Evaluation

Student evaluation is one means of finding out the teaching quality from the viewpoint of the students. Comments and suggestions are sought from students who are directly affected by the teaching quality. Student evaluation by means of a questionnaire is conducted for all award-bearing programmes. For programmes offered in collaboration with an academic partner, it will not be necessary to duplicate the evaluation unless the evaluation by SPACE is to supplement those aspects not covered by the partner's evaluation. Non-award bearing programmes and short courses should also make use of similar procedures for quality assurance. It is recommended that 25% of the non-award bearing and short courses in a division be subject to student evaluation in each calendar year. (Also see the chapter on "Programme Monitoring")

Comments on teaching quality can also be gathered by other useful sources such as the student representation on the Staff-Student Consultative Committee and the Academic Committee, and informal discussions. Other sources to evaluate teaching include the reports of external examiners/assessors regarding the implementation of assessment methods, marking criteria, grading schemes and the feedback given by the teaching staff to students on assignment work.

5.1 Timing

The evaluation may be conducted at the end of the programme, and in the case of a year-long programme, half-way during the programme. For programmes that last for more than one year, it is suggested that the evaluation be carried out at the end of each year of study.

The merit of doing a mid-programme evaluation is that good practices can be encouraged and issues of concern can be promptly identified to improve the teaching quality in the subsequent part of the programme.

5.2 Evaluation Questionnaire

The evaluation will deal not only with teaching quality but also with various aspects of programme quality such as the programme structure, workload and supporting facilities. The evaluation questionnaire caters for the evaluation of the teaching quality of more than one teacher, which normally is the case in many programmes.

The SPACE evaluation questionnaires are used as far as practicable (Appendix C). The questionnaire can be in a bilingual format or be in English or Chinese only, according to individual programmes. There are separate forms of questionnaires for programmes with more than one teacher for the whole class or one teacher for more than one class. Multiple choice answers facilitate calculations and comparisons while open-ended comments ensure the comprehensiveness of the evaluation and encourage more comments from students. Aside from pre-set questions, the Programme Team may consider adding no more than 4 questions to cater for the special features of each programme. Students have the option of identifying themselves in the questionnaires to allow further enquiries and follow-up by the Programme Team, and their replies are processed in a confidential manner.

5.3 Procedures

The teacher concerned should be informed at the beginning of the programme about the evaluation exercise. The evaluation is normally conducted in the last fifteen minutes of the lesson. In certain classes, the Programme Team may find it more convenient for the students to complete the questionnaire during lecture breaks. After distributing the questionnaires, the teacher leaves the classroom so that the students can complete the questionnaire undisturbed. The Programme Team will decide whether it is appropriate to ask a student representative to distribute the questionnaires instead of the teacher.

The completed questionnaires will be collected by a student representative in an envelope, sealed and then immediately sent under confidential cover via the Programme Team (or the Learning Centre Staff) to the Quality Assurance Team which will arrange for machine reading the questionnaires. A statistical report on the multiple-choice questions is compiled and presented together with the open-ended comments to the Division Head and the Programme Leader. To avoid jamming of large volumes of questionnaires for processing, the Programme Team is invited to liaise with the Quality Assurance Team no later than one month before the questionnaires are collected from the students.

5.4 Findings and Analysis

The findings of the evaluation are channelled to a relevant readership. They

are presented to the Division Head and the Programme Team, who will analyse the information and discuss the findings with individual teaching staff concerned. The reports and observations made by the Programme Team are summarized in the Annual Monitoring Reports. The findings are also put in the personnel records for reference in cases of promotion and/or re-appointment of individual teachers.

As far as possible, the findings of the evaluation and follow-up plans are conveyed back by the Programme Team to the students of the programme. This feedback enables the students to understand the SPACE's commitment to assuring the quality of programmes.

6. Self-Reflection

Aside from student evaluation, teachers for degree, postgraduate and professional programmes are encouraged to conduct a self-reflection of teaching quality at the end of each teaching year. The self-reflection should identify strengths and weaknesses in the teaching process in the past year, as well as plans for changes and improvement. A list of items for self-reflection is suggested (Appendix D).

The teacher discusses the self-reflection conclusions with the Division Head and/or the Programme Leader with a view to reaffirming good teaching and considering development needs.

The records of self-reflection and follow-up actions should be consolidated in the Annual Monitoring Report and the personnel records.

7. Staff Development

There shall be different types of staff development activities for different groups of staff such as the Programme Leader, full-time and part-time teaching staff. Since some SPACE programmes are offered more than once a year, it may be necessary to schedule staff development activities at various intervals in a year. Certain staff development activities may be organized on the School-level while some are organized for teachers of specific programmes. For example, there are staff induction activities so that, upon assuming duty, new staff members are given appropriate support and guidance on understanding the mission and strategic development of SPACE.

On the basis of the teaching quality monitoring process, the Programme Team and the relevant teaching staff shall identify areas of strength and/or development needs. The Programme Teams, in collaboration with the Human Resources Director, are responsible for planning staff development activities for teachers of a particular programme or specific groups of teachers. Depending on needs, these activities include workshops and seminars on mentoring, student assessment

skills and education technologies.

The Programme Team may also consider arranging teaching staff to observe teaching by distinguished lecturers in the University and to participate in teaching quality sharing sessions. Those without experience in tertiary education or adult education may be advised to take up professional development in these aspects. Programme Leaders and Programme Teams who are new on the job may, where appropriate, undergo a briefing by the Division Head or other senior colleagues on their roles and responsibilities.

The Human Resources Director may also seek the advice and support of the University's CAUT, where appropriate, in determining and arranging staff development activities.

