



# ***HKUSPACE***

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

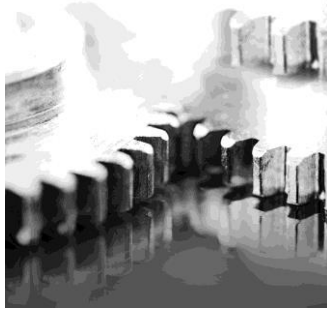
## **Quality Assurance in HKU SPACE**

This is an abridged version of the Quality Assurance Manual. It contains the underlying policies and principles of the Quality Assurance System in HKU SPACE



HKU SPACE has fully achieved the European Standards for Quality and is recognised as having world-class quality in professional and continuing education. Trust in us as your lifelong learning partner!





The cover photograph of the University icon and interlocking gears is a metaphor for the inextricable connection between sustainable development of quality programmes and team dynamics, working in tandem to fulfil the University's mission of becoming a leading world-class centre of excellence in the provision of quality education.

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

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First edition, 2010  
Second edition, 2016

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**Cover Graphic Design by:**

Office of Institutional Advancement

**Published by:**

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The University of Hong Kong  
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The electronic version of this document is available at the HKU SPACE website.

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# Foreword

HKU SPACE aims to fulfill the University's mission in developing and extending lifelong learning opportunities for the community and seeks to become a leading world-class centre of excellence in the provision of quality education serving Hong Kong, Mainland China and the region. The Quality Assurance System was formally established in 1999 to fully align with the principal directions of the School.

In light of the challenges and the rapid development of higher and continuing education, the School constantly reviews and improves the Quality Assurance System. External quality assurance is a good opportunity for the School to demonstrate its capability and to reaffirm its leading position in the provision of quality professional and continuing education in Hong Kong. In 2015, the School took part in the Quality Assurance Council audit exercise, which focused on the quality assurance and quality enhancement mechanisms of programmes pegged at QF Level 5 and above.

The School has recently reviewed the QA system with the aim of building on its one and a half decades of experience and successful track record. This review has streamlined and refined some of the procedural measures and workflows, while reaffirming the fundamental principles of excellence in quality. The objective has been to facilitate quality improvement and quality enhancement to support future development directions with higher operational efficiency. This QA Booklet provides a summary of the revised QA processes.

The School welcomes feedback and suggestions from readers of this booklet to help inspire us to reach even higher standards of quality education.

Professor William KM Lee  
Director

# CHAPTER 1

## Introduction

### 1. Vision

In fulfilling the mission of The University of Hong Kong in extending lifelong learning opportunities for the community, HKU SPACE aspires to be a world-class centre of excellence for the provision of professional and continuing education in Hong Kong, Mainland China and the region.

### 2. Mission

- Collaborate with the University and other institutions locally and globally in expanding lifelong learning opportunities for personal development, academic progression and professional and career advancement.
- Engage with stakeholders to deliver high quality education and training programmes to meet the needs of society in Hong Kong, Mainland China and the region.
- Be a strong advocate of lifelong learning for all to realise an educated citizenry and quality of life.
- Excel in the provision of professional and continuing education in Hong Kong, Mainland China and the region. Foster strategic partnerships locally and globally to promote international outlook and opportunities.

### 3. Values

- Supportive of our learners, our staff and our partners
- Pioneering new initiatives and passionate for change
- Accountable to stakeholders with professionalism and integrity
- Creative and innovative in teaching and learning
- Excellent in the quality of what we do to serve our communities

The School's 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, the School has responded to education needs by developing an extensive hierarchy of award-bearing programmes. Some programmes lead to awards of certificates and diplomas while others lead to higher levels including postgraduate diplomas. All award-bearing programmes lead to awards within the HKU system through HKU SPACE. Some other programmes are offered collaboratively with a cognate HKU Faculty while others involve collaboration with an external partner such as professional bodies and non-local

higher education institutions. These external partnerships lead to awards of the external bodies.

#### **4. Objectives of the Quality Assurance System**

The objectives of the Quality Assurance (QA) System in HKU SPACE are:

- To support the mission of HKU SPACE by ensuring the high quality of the programmes and teaching and learning support services;
- To facilitate and co-ordinate the continuous enhancement of the quality of programmes and teaching and learning support services;
- To ensure consistency and effectiveness in QA activities;
- To establish the role for all parties concerned in QA activities.

#### **5. Quality Assurance Mechanisms and Manual**

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

- strict validation and review of programme design and contents;
- recruitment and retention of well-qualified staff and strict monitoring of teaching quality;
- arrangement of excellent facilities for teaching and learning;
- careful moderation of overall academic standard including graduation standard through the use of Academic Assessors, External Examiners and Boards of Examiners;
- regular monitoring of programmes by Academic Committees of relevant subject groups, who shall report to College Board for information or action.

The development of the QA Manual aims to provide a School-wide reference and understanding of the ways and means to carry out QA activities. The procedures and activities in the Manual have all undergone consultation with colleagues and have been approved by the HKU SPACE Quality Assurance Committee and the HKU Board for Continuing and Professional Education and Lifelong Learning. Whatever procedures are applied, the specific needs and circumstances of the programmes are always taken into account. In case of uncertainties about the implementation of the QA procedures, the Programme Team should consult the Head of the academic unit concerned. The QAC Chairman will be consulted if the Head is in doubt. The QAC Chairman's decision will be final on such occasions.

The School also prepares this abridged version of the Manual to facilitate general understanding of the QA System. When making reference to this document, the reader is

invited to note that QA is an evolving process. New procedures and guidelines will be approved and promulgated by the School from time to time, with a view to ensuring that they serve their purpose and are in line with development in the School. The HKU SPACE QA Team welcomes comments and feedback on the Manual, as this will contribute to the further refinement of our QA System.

# CHAPTER 2

## The Structure of the Quality Assurance System

### 1. Introduction

To facilitate the smooth functioning of quality assurance (QA) activities, HKU SPACE has developed and formalised a QA System. The System is built on the basis of existing good practices and has consolidated these 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 QA System.

### 2. Activities and Procedures in the Quality Assurance System

The QA 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.

### 3. Quality Assurance Committee (QAC)

The QAC reports through the HKU SPACE Director to the HKU Board for Continuing and Professional Education and Lifelong Learning (Board for CPE&LL). The Board is a committee of the HKU Senate for advising the Senate on policy issues relating to continuing and professional education and lifelong learning. The Board has the responsibility for the academic activities of the School, including approval of academic collaboration and new programmes.

The **powers and duties** of the QAC are:

- (1) To promote a culture of QA in the academic activities of HKU SPACE.
- (2) To develop QA policies and mechanisms.
- (3) To oversee and monitor the implementation of QA policies and mechanisms, including programme validation, modification, monitoring and review, as follows:
  - (a) to establish and maintain the HKU SPACE QA Manual to ensure dissemination of, and compliance with, best practice in the delivery of lifelong learning opportunities to the community;



- (b) to receive reports from College Boards concerning programme monitoring on
  - (i) non-award bearing programmes
  - (ii) 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 QA policies;

- (c) to oversee the work of Programme Validation Panels to consider proposals for new institutional collaboration and new programmes;
  - (d) to oversee the work of Programme Review Panels regarding review of existing programmes;
  - (e) to audit reports on modifications of programmes from Academic Committees.
- (4) To advise on the framework of 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 QA in HKU SPACE.
  - (6) To liaise with University bodies on QA policy and procedures as necessary.
  - (7) To perform any other duties relating to QA as requested by the Director or the Board for CPE&LL.