8. Communication

Good communication contributes to the assurance of teaching quality in a programme, particularly where a substantial proportion of staff is teaching on a part-time basis. Arrangement of adequate and convenient contacts between the teaching staff and the Programme Team allows prompt dissemination of information, collection of comments, and provision of feedback. Communication channels should be made known to all teaching staff at the commencement of the programme by means of the appointment letters or staff circulars. Communication channels include scheduled meetings of the Academic Committee, informal meetings and discussions with teaching staff, programme circulars and e-mail messages.

APPLICATION & APPOINTMENT PROCEDURES FOR PART-TIME TEACHERS

The following are the procedures for appointing different categories of teaching staff in SPACE, with the majority of appointments being part-time teaching staff. The procedures cover the application, selection interview and appointment processes. They are designed with reference to current practices. The procedures are streamlined and serve to provide a basis for compliance with legal requirements, salary and benefits* (where applicable) administration, and establishing a set of personnel records. Upon appointment, the teaching staff provides documents on the qualifications claimed in the application for verification. The Human Resources Director maintains the personnel records of teaching staff, in collaboration with the Division concerned.

1. Major Teachers of Award-Bearing Programmes

The staff is responsible for teaching more than 20 hours, including tutorials and demonstrations, in award-bearing programmes. A SPACE Part-time Teacher Application Form (Appendix A1) is required. A recruitment interview is conducted by a panel of no less than 2 persons normally from the pool of staff from the Programme Team and/or the Division Head, using the SPACE Teaching Staff Interview/Appointments Form (Appendix A2). Appointment is recommended by consensus of the Interview Panel for approval by the Division Head. For all appointments, the Programme Team provides the Human Resources Director with details, like duration of appointment, types of duties, hours of teaching, payment rates on the Interview/Appointment Form. The Human Resources Director issues the appointment letter (Appendix A3) and maintains the personnel record.

In the case of a University staff, the SPACE Personal Detail/Nomination Form (Appendix A4) is used. A recruitment interview and a detail CV will not be necessary.

2. Ad Hoc Teachers/Guest Speakers of Award-Bearing Programmes

An ad hoc teacher is responsible for teaching 20 hours or less in award-bearing programmes. The SPACE Personal Detail/Nomination Form is used to provide a short curriculum vitae for the ad hoc teacher. The Programme Team will decide whether it will be necessary to conduct a recruitment interview. Appointment is recommended on the SPACE Personal Detail/Nomination Form by the Programme Team for approval by the Division Head. The Division Head issues the appointment letter for the ad hoc teacher and lodges the personnel record with the Human Resources Director.

For a guest speaker, the Personal Detail/Nomination Form is also used by the Programme Team to record key personal data. The Programme Team issues the invitation letter for the guest speaker and lodges the personnel record with the Human Resources Director.

3. Teachers of Non-Award Bearing Programmes, Short and General Courses

The SPACE Personal Detail/Nomination Form is used. Appointment is recommended by the Programme Team for approval by the Division Head. The Division Head issues the appointment letter, with the personnel record lodged with the Human Resources Director.

According to the Employment Ordinance, an employee who works continuously for the same employer for four weeks or more, with at least 18 hours in each week is regarded as working under a continuous contract. Colleagues are advised to consult the Human Resources Director in this concern.

THE UNIVERSITY
OF HONG KONG

PT-form A

School of
Professional
And
Continuing
香港大學專業進修學院 Education

APPLICATION FORM FOR PART-TIME TEACHERS

FOR OFFICE USE ONLY	Division
Teacher No	Subject Area:

1. PERSONAL PARTICULARS

Title (optional) Prof ☐ Dr ☐ Mr ☐ Mrs ☐ Ms ☐ Miss ☐

Family name ▢ Name in Chinese ▢

Given names ▢

HKID/ Passport No. ▢

Correspondence address ▢

HK ☐ Kln ☐ N.T ☐   ▢ District

Contact telephone ▢   Contact fax ▢ Country

Mobile phone ▢   Pager ▢

E-mail address ▢

Name of employer ▢

Job title ▢

Office address ▢

HK ☐ Kln ☐ N.T ☐   ▢ District

Office telephone ▢   Office fax ▢ Country

For Office Use Only

☐ 1 Higher doctorates (other than honorary degrees) ☐ 2. PhD or equivalent
☐ 3. Professional qualifications ☐ 4. Masters degree (by research), MPhil or equivalent)
☐ 5. Masters degree (by coursework), MBA PCLL, PCED ☐ 6 Bachelors degree
☐ 7 Higher / Advanced Diploma / Diploma ☐ 8 Higher Certificate / Certificate

2. ACADEMIC AND PROFESSIONAL QUALIFICATIONS (in chronological order)

Awarding Institution	Qualifications and Subjects	Year
e.g. University of Hong Kong	BAppSc(Acupuncture)	1997
e.g. University of West Australia	BBus, MMus	1996,1998

3 TEACHING EXPERIENCE (in chronological order)

Organisation	Subject /Level	Date

4 OTHER WORKING EXPERIENCE (in chronological order)

Organisation	Job Title	Date (From to)

5 SUBJECT(S) APPLICANT WANTS TO TEACH [Please tick (• •) appropriate box]

☐ Accounting (41)
☐ Acupuncture (48)
☐ Adult Education Training & HRM (1)
☐ Art & Design (2)
☐ Biomedical & Health Sciences (4)
☐ Chinese Medicine Pharmaceutics (49)
☐ Computer Science & Information Tech (6)
☐ Construction & Real Estate Mgt (35)
☐ Criminal Justice & Public Order (32)
☐ Economics Banking & Finance (8)
☐ Education INSTEP (9)
☐ Engineering (10)
☐ English Studies & Literature (11)
☐ European Languages (12)
☐ Environmental Science (46)
☐ Food Science Nutritional Sci & Dietetics (37)

☐ Gemmology (36)
☐ Geography & Geology (13)
☐ Health Sciences & Nursing Studies (34)
☐ History & Archeology (14)
☐ Housing & Urban Studies (31)
☐ IAM (Admin Mgt) (42)
☐ Journalism & Communication (15)
☐ Law (17)
☐ Library & Information Science (18)
☐ Life Sciences & Biomedical Sciences (40)
☐ Management (19)
☐ Mathematics / General Science (27)
☐ Marketing (43)
☐ Medical Laboratory Science (20)
☐ Museum Studies (47)
☐ Music (21)

☐ Occupational Safety & Health (50)
☐ Oriental Languages (22)
☐ Oriental Studies (23)
☐ Pharmaceutical Science (33)
☐ Philosophy (24)
☐ Political Science (25)
☐ Psychology (26)
☐ Real Estates Agency / Administration (44)
☐ Social Work & Sociology (28)
☐ Sports & Recreation Mgt (29)
☐ Surveying (45)
☐ Theatre Studies (39)
☐ Traditional Chinese Medicine (38)
☐ Translation (30)

☐ OTHERS _____

6 MEDIUM OF INSTRUCTION [Please tick (• •) appropriate box]

☐ 1 English ☐ 2 Cantonese ☐ 3 Mandarin

☐ 4 Japanese ☐ 5 French   Other _____

7. OTHER RELEVANT DETAILS

_____

_____

_____

_____

Terms and Condition 聘請條款

Applicants should understand that acceptance on the part-time teachers panel does not in itself guarantee that a class in the relevant subject area can take place. 本學院即使接納申請人為兼職導師，並不保證擬定之課程必可開辦。

Even though courses may be agreed between individual teachers and relevant members of the School teaching staff and subsequently advertised, the course is liable to be cancelled if enrolment is insufficient or for reasonable cause. There is, therefore, no guarantee of employment. 在報名人數不足及其他合理情況下，該等課程即使已經公布亦可能取消。

Part-time employment by the School of Professional and Continuing Education does not entitle a teacher to claim that he is a member of the teaching staff of the University of Hong Kong. 本學院所聘請之兼職導師並無權利宣稱其為香港大學之教員。

For applicants who are University teachers, their teaching work at the School of Professional and Continuing Education will be classified as outside practice and be subject to the University's Memorandum of Guidance and Regulations Governing Outside Practice by Teachers, which may be amended from time to time by the University Council. 如申請人為大學教員，他們在本學院的教學工作將被視作校外操業，並須遵守由校務委員會不時修訂的大學教員校外操業守則及指引備忘錄。

If you have any close friends and/or relatives working in this University/School, please give their names in full and relationship with you.   lose relatives include (a) spouse, (b) parents/parents-in-law, (c) brothers, sisters and their spouses, and (d) children and their spouses. 如有親屬或家人為大學職員，請提供他們的名字及與你的關係。"親屬關係"包括（甲）夫妻、（乙）父母親及祖父母、（丙）結婚與姻、（丁）兒女及其配偶。

_____

The information provided in this form is to enable the School to consider the applicants suitability for appointment as part-time teachers and may be accessed to by necessary personnel of the University in relation to the application. This form together with any enclosed document would be destroyed under the following circumstances:- 本申請表的資料是作為學院及大學處理申請人申請兼職導師及有關事宜之用，本表格及任何附件將於以下情況下銷毀：

(a) within a month when the appointees are found not suitable for appointment; 在決定申請人不被錄用一個月內；
(b) after one year of receipt of the form if the appointee is put on reserve. 如申請人被列入後備名單一年內。

The University is an equal opportunities employer. 香港大學為一平等機會機構。

I declare that the information I have given in this form is correct and complete to the best of my knowledge and belief, and that I understand and agree to the terms and conditions as stated above. 我聲明在本表格所填的資料，在我已知的範圍內是全部及正確的。我了解並同意本申請的注意事項。

Applicant signature 申請人簽名:_____   Date 日期:_____

Upon completion, please return to . The Director
School of Professional and Continuing Education
The University of Hong Kong, Pokfulam Road, Hong Kong
(Part-time Teacher Application)

填妥表格請寄回：香港薄扶林道香港大學專業進修學院院長收。請註明「申請兼職導師」

CONFIDENTIAL

SPACE PART-TIME TEACHER INTERVIEW/APPOINTMENT FORM

(to be completed by the Interview Panel and attached to the Application Form/Personal Detail Form, and sent to the Human Resources Director via the Division Head for appointment of major lecturers)

Division: _____

Programme: _____

Commencement Date of Programme: _____

Name of Candidate: _____

Date of Interview: _____

****

(Ratings:1= Excellent, 2= Above Requirement, 3= Meets Requirement, 4= Below Requirement)

Requirements (where applicable to the programme)	Ratings
1. Knowledge of the subject area	_____
2. Teaching experience	_____
3. Teaching techniques	_____
4. Communication skills	_____
5. Understanding of the needs of adult learners	_____
6. Understanding of the teaching environment	_____
7. Other skills required for the programme (_____)	_____

Other comments of the Interview Panel:

_____

_____

Recommendation of the Interview Panel *(Please tick one of the following.)*:

_____ For appointing as Major Lecturers of Award-Bearing Programmes

_____ Waiting

_____ Reject

Duration of Appointment: From _____To _____
                                   (dd/mm/yy)   (dd/mm/yy)

Number of Teaching Hours: _____

Responsibilities:

_____

_____

Salary: _____

Reporting Line: _____

Other Relevant Information:

_____

_____

I declare that I have known/have not known* the above candidate before the interview, in the capacity of _____ (if known).