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

Chairman: Director of HKU SPACE or a Deputy Director nominated by the Director

Members: Director, HKU SPACE  
Deputy Directors, HKU SPACE  
Six HKU SPACE academic staff appointed by the Director  
Two senior HKU faculty academics invited by the Chairman of the Board for CPE&LL  
Co-opted members as necessary

Secretary: QA Director, HKU SPACE

#### **4. Responsibility of Colleges in regard to Quality Assurance**

With the reorganisation of the School in late 2007, the formation of Colleges facilitates devolution of QA responsibilities to the academic unit level. Colleges are expected to play an important role in different process in the QA System. College Heads are responsible for all QA in the colleges through their leadership role.

The College Board (CB) provides a forum for senior programme staff in each College to monitor and oversee the implementation of QA activities governing development and management of programmes and courses delivered by the College. The CB reports thereon to the QAC and the School Academic and Management Board (SAM) for consideration and approval. The SAM is set up to consider and coordinate strategic academic development and directions, academic and management policies and regulations.

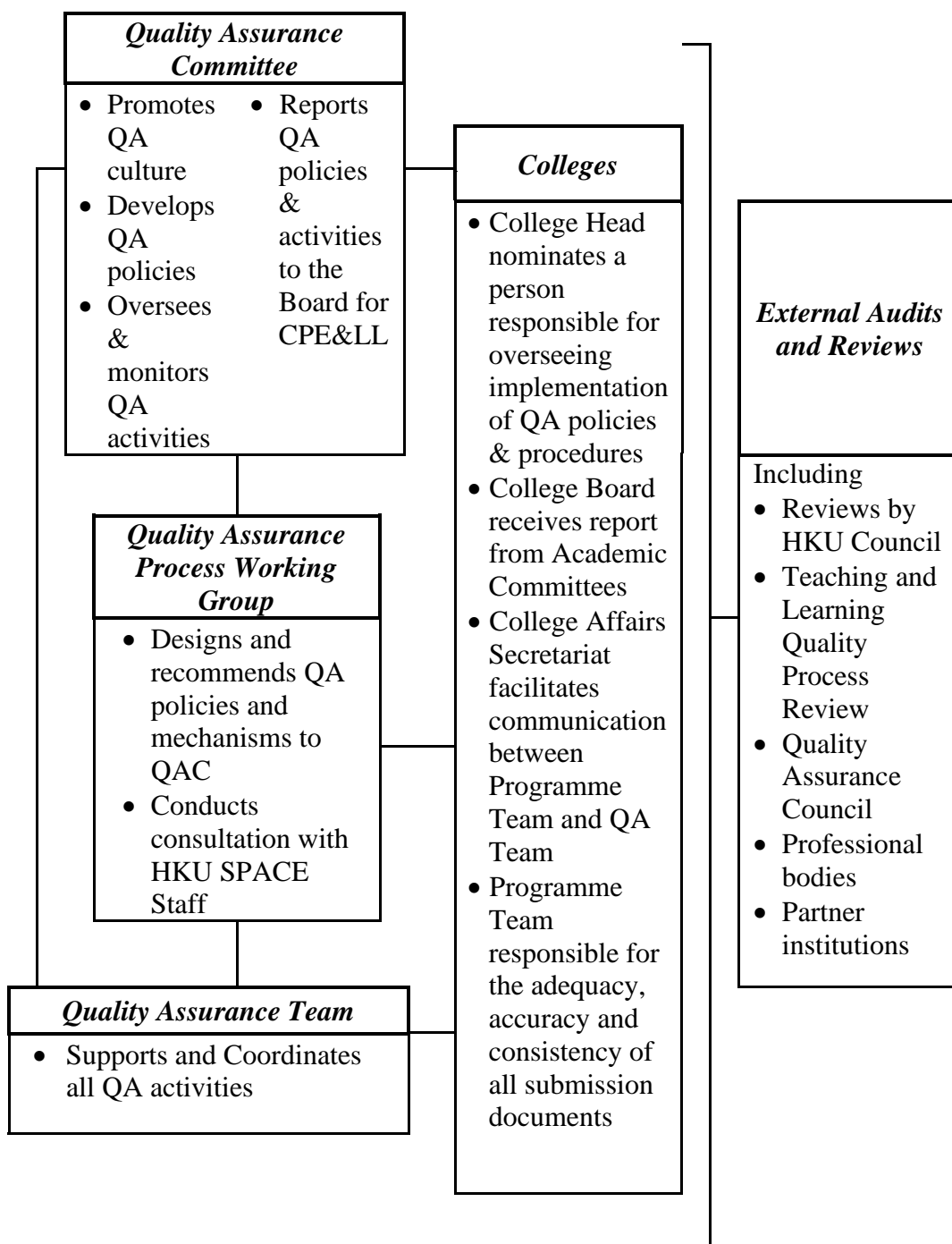
## **5. Quality Assurance Process Working Group (QAPWG)**

While the QAC takes charge of developing QA policies and mechanisms, it has delegated to the QAPWG the work of initial design of relevant policies and mechanisms. The Working Group is chaired by a HKU SPACE senior staff appointed by the Director and is made up of academic colleagues with rich experience in QA and in programme management. The Working Group carries out vetting and consideration of draft QA policies and procedures, and decides on operational QA procedures.

## **6. Quality Assurance Team**

To support and co-ordinate QA activities in HKU SPACE, a QA Team has been set up reporting directly to the Deputy Director (Academic Services). The QA Team assists the QAC in overseeing and monitoring the implementation of QA policies and mechanisms. Working closely with academic colleagues, the QA Team serves as a facilitator to all QA activities. Its work includes drafting policies and guidelines for incorporation into the QA System, providing secretarial support to the QAC, the QAPWG and all programme validation panels, as well as conducting Learning Experience Survey, Survey on Support Services and assisting in external quality audits and accreditation.

## The Structure of the Quality Assurance System



# CHAPTER 3

## Academic Collaboration

### 1. Introduction

HKU SPACE has established academic and non-academic collaboration partnerships with other academic units in The University of Hong Kong (HKU), as well as local and non-local universities and organisations.

Academic collaboration refers to partnership or joint efforts in the **development, management and/or delivery of programmes** by HKU SPACE and its partners. Academic collaboration occurs in programmes offered jointly by HKU SPACE and the partner in or outside Hong Kong, upon completion of which the student will be conferred an award through HKU SPACE, by the external partner or jointly conferred by both parties.

Collaboration programmes include:

- programmes commissioned by and recognised by local organisations, government departments and professional bodies (Customised Programmes)
- programmes developed (or adapted) and delivered in collaboration with cognate academic units at the HKU
- programmes developed (or adapted) and delivered in collaboration with local or non-local higher education institutions or organisations

On partnership liaison, the School Academic and Management Board (SAM) has established a Partnership Liaison Committee (PLC) to review, establish and approve the business terms for academic and non-academic collaborations.

Non-Academic partnerships refer to collaborations in respect of teaching venues and facilities, and other administrative services. Such collaborations should be developed in consultation with the Directorate, the PLC and the Director of Finance.

### 2. Academic Collaboration Partners

Partners that are academic units within HKU are regarded as **internal partners**, while those outside HKU are regarded as **external partners**. The various categories of external partners include academic units in:

- 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 organisations.