Signature: _____Name: _____Date: _____
          (Interviewer)

I declare that I have known/have not known* the above candidate before the interview, in the capacity of _____ (if known).

Signature: _____Name: _____Date: _____
          (Interviewer)

Approved by: _____ Date: _____
          (Signature of Head of Division)

■ ■

*Please delete as appropriate.

(Name and address of appointee)

(Date)

Dear

Teaching for SPACE

I am writing on behalf of the Director to offer you the following part-time teaching position:

- Course Title :
- Course Code :
- Appointment Start Date :
- Appointment End Date :
- Days / Times :
- Number of Sessions :
- Total Number of Teaching Hours :
- Location :
- Teaching Fee :
- Assignment Marking Fee :
- Examination Script Setting Fee :
- Invigilation Fee :
- Others :

If you would like to accept this offer, please sign the reply slip and return it by _____.

Could I also ask you to read the attached guidance notes that provide useful and important information about teaching for SPACE. Please do read these, as in accepting the offer of teaching, you are also agreeing to accept any conditions laid down in these guidance notes.

Yours sincerely

Janice Lee (Mrs)
Human Resources Director

To :   (name of Subject Clerk), Division of
          Subject Area Fax No.:_____

c.c.:   Human Resources Team, SPACE (Tutor No.:_____)
                                      to be provided by Subject Area

I agree/ do not agree to teach the course in _____
(course no.:_____).

Name   : _____ Date :   _____
                 (Name in Block Letters)

Signature : _____

Remark :   _____

               _____

               _____

Teaching for SPACE: Some Notes for Part-time Teachers

Teaching Matters

1. Confirmation of Teaching

   This offer to teach a course does not guarantee that it will take place, as this depends on sufficient like student enrolment and the availability of a teaching room. As soon as we know that the class will definitely take place, we will confirm this with you.

2. Duties

   The lecturer in charge of your course will give you a full briefing on all your duties. In addition to the actual teaching, these may include any of the following:
   a. keeping a record of student attendance;
   b. setting assignment / examination questions;
   c. invigilating examinations;
   d. marking assignment / examination papers;
   e. keeping a record of assignment / examination marks.

3. Cancellations

   If anything arises that may affect your ability to teach your class, you should contact the relevant member(s) of the SPACE staff as soon as possible. Cancellations should be kept to a minimum, and you should **not** arrange a replacement teacher without first consulting the lecturer in charge of the course.

4. Payment

   In addition to the hourly rate for teaching the course, separate fees may be paid with the prior approval of the subject lecturer, at a rate laid down by the School, for tasks such as:
   a. setting assignment / examination questions;
   b. marking assignments / examination papers;
   c. invigilating examinations.

   If the teaching is shared with any other part-time teacher(s), payment to each individual will be on a pro rata basis for the work done.

   You will normally be paid on completion of the programme after sending in a claim form and by direct payment to your bank account. Please provide the details of your bank account by completing the attached Supplementary / Change of Personal Data Form.

5. Special Facilities

   If you need any special facilities that we can provide, please let us know seven days in advance.

6. Photocopying

   Please ask your subject area to do photocopying seven days in advance, so that there is time for printing and delivery to your teaching venue.

7. Teaching Room Rules

   We do not allow smoking, drinking or eating in any of our teaching rooms. Pagers and mobile phone should be switched off during class. Please make sure that students are aware of this.

8. Mobile phones

   To be turned off by students and teachers.

Personnel Matters

1. University Policies

   The University has strict policies on copyright, equal opportunities, personal data privacy and bribery. If you would like more information about any of these areas, please contact your subject area.

2. Personal Details

   I enclose a Supplementary / Change of Personal Data Form. Please fill in this form and provide us with the following if you have not done so previously:
   a. a copy of your identity card or passport (with copy of your work visa if applicable);
   b. a copy of your curriculum vitae with your academic qualifications and working experience;

   If your personal particulars change at any stage, please let us know.

3. Commercial Activities

   Please note that you may not carry out any promotional or commercial activity for yourself or other parties that is unrelated to the SPACE course in the SPACE venues without prior approval from SPACE.

4. Status

   Working on a part-time basis for SPACE does not entitle you to claim that

you are a member of the teaching staff of HKU, though you may include the fact that you are a part-time teacher of SPACE on your name card during the period in which you are actually teaching for SPACE.

5. Termination Notice

This appointment is subject to termination at any time on one month's notice given by either side.

<div align="right"><u>Appendix A4</u></div>

CONFIDENTIAL

SPACE PART-TIME TEACHER PERSONAL DETAIL/NOMINATION FORM

To be completed by (Please tick as appropriate)
  __ *University staff to be appointed as SPACE part-time teacher*
  __ *Ad Hoc Teachers of Award-Bearing Programmes*
  __ *Teachers of Non-Award Bearing Programmes*
  __ *The Programme Team on behalf of Guest Speakers*

(For University staff and Guest Speakers, it may not be necessary to fill in academic qualifications and working experience. Consultation may be made with the Human Resources Director in cases of doubt.)

Name (English): _____

Name (Chinese, if applicable): _____ HKID/Passport No: _____

Contact Address: _____

Office Telephone Number: _____Mobile/Pager: _____

Fax Number: _____ E-mail Address: _____

Academic Qualifications (in reverse chronological order):
_____

Recent Working Experience (in reverse chronological order, including teaching, research and academic-related):
_____

Previous teaching experience in SPACE: Yes/No   Full-time/Part-time

Other relevant information: _____

Declaration: I declare that the information provided in this form is accurate.

Signature of Applicant: _____

Department/Unit in HKU (if applicable): _____ Date: _____

Signature of Programme Team Leader: _____
(for nominating Guest Speakers)

Date: _____

GUIDELINES FOR OBSERVATION OF TEACHING

Before the Observation

Pre-observation contacts could be made with the teaching staff concerned. By so doing, the teacher knows that there will be an observation and will not be caught in a surprise. The students can also be informed of the observation and so will not be distracted by the unexpected arrival of the observer. There is however one setback and that is the teaching may not reflect what normally happens in class since the teacher has well prepared for the observation.

Unscheduled classroom visits may also be conducted if necessary. The advantage is that the teacher does not have the chance to prepare a special one-off lesson to impress the observer. Nevertheless the observer might appear at a time when the teaching, being very effective up to that point, is not shown to the full effect. Furthermore, even though being observed is not uncommon for a teacher, such observation if overdone or done intensively may cause resentment and the benefit they bring is negated.

During the Observation

Objective observation of teaching may not be easy. It will be helpful for the observer to make reference to a suggested list of items to ensure impartial measuring of standards and to allow for comparisons (Appendix B1). The list is meant for reference only and **not** for using as an assessment grading checklist.

After the Observation

Feedback shall be given to the teaching staff concerned within the shortest time possible. Good quality teaching shall be commended and used as models for sharing among the teachers. Teaching performance that is considered to be in need of improvement shall be discussed by the Programme Team and the teacher, with a view to identifying the means for improvement. In case where the teaching performance is found to be below the required standard despite repeated advice, the Programme Team and the Academic Committee shall consider termination of appointment or non-recommendation for future appointment for recommendation to the Human Resources Director.

SUGGESTED ITEMS FOR TEACHING OBSERVATION

(This list is not exhaustive and is meant as guidelines only. It is not meant to serve as a checklist for assessing or grading teaching performance.)

Preparation for Class

- Sufficient lesson planning is done.

- Appropriate teaching materials are prepared.

Teaching Performance

- Appropriate teaching methods and presentation techniques are applied.

- Suitable teaching facilities and education technologies are used.

- There is clarity of thought and direction when conducting the lesson.

- The lesson time is managed successfully including punctual start and end time.

- Coverage of programme curriculum is sufficient.

- The learning pace and achievement of students are monitored.

- Teaching activities are conducted in compliance with equal opportunities and campus safety policies.

- Sufficient and timely feedback on assessed work is provided to students.

- Assessment methods are used in accordance with the programme objectives and academic level.

- Assessment load and timing are appropriate to the programme type.

- Student enquiries are dealt with and student responses are attended to promptly.

| | 24972 Type I | | SAMPLE | | School of Professional And Continuing 香港大學專業進修學院 Education |

THE UNIVERSITY OF HONG KONG

Questionnaire for Award-bearing and Professional Programmes

The questionnaire is designed with the aim of enhancing the quality of education and services provided by SPACE We would like to solicit your help by giving us constructive feedback. All feedback will not affect you or your grades in any way

---

Instructions for completing this questionnaire

* Choose only one response for each question by filling in one circle completely with a black ball pen

* Leave an item unanswered if it is not applicable

* The answer circle should be filled in fully like this   ●

* In the case of a **wrongly marked** circle cross it out and fill in another circle like this   ✖   ○   ●   ○   ○

Programme Title _____

Module Name _____

Date of Evaluation _____

Part I   Overall assessment of the module

	too difficult	difficult	about right	easy	too easy
1 Module level was	○	○	○	○	○

	too heavy	heavy	about right	light	too light
2 Module workload was	○	○	○	○	○

	strongly agree	agree	neutral	disagree	strongly disagree
3 The module met its stated objectives	○	○	○	○	○
4 Attending the module has been worthwhile	○	○	○	○	○

	excellent	good	satisfactory	fair	poor
5 All things considered, the overall effectiveness of the module in helping me learn was	○	○	○	○	○

Part II   Overall assessment of the teacher

	too fast	fast	about right	slow	too slow
1 Teaching pace was	○	○	○	○	○

	strongly agree	agree	neutral	disagree	strongly disagree
2 The teacher's speaking was clear	○	○	○	○	○
3 Handouts were useful	○	○	○	○	○
4 Feedback on coursework was sufficient	○	○	○	○	○

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	strongly agree	agree	neutral	disagree	strongly disagree
5 The lectures did cover the stated syllabus	O	O	O	O	O
6 The teacher usually gave clear and satisfactory answers to questions	O	O	O	O	O
7 The teacher presented topics and materials in a logical and coherent sequence	O	O	O	O	O
8 The teacher encouraged students to participate in class discussion	O	O	O	O	O
9 The teacher stimulated my interest in the subject	O	O	O	O	O
10 The teacher was well prepared for the lecture	O	O	O	O	O
11 The teacher was always punctual	O	O	O	O	O

	excellent	good	satisfactory	fair	poor
12 All things considered, the overall effectiveness of the teacher in helping me learn was:	O	O	O	O	O

Part III   Teaching and Learning Support
(Please elaborate in Part V)

	very satisfactory	satisfactory	neutral	unsatisfactory	very unsatisfactory
1 Conditions of teaching environment	O	O	O	O	O
2 Support services provided by SPACE (Enquiry distribution of course information such as timetable)	O	O	O	O	O

Part IV   Assessment of student effort

	<20%	20-39%	40-59%	60-79%	80-100%
1 Rate your attendance at the lectures	O	O	O	O	O

Part V   Open-ended comments

Write in the space below your comments about the module, teaching and learning facilities, support services and ways the module might be improved

Please give your name and/or student number below (OPTIONAL)   The SPACE may contact you for further discussion, if necessary

Name _____   (Prof /Dr./Mr /Miss/Ms)

Student No _____

Thank you for taking part in this evaluation.