Academic collaboration with different subject groups in an institution is taken as individual partnerships and is subjected to separate scrutiny. Hence an academic unit in an institution collaborating with HKU SPACE for the first time is considered as a **new partner**. The quality assurance (QA) procedures are fully applied to new partners.

### **3. Guiding Principles for Academic Collaboration**

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

- (1) The academic collaboration is in line with the mission and academic activities of HKU and HKU SPACE.
- (2) The policies and regulations of HKU and HKU SPACE in academic, financial and related aspects will be followed.
- (3) There is clear commitment of both partners to QA of the academic standards of the programme.
- (4) There is academic input from HKU SPACE as well as the partner institution in the development and conduct of the programme.
- (5) The academic collaboration brings about academic enhancement to HKU SPACE.
- (6) The academic collaboration Agreement is formulated in comprehensive and documented details.
- (7) The academic 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 an Academic Partnership**

The Programme Team is primarily responsible for the development of an academic collaboration. The HKU SPACE Directorate with the support from the PLC and other academic staff are involved in different stages of the negotiation process to ensure that the academic collaboration agreement will provide the most academically rewarding outcome. The HKU Board for Continuing and Professional Education and Lifelong Learning (Board for CPE&LL) gives the final approval for academic collaboration. Appendix A depicts the procedures for setting up an Academic Partnership.

With the implementation of the QA System in HKU SPACE, HKU has endorsed that approval for new programme proposals involving academic collaboration with non-local institutions leading to the awards of the latter be delegated to the Board for CPE&LL.

HKU SPACE will present an annual report on all the joint programmes approved under this mechanism to the Board for CPE&LL for information.

## **5. Academic Collaboration, Programme Monitoring and Review**

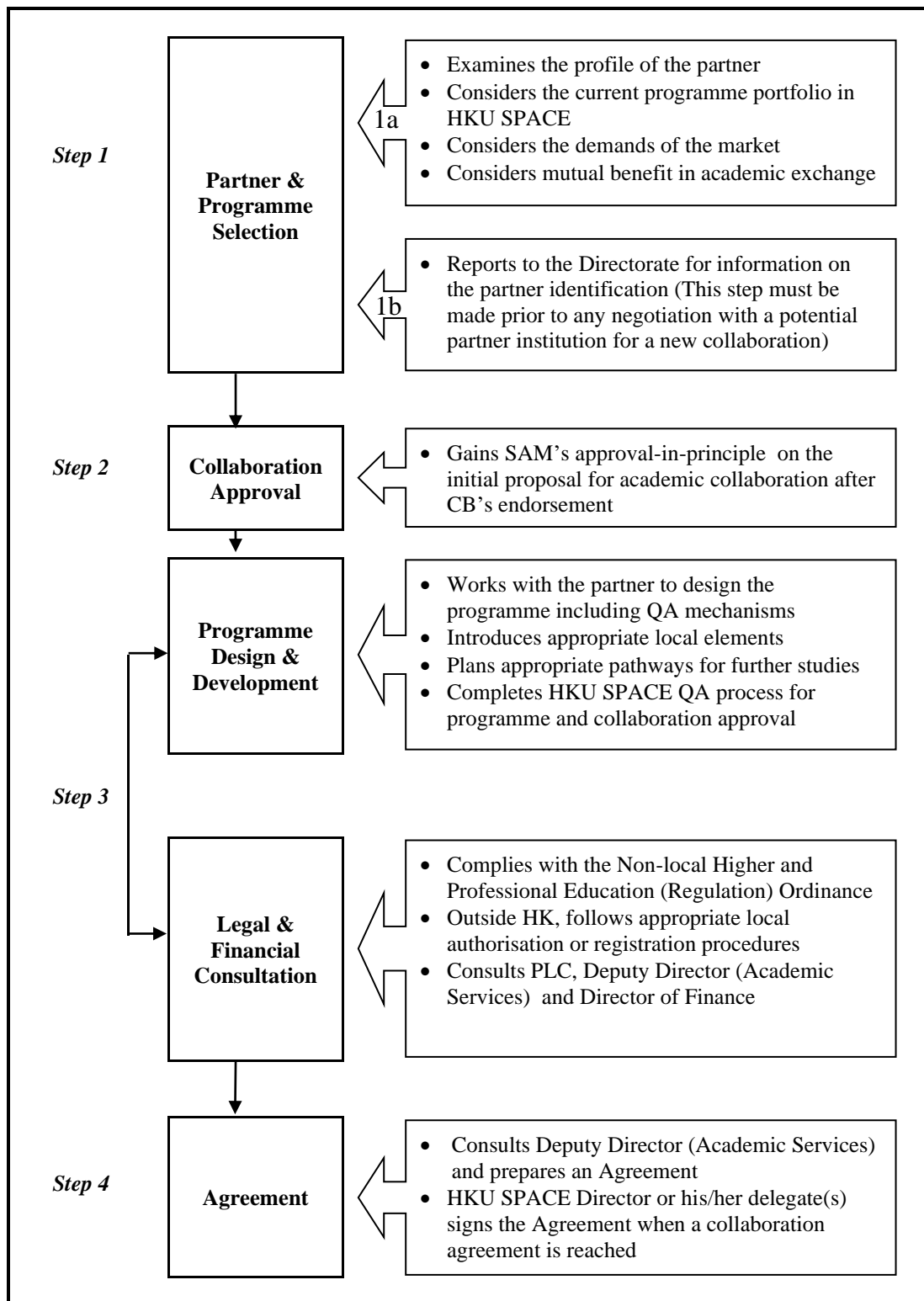
As with all award-bearing programmes offered by HKU SPACE, programmes offered in academic collaboration are subject to the programme monitoring and review procedures under the HKU SPACE QA mechanisms. The academic collaboration arrangement is included in the programme review process. The review outcome serves to improve the quality of both the collaboration and the programme concerned.

## **6. Guidelines for Internal Communication for Potential Academic Collaboration**

The following guidelines are adopted for internal communication for academic collaboration:

- (1) Informal communication is made at the commencement of the programme development process to explore and identify academic collaboration possibilities, sharing of academic expertise and resources.
- (2) Formal communication is made at the College Board. This process is to provide a formal and structured forum for discussion among relevant programme staff.
- (3) Formal communication should be recorded in the programme proposal to be submitted to the SAM for information and consideration.

**Procedures for Setting up an Academic Collaboration**



# CHAPTER 4

## Programme Development and Approval

### 1. Introduction

The programme development and approval process covers both award-bearing and non-award bearing programmes. Before admitting any student, a programme must undergo a formal process of programme development and academic approval (often referred to as ‘validation’). 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.

The validation process will also apply to a new programme which is developed from an “existing” programme, where over 25% of the programme content of the new programme differs from its “parent”.

### 2. Qualifications

#### 2.1 Qualifications Framework

With reference to the Hong Kong Qualifications Framework (HKQF) introduced by the HKSAR Government, the School has developed an Internal Qualifications Framework (QF) System which provides a policy for programme design and guidelines for the rationalisation of the qualification awards. The QF is referenced to in the application of quality assurance (QA) processes, both in the cases of awards offered through HKU SPACE and of awards granted by partner institutions.