SAMPLE

THE UNIVERSITY OF HONG KONG

Questionnaire for General and Short Courses

The questionnaire is designed with the aim of enhancing the quality of education and services provided by SPACE. We would like to solicit your help by giving us constructive feedback. All feedback will not affect you or your grades in any way.

Instructions for completing this questionnaire

* Choose only one response for each question, by filling in **one** circle completely with a black ball pen.

* Leave an item unanswered if it is not applicable.

* The answer circle should be filled in fully like this:
  Not like this:

* In the case of a **wrongly** marked circle, cross it out and fill in another circle like this:

Course Title : _____

Date of Evaluation : _____

Part I   Overall assessment of the course

	strongly agree	agree	neutral	disagree	strongly disagree
1. The course met its stated syllabus and objectives.	O	O	O	O	O
2. Attending the course has been worthwhile.	O	O	O	O	O

	excellent	good	satisfactory	fair	poor
3. All things considered, the overall effectiveness of the course in helping me learn was:	O	O	O	O	O

Part II   Overall assessment of the teacher

	too fast	fast	about right	slow	too slow
1. Teaching pace was:	O	O	O	O	O

	strongly agree	agree	neutral	disagree	strongly disagree
2. The teacher's speaking was clear:	O	O	O	O	O
3. Handouts were useful:	O	O	O	O	O
4. The teacher knew the subject well.	O	O	O	O	O
5. The topics and materials were presented in a logical and coherent sequence.	O	O	O	O	O
6. The teacher encouraged students to participate in class discussion.	O	O	O	O	O

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	strongly agree	agree	neutral	disagree	strongly disagree
7. The teacher stimulated my interest in the subject.	O	O	O	O	O
8 The teacher was well prepared for the lecture.	O	O	O	O	O
9 The teacher was always punctual.	O	O	O	O	O

	excellent	good	satisfactory	fair	poor
10. All things considered, the overall effectiveness of the teacher in helping me learn was:	O	O	O	O	O

Part III   Assessment of student effort

	<20%	20-39%	40-59%	60-79%	80-100%
1. Rate your attendance at the lectures.	O	O	O	O	O

Part IV   Teaching and Learning Support

(Please elaborate in Part V)

	very satisfactory	satisfactory	neutral	unsatisfactory	very unsatisfactory
1. Conditions of teaching environment.	O	O	O	O	O
2. Support services provided by SPACE.	O	O	O	O	O

Part V   Open-ended comments

Write in the space below your comments about the course, teaching and learning facilities, support services and ways the course might be improved.

Please give your name and/or student number below (OPTIONAL). The SPACE may contact you for further discussion, if necessary.

Name _____ (Prof./Dr./Mr./Miss/Ms.)

Student No. _____

Thank you for taking part in this evaluation.

<div align="right"><u>Appendix D</u></div>

SUGGESTED ITEMS FOR SELF-REFLECTION OF
SPACE TEACHING STAFF

<u>Items</u>	<u>Strong/Weak</u>
1. Subject Knowledge 2. Lesson Planning 3. Preparation of Teaching Materials 4. Use of Teaching Methods 5. Use of Teaching Facilities & Technologies 6. Presentation Techniques 7. Control of Lesson Time 8. Use of Assessment Methods & Loads 9. Communication/Feedback to Students 10. Others _____ _____	

<u>Other Remarks</u>

Signature: _____ Name: _____

Division: _____ Date: _____

Chapter 10

THE UNIVERSITY OF HONG KONG

SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION

QUALITY ASSURANCE MANUAL

Chapter 10
Learning Support

Chapter 10   Learning Support

CONTENTS

LEARNING SUPPORT

1. Introduction

To underpin the quality of academic programmes and to safeguard the planned learning outcomes, SPACE has placed substantial emphasis on the quality of the support given to student learning activities. **Quality learning support complements the academic quality of the programmes and is conducive to effective teaching and learning processes.**

2. Learning Support Facilities and Services

The key learning support facilities and services provided by SPACE are listed as follows:

2.1 Learning Centres

The majority of SPACE programmes are conducted by face-to-face lectures, supplemented by tutorials and workshops. These academic activities are held in the SPACE learning centres. Learning centres are chosen with regard to ease of access and suitable environment for supporting learning. Given that the vast majority of students are adult learners with day-time employment who undertake studies outside working hours, learning centres are chosen at convenient locations easily accessible by public transport.

2.2 Classroom Facilities

All learning centres are equipped with audio-visual equipment to support teaching and learning activities. SPACE is continuously developing new learning centres and upgrading the facilities of existing centres. This ensures that the most up-to-date technologies are suitably adopted and the necessary technical resources and assistance are extended to staff and students. Purpose-built facilities including computer laboratories, art and design studios, traditional Chinese medicine clinics and music rooms are provided to support programmes of specific subject areas. According to the needs of individual programmes, arrangements are also made with the University and other organizations for use of various teaching and learning facilities and equipment.

2.3 SPACE Online Universal Learning (SOUL)

SOUL is a web-based learning platform through which online programmes are offered. The platform also provides online support to other programmes that are taught by the face-to-face mode. A flexible learning environment is created and communication between teachers and students, among teachers

as well as among students themselves is enhanced. Efficient dissemination of information, such as programme schedules, lecture handouts and submission of coursework assignments, is facilitated by the SOUL platform.

2.4 Library Access

For award-bearing and professional programmes, students are provided with access to the University Libraries by readers tickets or borrowers tickets. Students are encouraged to make use of the library resources to facilitate their learning process.