The definition of a qualification is made through stipulation of three critical factors:

**award title + exit level + number of credits**

#### 2.2 Award Titles

With the introduction of the Award Titles Scheme and the Use of Credit under the HKQF by the Government in October 2012, the School adopted the HKQF Levels and the hierarchy of titles. The aim is to standardise the use of titles and levels of programmes, and to facilitate the School in registering awards in the Qualifications Register (QR).



HKQF Level	Choice of Award Titles for Different Levels under the HKQF Award Titles Scheme						
7	Doctor						
6	Master	Postgraduate Diploma / Postgraduate Certificate	↑	↑	↑	↑	
5	Bachelor		Professional Diploma / Professional Certificate	Advanced Diploma / Advanced Certificate	Diploma	Certificate	
4	Associate	Higher Diploma / Higher Certificate	↓	↓	↓	↓	
3							
2						Foundation Certificate	
1							

The hierarchy of award-bearing programmes in HKU SPACE ranges from doctoral degrees to foundation certificates with different categories of qualifications awarded according to different levels of academic achievement and intended learning outcomes.

### 2.3 Professional Awards

A programme may be prefixed as a professional award, such as a professional certificate, when there is recognition of the programme learning outcomes by professional bodies, for the purpose of membership registration or exemption from professional qualifying examinations.

### 2.4 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 structure design provides flexibility of entry and exit points. In all cases, double reward of credits leading to double awards should be avoided.

A maximum period of registration on the programme is specified such that a student holding an intermediate award may be allowed to continue with the later part of the programme to achieve the final award.

### 2.5 Awarding Body

For programmes developed and conducted entirely by HKU SPACE, the awards are awarded within the HKU system through HKU SPACE.

For programmes involving collaboration with an external partner, the award title and the awarding body are agreed by both parties in the programme development process and included in programme validation and approval.

## **2.6 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, as well as achievement of intended learning outcomes.

## **2.7 Certification and Award Documents**

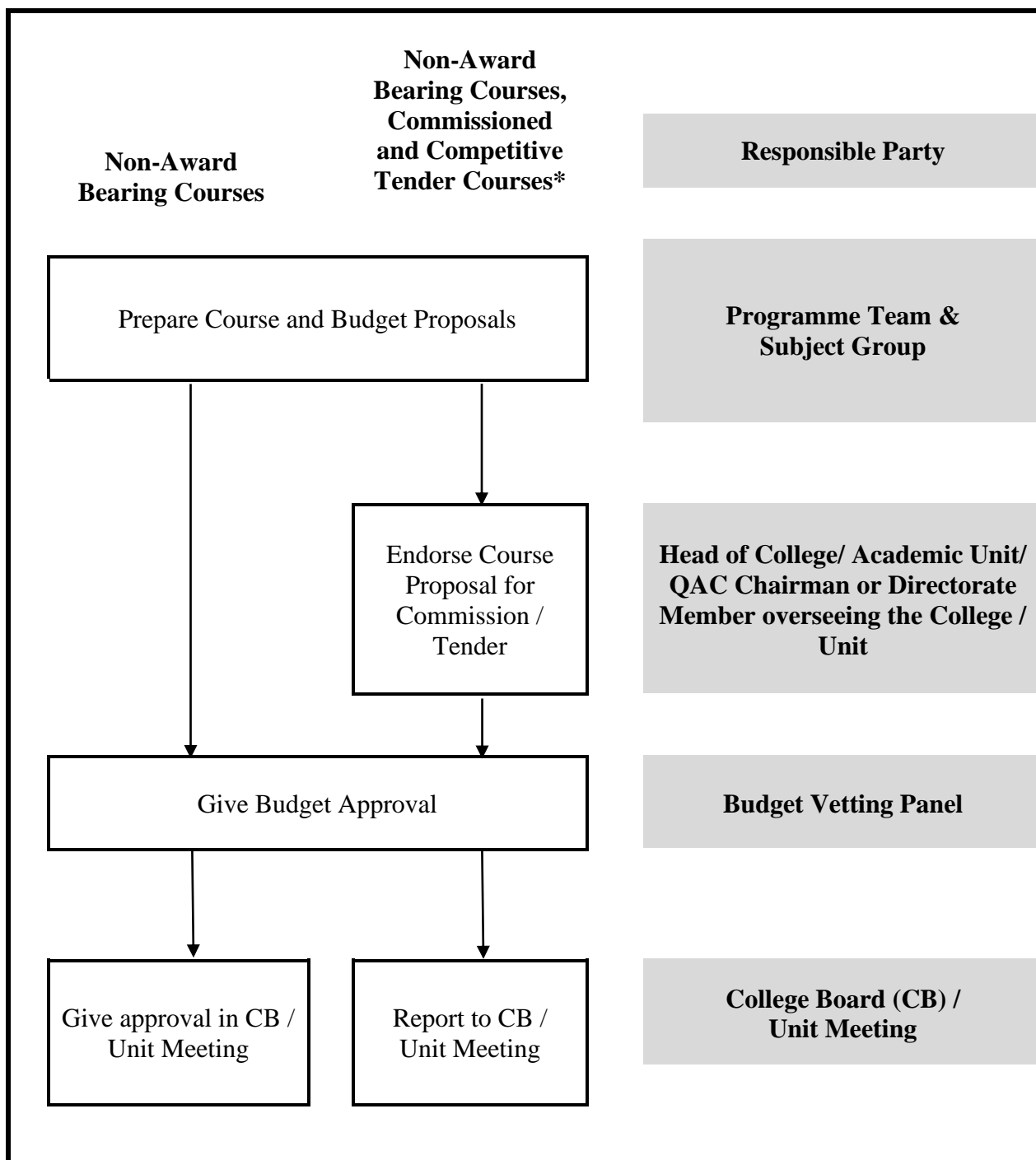
HKU SPACE adopts standard formats for its award documents. The standard format serves to provide an official and quality presentation of awards for HKU SPACE award-bearing programmes.

For programmes that do not have an academic award, HKU SPACE issues Statements of Attendance and Statements of Achievement.

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

### 3. Programme Validation and Approval: Authorisation Routes

#### 3.1 Non-Award Bearing Course Approval Procedures<sup>#</sup> (Figure 1)



\* Short courses proposed for competitive tender with a tender deadline can be endorsed by the Head of a College / Academic Unit for submission to tender, with retrospective reporting to the CB / Unit Meeting.

# For short courses planned to be listed in the Qualifications Register for registering as CEF reimbursable courses, please refer to Figure 3a for the approval procedures.

## 4.2 Award-Bearing Programmes Validation and Approval: Authorisation Routes (Figure 2)

Responsible Parties	<i>HKU SPACE Programmes</i>		<i>Collaborative Award-Bearing Programmes</i>	
	Awards at HKQF Level 3 and Below	Awards at HKQF Level 4 and Above	Partnering with other academic units in HKU	Partnering with other institutions and organisations
Programme Team	⊕	⊕	⊕	⊕
College Board, or equivalent	⌘ ★	#	#	#
School Academic and Management Board	+	#	#	#
Programme Validation Panel		⌘	⌘	⌘
Quality Assurance Committee	◇ ↓	◇ ↓	◇	◇
HKU Board for Continuing and Professional Education & Lifelong Learning	◇	★	◇ ↓	★ ↓
HKU Senate/ Academic Board			★	◇

Key:

⊕ Proposal

⌘ Main scrutiny process

◇ Receiving annual reporting

+ Receiving reporting in the next meeting

# Approval-in-Principle at CB/

Approval for development at SAMB

★ Authorisation

### **3.3 Executive Programmes**

Executive programmes (Executive Certificates/ Executive Diplomas) in different subject areas are introduced to meet the increasing lifelong learning needs of executives and professionals. These programmes normally contain very specialised contents. Programmes may be assigned at two levels namely executive or senior executive. Normally executive programmes are not aimed at academic recognition, do not carry credit value, and have only indicative HKQF levels.