2.5 Information Seminars/Induction Sessions

For award-bearing and professional programmes, information seminars and induction meetings are conducted at the commencement of the programmes to provide students with necessary information such as programme objectives, aims, structure, curriculum, assessment methods, lists of reference books, expected learning outcomes and other relevant information. During the sessions, guidance is also given to students in regard to study skills, academic writing and examination skills. For programmes that are offered in collaboration with external partners, induction meetings are normally conducted with the partner institution to ensure that the necessary information will be given to students at the outset.

2.6 Student Programme Handbooks

Student programme handbooks are provided for students on individual programmes. The handbooks give general information on student discipline, conduct in examinations, channels of communication with SPACE, as well as reference details about specific programmes such as programme structure, aims, syllabus, assessment methods, and recommended readings. *(Further details about student handbooks are given in the chapter on "Programme Development and Approval".)*

2.7 Part-time Teachers Handbooks

Part-time Teachers Handbooks are distributed to provide teachers with more information on the School as a whole, including the School's mission, structure, quality assurance policies, staffing and financial policies, communication channels, and most importantly, recommended guidelines for good teaching and information on teaching and learning facilities available. *(Further details about part-time teachers handbooks are given in the chapter on "Teaching Quality".)*

3. Communication and Feedback

SPACE places great importance in effective communication with students and in gauging student feedback by various channels for formal and informal communication. The purpose is to ensure that students in SPACE programmes, the overwhelming majority of whom are studying in the part-time mode, will be able to get adequate support to solve academic and related problems in their studies. Furthermore, feedback from students contributes significantly to maintaining and improving the quality of programme and services.

At the start of their studies, students of individual programmes are notified of the contacts of relevant Programme Leaders and teaching staff. By using the SOUL platform, efficient and effective communication is facilitated. *(Please see item (2.3) above regarding SOUL.)*

Communication is also facilitated by student evaluation, which is normally conducted near the end of each module taught in a programme. The evaluation questionnaire covers various aspects including module contents, teaching effectiveness and the quality standard of teaching support facilities and services. *(Details on student evaluation procedures are given in the chapter on "Teaching Quality".)*

In addition, students are represented in academic committees for individual programmes. The committees concern themselves with the quality of both the programmes' academic standard and teaching and learning processes. *(The chapter on "Programme Development and Approval" stipulates the procedures governing academic committees.)*

In addition, students may convey complaints and dissatisfaction by writing to the relevant Programme Director, Divisional Affairs Executive or the Senior Quality Assurance Officer. Where appropriate, the complaints are presented to the Divisional and/or School Complaint Committees for consideration. Issues that lead to policy review are referred to the Quality Assurance Committee. *(For details, please see the chapter on "Programme Monitoring".)*

4. Learning Support Partnership

There are programmes developed by SPACE where the support of another organization lies not in academic input but mainly in terms of providing programme venues, teaching facilities and/or teaching staff. These programmes are mostly short and general interest courses.

To ensure that the support provided by the partner is congruent with the quality standard required of SPACE programmes, an Administrative Agreement (AA) is made. The AA is prepared by the Programme Leader according to the requirements of the programme and in consultation with the School Secretary & Registrar and the Finance Director. The AA is issued by the School Secretary

& Registrar on behalf of the School. It delineates the detailed arrangements and expectations of the support services to be provided by the partner.

There are also programmes that are conducted by a partner, such as another academic department in the University or a non-local higher education institution, and the role of the School lies only in providing administrative support to the programmes. In this type of partnerships, an AA is also prepared to agree and record the provision of services to be provided by the School.

Chapter 11

THE UNIVERSITY OF HONG KONG

SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION

QUALITY ASSURANCE MANUAL

Chapter 11
Glossary of Terms

GLOSSARY OF TERMS

The Glossary provides a brief definition of the key terms used in quality assurance processes in SPACE. Detailed explanations on the policies and procedures involved are given in the respective chapters in the Quality Assurance Manual.

....

Academic Approval
A process of quality assurance to scrutinize and evaluate new and existing programmes to ensure that their academic standards and quality are appropriate for the level of the award.

Academic Committee (AC)
A committee for each programme for monitoring academic standards, reviewing teaching and learning processes, and advising the management on any matters concerning the quality of the programme.

Academic Development Committee (ADC)
A committee of the Senate with the power and duty to review the academic objectives and policies of the University of Hong Kong, and their continuing validity in the context of proposals for its academic development and growth in student numbers. It also reviews proposals for new academic programmes or services.

Annual Monitoring Report
A document prepared by the Programme Team presenting information and statistics about all aspects of operation of a programme in the past year. The document is submitted to the relevant Academic Committee and to the Quality Assurance Committee.

Approval in Principle
Agreement by the Directorate that further programme development can proceed with a view to initiating the formal quality assurance procedures and budget approval process.

Award-bearing Programme
A programme which gives a qualification such as a degree, diploma, or certificate to students who complete it successfully.

Board for Continuing and Professional Education and Lifelong Learning (Board for CPE&LL)

A committee of the Senate for advising the Senate on policy issues relating to continuing and professional education and lifelong learning. It has the responsibility for the programmes, teaching and research of SPACE, including recommendation and approval of new programmes.

Board of Examiners (BOE)

The committee for each programme with the power and duty to assess and determine the performance outcome of students.

Centre for the Advancement of University Teaching (CAUT)

A non-faculty academic unit responsible to the Senate. The Centre provides information, resources, formal programmes and guidance to academic staff in order to improve teaching, and assists the University in developing means of assuring quality in teaching.

Collaborations Approval Panel (CAP)

A group of academics with appropriate expertise from SPACE and other departments in the University, invited by the Quality Assurance Committee to assess the academic quality of potential partners for the purpose of establishing an academic collaboration for offering a programme.

Conditions of Approval

The requirements stated by a Collaborations Approval Panel, an Internal Validation Panel or a Programme Review Panel which must be fulfilled by the Programme Team in order to obtain approval to offer or continue to offer a programme.

Course

The term is used in two senses:
(a) a unit or a module within a curriculum;
(b) a curriculum or a structured grouping of modules which form a coherent whole.

In SPACE a course is usually regarded as a unit or a module within a curriculum while a coherent grouping of courses or modules is referred to as a programme. Some partner institutions use "course" to carry the same meaning as "programme".

Course Coordintor/ Course Director

A person with considerable academic and/or professional standing appointed by SPACE to coordinate the academic and related issues of a programme.

Directorate
The senior management staff in SPACE, comprising the Director, the two Deputy Directors, and the School Secretary & Registrar.

Division
An academic unit in SPACE staffed by academics with expertise in cognate subject areas.

Divisional Meeting
Meeting of all academic staff in a division chaired by the Division Head for discussing divisional matters, including academic approval of introductory level certificate programmes and initial approval of higher certificate level programmes. Meetings are normally held monthly.

External Advisor(s)
Person(s) of seniority, with considerable and recent experience in tertiary and continuing education, invited to give general advice to SPACE.

External Assessor / External Examiner
An independent academic or professional expert appointed by SPACE to give comment and advice on the methods of assessment and the performance of students of an award-bearing programme, with the aim of maintaining the academic standard at a level comparable to that of similar programmes elsewhere.

Faculty Board
A statutory committee responsible to the Senate for the teaching of the subjects assigned to the Faculty and reporting thereon to the Senate from time to time. It also advises the Senate on matters relating to the work of the Faculty.

Full-Time Equivalent (FTE)
The numbers of part-time students are converted into "full-time equivalents" for the purposes of student number calculation. The conversion factors are based upon programme length and other considerations, compared with full-time students of similar programmes.

Intensive Schools
A series of lectures or workshops conducted by academic staff for a continuous period of time, mostly during weekends.

Internal Validation Panel (IVP)

A group of academics and professionals with appropriate expertise invited by the Quality Assurance Committee to consider a proposed programme with respect to its academic standard and related aspects, and to make a recommendation to the Board for Continuing and Professional Education and Lifelong Learning to introduce the programme.

Learning Centres

Off-campus venues where programmes and courses are offered. Supporting staff are posted in the Learning Centres to assist in the programme logistics.

Module

A unit of academic study. A pre-determined combination of modules forms the contents of an academic programme.

Non-Award Bearing Programme

A programme of study that does not lead to a qualification. Assessment may or may not be conducted as part of the programme. Statements of Attendance or Achievement are normally issued to students who successfully completed the programme.

Partner

An institution or organization that has entered into an academic collaboration agreement with SPACE. Such partners may include local and non-local academic and professional institutions, and academic departments in the University.

Professional Recognition

The award or qualification of a programme being accepted by professional institutions as fulfilling requirements for registration, attainment of professional qualifications, and/or fulfillment of continuing professional development requirements.

Programme

In SPACE a programme normally refers to a curriculum or a structured grouping of modules or units which form a coherent whole. In some collaboration partnerships, a "course" is used by the partner institution to carry the same meaning as a "programme".

Programme Definitive Document

A reference text for staff and students which describes the programme as it is approved for introduction. The text contains information about the programme

including aims and objectives, award name, admission requirements, curriculum, delivery mode, assessment regulations and quality assurance mechanisms.

Programme Leader
A full-time academic staff in SPACE responsible for the overall development and management of a programme. He/She is a member of the Academic Committee and the Board of Examiners for the programme.

Programme Proposal
A written document with detailed information of a proposed programme's contents, structure, admissions requirements, assessment regulations and other programme management and quality assurance issues.

Programme Review
A process of quality assurance to scrutinize and evaluate a programme that has been **conducted for a period of time** to ensure that its academic standards and quality continue to be appropriate for the level of the award.

Programme Review Panel (PRP)
A group of academics and professionals with appropriate expertise invited by the Quality Assurance Committee to review a programme that has been conducted for a period of time. The group is required to scrutinize all aspects of the programme, including the syllabus, tutors' and students' feedback, market demand etc in recommending the continuation or discontinuation of the programme.

Programme Team
A group of academic staff involved in developing, launching, managing, monitoring and reviewing a programme.

Programme Validation
A process of quality assurance to scrutinize and evaluate **new** programmes to ensure that their academic standards and quality are appropriate for the level of award. Same as academic validation.

Review
See Programme Review

Quality Assurance Committee (QAC)
Reporting to the Director of SPACE and advising the Board for Continuing and Professional Education and Lifelong Learning, the Committee is responsible

for developing quality assurance policies and promoting a culture of quality assurance in academic activities in SPACE.

Quality Assurance Process Working Group

The Working Group is responsible for the initial consideration of quality assurance policies, procedures and mechanisms prior to presentation to the Quality Assurance Committee for approval.

Senate

Subject to the provisions of the University Ordinance and the statutes, and to the financial control of the Council, the Senate has the regulation of all matters relating to education in the University. It is regarded as the senior academic authority or committee in the University. It is the parent body of the Boards of Faculties and Boards of Studies which have the powers to make awards and, on the recommendation of the Boards of Faculties and Academic Development Committee, it establishes degree curricula.

Staff and Student Consultative Committee

A communication forum between staff and students of a programme, in which suggestions or clarifications are made concerning the programme.

Study Hours

The length of a study programme, namely the hours devoted to the delivery of the programme by various teaching and learning methods including lectures, tutorials, workshops, seminars, supervised study or directed learning, laboratory sessions and other practical activities.

Validation

See Programme Validation