For the authorisation routes of executive programmes, the programme proposal and the completed Qualifications Framework Level and Credit Assignment Form (QF3 Form) can be approved by the College Board (CB). The CB decision will be reported to the School Academic and Management Board (SAM) for information.

## **4. Validation and Approval Procedures of Award-Bearing Programmes**

### **4.1 Programmes at HKQF Level 3 and below**

An outline programme proposal is required to be submitted by the Programme Team to the relevant CB for consideration. The submission should include the Course Budget Proforma and the Qualifications Framework Level and Credit Assignment Form (QF1 Form). Before the CB meeting, the QF1 Form should be forwarded to the Working Group on QF. If a new partner is involved, the document also gives information about the proposed partnership as approved by the SAM.

After approval is obtained by the CB, the proposed programme may be launched. This is also subject to the approval of the budgets by the Budget Vetting Panel (BVP). The college should report the approved programmes in the next nearest SAM meeting. At the end of an academic year, the new programmes will be listed in a report to the QAC and the HKU Board for Continuing and Professional Education and Lifelong Learning (Board for CPE&LL).

### **4.2 Programmes at HKQF Level 4 and above**

#### **4.2.1 Preliminary Stage**

The programme approval at the preliminary stage requires that an outline proposal to be submitted to the relevant CB for consideration. The submission should include the Course Budget Proforma, and the QF1 Form (Parts 1 and 2 only). After gaining approval-in-principle at the college level, the submission should be forwarded to SAM for obtaining “Approval for development”.

For the purpose of ensuring good communication between the School and faculties in HKU, a **Joint Consultative Committee (JCC)** is formed by the Senate. The preliminary programme proposal after the SAM support should be taken to the JCC for information exchange.

## **4.2.2 Detailed Validation Stage**

### **4.2.2.1 HKU SPACE Programmes at HKQF Level 4 and above**

A Programme Validation Panel (PVP) meeting is convened to consider the detailed programme proposal and to discuss it with the Programme Team. If the PVP agrees to recommend the programme for further approval, the PVP Chairman representing the QAC endorses approval and requests the Board for CPE&LL for final academic approval.

### **4.2.2.2 New Programmes in Collaboration with an Academic Unit in The University of Hong Kong**

The Programme Team (HKU SPACE and staff of the partnering unit) prepares a detailed programme proposal and notifies both the QAC and the Faculty Board (FB) or a relevant committee for the unit. The FB or relevant committee recommends approval (or conditional approval) to the Academic Board and the Senate (co-ordination with the FB or relevant committee on making a joint submission). The Academic Board/Senate considers recommendations of the FB or relevant committee, and authorises delivery. An annual reporting is made to the QAC and the Board for CPE&LL.

### **4.2.2.3 Collaborative Provision, Awarded (or Jointly Awarded) by an External Partner**

For a new partner, the PVP receives information on the approval-in-principle given by the SAM on the proposed partnership. A PVP meeting is convened to consider the detailed proposal for the programme and discuss it with the Programme Team. If the PVP agrees to recommend the programme for further approval, the PVP Chairman representing the QAC endorses approval and requests the Board for CPE&LL for final academic approval of the new partnership and the introduction of the new programme.

## **4.3 Accelerated Approval Process**

The accelerated process aims to facilitate prompt launching of new programmes to meet market demand.

### **4.3.1 Award-bearing Programmes at HKQF L3 and below**

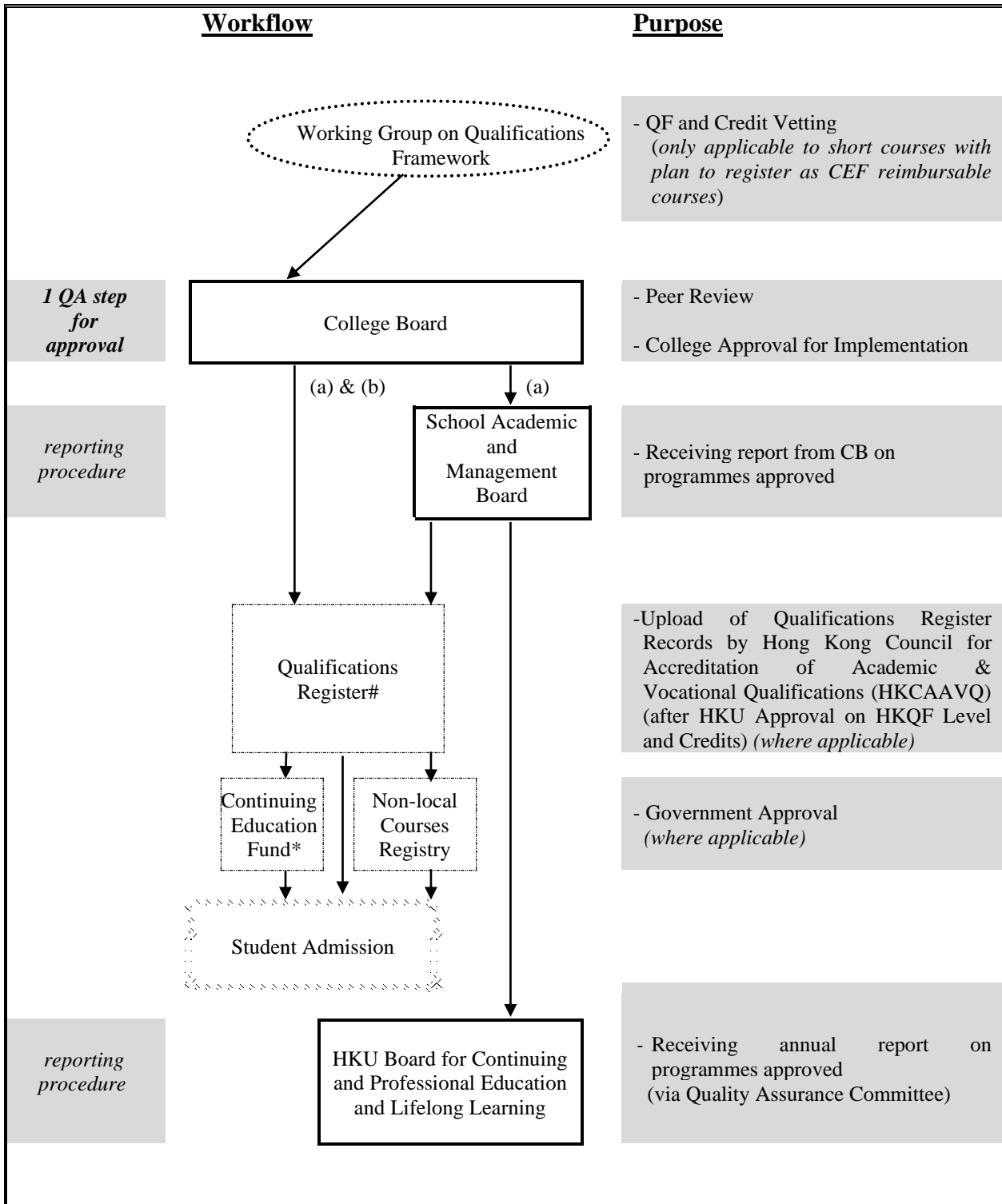
The Programme Leader will submit the programme proposal and justification for adopting accelerated approval process to the College Head for consideration. Upon confirmation by the College Head that the proposal is “ready and adequate”, the programme may then be launched. The Head will report the programme proposal to the next nearest meeting of the CB for retrospective approval and then to the SAM for information.

#### **4.3.2 Award-bearing Programmes at HKQF L4 and above**

The Programme Leader will submit the programme proposal and justification for adopting accelerated approval process, to the College Head for consideration and the QA Team for information. Upon confirmation by the College Head that the proposal is “ready and adequate”, the Head will then report the programme proposal to the next nearest meeting of the CB and SAM for retrospective approval for development. Meanwhile the proposed programme follows the normal JCC circulation and PVP process, with final approval by the Board for CPE&LL.

A summary of the integration of quality assurance, communication and government regulatory processes is given in Figures 3a and 3b.

**Figure 3a**  
**Integration of Quality Assurance, Communication and**  
**Government Regulatory Processes**  
**(a) for Programmes at HKQF Level 3 and below**  
**(b) for Short Courses planned to register as CEF reimbursable courses**

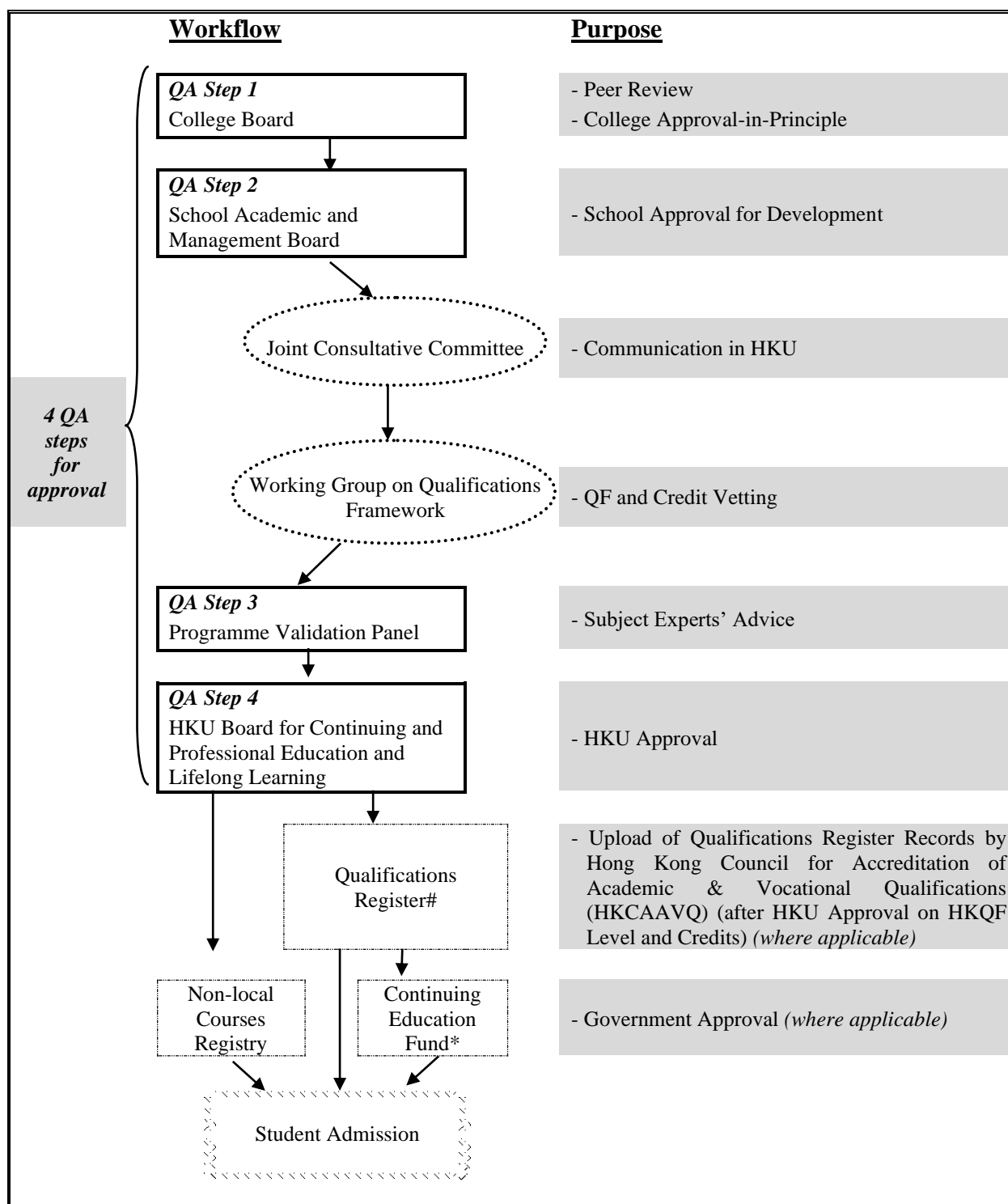


# In promotion and publicity of HKQF, the HKQF level, the QR registration number assigned by QR authority, and the validity period of the relevant QR entry should be accurately depicted. The HKQF logo may also be used. (only applicable to qualifications which have entered into QR).

\* Government policy requires uploading programmes on the Qualifications Register before registering as CEF reimbursable courses.



**Figure 3b**  
**Integration of Quality Assurance, Communication and**  
**Government Regulatory Processes**  
**– for Programmes at HKQF Level 4 and above**



# In promotion and publicity of HKQF, the HKQF level, the QR registration number assigned by QR authority, and the validity period of the relevant QR entry should be accurately depicted. The HKQF logo may also be used (only applicable to qualifications which have entered into QR).

\* Government policy requires uploading programmes on the Qualifications Register before registering as CEF reimbursable courses.

## **5. Programme Validation Panel and Procedures (for programmes at QF Level 4 and above)**

### **5.1 Programme Validation Panel**

The Panel is established by the QAC. It normally consists of

- a. Chairman (QAC Chairman or QAC member)
- b. HKU SPACE academic (from a different College in the School)
- c. HKU faculty academic (from a cognate faculty or academic unit in HKU)
- d. Two external specialists (from HK or elsewhere, with academic and/or practitioner expertise)
- e. Panel Officer (QAC Secretary or delegate)
- f. Assistant Panel Officer (from the QA Team)

### **5.2 Programme Validation Document Contents**

- a. Background
- b. Partner (if applicable)
- c. Target Student Group
- d. Programme Curriculum
  - i. Programme Objectives and/or Programme Intended Learning Outcomes
  - ii. Minimum Entry Requirements/ Admission Procedures/ Advanced Standing Policy
  - iii. Qualifications Framework and Credit Value
  - iv. Exemption Policy
  - v. Delivery
  - vi. Name of Award and Intermediate Award(s), if any
  - vii. Professional Recognition and Articulation
  - viii. Assessment
- e. Teaching and Learning Resources
- f. Staffing
- g. Management
- h. Quality Assurance
- i. Other Relevant Information

### **5.3 Panel Meeting Rundown**

- a. Introductory briefing (by Panel Chairman)
- b. Meeting with Programme Team
- c. Panel private meeting
- d. Exit Meeting with Programme Team

The Panel will review and discuss the detailed programme proposal with the Programme Development Team. The Panel will consider whether the programme meets community demands, and whether the academic and professional standards of the programme are appropriate with reference to similar programmes locally and internationally. If the Panel agrees to recommend the programme for further approval, the Panel Chairman representing the QAC endorses approval and requests the Board for CPE&LL for final academic approval.

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

#### 5.4. Main Issues for Consideration by Validation Panels

	<b>Main Issues for Consideration</b>
<b>All Programmes</b>	<ul style="list-style-type: none"> <li>a. rationale, aims and intended learning outcomes</li> <li>b. academic standard with reference to the HKQF</li> <li>c. structure and content of the curriculum, and the assignment of credits</li> <li>d. academic and administrative staffing arrangements</li> <li>e. teaching and learning approach, and learner support</li> <li>f. assessment strategy and methods</li> <li>g. alignment of assessment types with programme/course objectives and intended learning outcomes</li> <li>h. regulations for admission, progression and assessment</li> <li>i. library, IT and any specialist facilities</li> <li>j. management, monitoring and QA arrangements</li> </ul>
<b>Distance Learning Delivery</b>	<ul style="list-style-type: none"> <li>a. delivery model</li> <li>b. learner support systems</li> <li>c. provision of structured learning materials and their adaptation/localization (for non-local programmes)</li> </ul>
<b>Collaborative Provision</b>	<ul style="list-style-type: none"> <li>a. adaptation of the curriculum (for non-local programmes)</li> <li>b. delivery approach</li> <li>c. medium of instruction and/or assessment</li> <li>d. division of labour and responsibilities between the partners</li> <li>e. formal liaison and communication channels between the partners</li> <li>f. QA requirements of the partner</li> </ul>

#### 5.5 Programme Validation Report

The Panel Chairman issues to the Panel for consideration the Validation Report with the Programme Team's response to the conditions of approval and recommendations.

- (a) Conditions form part of the validation determination, to be fulfilled by the Programme Team by the specified deadline stated in the Report.
- (b) Recommendations form part of the validation determination, which have continuous improvement purpose and are non-binding in nature. The Programme Team should explain in the Report how the recommendations will be addressed.

If the Panel considers the Report and the response of the Programme Team satisfactory, the Panel Chairman endorses the report on behalf of the Panel and the QAC. Upon endorsement of the Panel Chairman, the proposed programme will be submitted with the Report to the Board for CPE&LL for final academic approval.

## **5.6 Post-Validation Exercise**

For programmes offered in partnership with non-local institutions, the programmes require approval of exemption from registration in accordance with the Non-local Higher and Professional Education (Regulation) Ordinance before it is launched.

# CHAPTER 5

## Programme Monitoring

### 1. Introduction

Once a programme is offered to students, the Programme Team is required to systematically monitor the quality of programme delivery and of the outcomes achieved by students. This entails a continuous process of reflection and review, taking account of feedback from various stakeholders with a view to building on strengths, addressing weaknesses, updating academic content and upgrading support for learners. The monitoring also aims 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 problems swiftly and effectively.

### 2. Academic Committee

For each award-bearing programme, an AC is set up for continuous monitoring of the academic quality of the programme, in particular, considering the programme monitoring activities and giving comments and advice on subject-related issues where appropriate.

The AC and Board of Examiners (BoE) of award-bearing programmes in the same subject group may be combined to enhance efficiency. In such cases, a Subject AC may be formed. It is a good practice for the AC of a programme or programmes in the same subject group to include short courses in its remit of programme monitoring. The Terms of Reference and compositions of an AC and a Subject AC are given in Appendices A1-A2.

### 3. Monitoring Activities

The Programme Team is responsible for monitoring the quality of programme management, programme delivery and the student achievements. The major monitoring activities are shown below.

#### 3.1 Student Learning Experience

Feedback from students is an essential element in monitoring the quality of a programme as experienced by the ‘users’. Students’ views can be gathered in a variety of ways.

##### (1) Quantitative Data

The standard student questionnaire, “Learning Experience Survey” (LES), should be used as a common framework for all programmes and courses. It offers a quick and systematic measure of students’ views, and can draw attention to specific issues or problems. It should normally be used at the end of a course for all award-

bearing programmes, and at the end of a random sample of short courses, or in the case of a new teacher or a new course.

The quantitative data gathered through the LES are compiled as statistical reports for reference in quality enhancement by staff relevant to respective programmes. Overall summaries are reported to the Programme Teams, Subject Group Leaders, senior management, the Quality Assurance Committee (QAC) and to the HKU Board for Continuing and Professional Education and Lifelong Learning (Board for CPE&LL).

For programmes offered in collaboration with a partner institution, it is not appropriate to duplicate the student surveys if the partner institution has in place a similar arrangement. Nevertheless, the LES may be used, with modifications if necessary, to supplement those aspects not covered by the partner's survey.

## (2) Qualitative Data

Qualitative feedback from students is less easy to document and analyse, but the data are vital to illuminate and amplify the quantitative data derived from the questionnaires. Qualitative data can be gathered from various channels, including

- (a) written comments given by students in the LES;
- (b) student representatives on AC and Student-Staff Consultative Committee (SSCC);
- (c) on-line feedback via the HKU SPACE website;
- (d) in-class discussion sessions; and
- (e) telephone surveys.

The Programme Leader should review all data, whether quantitative or qualitative, and take relevant actions. After follow-up action is taken, the Programme Leader gives feedback to students about the action taken in relation to student comments. This completes the feedback and communication loop, and assures students that the School is committed to continuous quality improvement.

## 3.2 Teaching Quality

The Programme Leader is responsible for the preparation, briefing and induction of teachers and for staff development of teachers as appropriate. Teachers are given all necessary information on a programme to enable appropriate preparation for teaching. Meetings of all teachers in a programme facilitate communication and are organised by the Programme Leader prior to the commencement and during the delivery of a programme.

Direct observation by the Programme Leader or another senior colleague is a requirement for all new teachers during their first six months of teaching, and for a sample of existing teaching staff where time and resources allow. In the case of negative comments from students about teaching or other issues about a programme, the Programme Leader will conduct class visits and/ or telephone surveys with students for gathering more relevant information to help determine follow-up action.

The Programme Team is expected to provide feedback on teaching observation to the teachers. Summary of reports on teaching observation and relevant follow-up actions are reported to the AC and recorded in the Annual Monitoring Report (AMR), as well as in the personnel record of the teachers concerned.

### **3.3 Programme Standards**

EEs and AAs are required for all HKU SPACE award-bearing programmes at Hong Kong Qualifications Framework (HKQF) Level 4 and above. As established independent academics or professionals in the subject, they are invited to give academic advice on the programme or subject group, and to confirm that the standards achieved are comparable to those of similar programmes in other higher education institutions and are of the appropriate professional standards.

In addition to EEs and AAs, other programme monitoring mechanisms include ACs, BoEs and SSCCs which are set up for each programme or for programmes in the same subject area. The AC is set up to monitor academic standards, review teaching and learning processes, and advise the management on any matters concerning the quality of the programme. The BoE has the power and duty to assess and determine the performance outcomes of students. The SSCC provides a forum for students and staff of programmes to discuss suggestions and issues of concern.

### **3.4 Handling of Complaints and Compliments**

The School values complaints as a constructive feedback source to help future improvement. To ensure that due attention is given and necessary remedial actions are promptly taken in the handling of complaints on both academic and other issues, there are formalised handling procedures serving as internal guidelines for HKU SPACE colleagues.

## **4. Reporting on Programme Monitoring Activities**

Annual Monitoring Reports (AMRs) are essential records and documented evidence regarding the application of programme monitoring mechanisms. One AMR reports on one programme or a cluster of programmes in the same subject area. The Programme Leader has to present the AMR(s) for discussion and consideration by the Academic Committee, and then report them to the College Board (CB). Thereafter, reporting is made by the College to the School and the University, i.e. the Quality Assurance Committee and the Board for CPE&LL. The whole reporting process should be done within six months upon completion of each year of study. Figure 1 gives the reporting routes for award-bearing programmes and non-award-bearing courses.

For programmes in the year of the programme review, the programme monitoring activities conducted during the year of programme review will be summarised in the Programme Review Document. The AMR for the year of review will not be required. (Details on programme review are given in Chapter 7.)

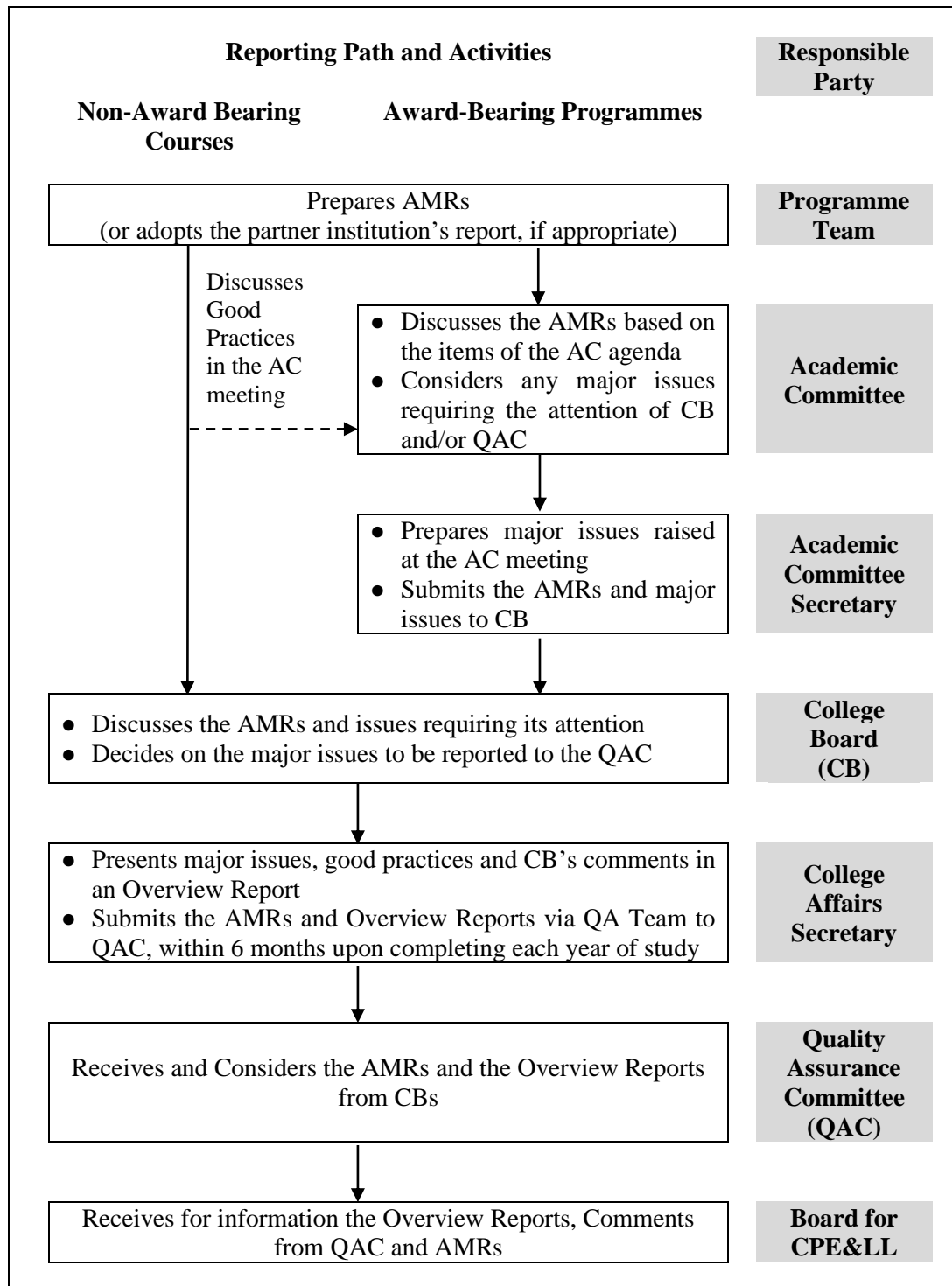
## **4.1 Annual Monitoring Report Contents**

The following is a list of suggested relevant programme information to be presented in the AMR.

- (a) statistical information and student profile;
- (b) review of the current teaching team including appointment and induction of new staff, and records of in-class teaching observation;
- (c) summaries and analyses of student feedback;
- (d) summaries and analyses of teacher feedback;
- (e) staff development/ teacher management;
- (f) review and explanation of any significant changes in the programme;
- (g) external examiners' and academic assessors' views;
- (h) information about professional recognition and/ or external accreditation;
- (i) good practices;
- (j) action taken in the reporting period; and
- (k) action plan for quality improvement and development of the programme for the next reporting period.



**Figure 1**  
**Reporting Path for Monitoring of Programmes**



**THE UNIVERSITY OF HONG KONG**

**SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION**

**Academic Committee for  
*(HKU SPACE Programme Name)***

**Terms of Reference**

1. To ensure the maintenance of academic standards of the programme generally, and specifically, to review and give advice on the teaching and learning processes regularly with particular reference to the following aspects:
  - the admission criteria, procedures and the appointment of the Admission Committee or Admission Tutor(s);
  - the programme structure, content, delivery and assessment;
  - the criteria for appointment of teacher(s) on the programme;
  - the criteria for appointment of external examiner(s) and/or academic assessor(s) (for programmes at HKQF Level 4 and above);
  - the student and teacher feedback on the programme quality and the teaching and learning processes;
  - any other matters of academic concern.
2. To consider where appropriate new programme proposals which are developed from the programme monitored by this Committee, with changes in only a minor portion (no more than 25%) of the curriculum. This will include new programmes leading to a new award level and/or nomenclature.
3. To consider and give approval or otherwise for programme modification on subject-related issues.
4. To conduct annual review of HKQF levels and credits.
5. To discuss the monitoring activities on the programme for the past year of study for reporting via the CB to the QAC. The following categories shall be standing items in the agenda:
  - a. Student Enrolment
  - b. Teachers and Teaching Quality
  - c. Programme Structure and Curriculum
  - d. Programme Management
  - e. Student Assessment and Performance
  - f. Learning Centres and Support Services
  - g. Action Taken
  - h. Action Planned
  - i. Good Practices

6. To consider and recommend to the CB for approval of programme reviews for programmes at HKQF Level 3 and above.
7. To advise the CB, the QAC and the Board for CPE&LL generally on any matters concerning the quality of the programme where appropriate.
8. To report to the appropriate parent bodies as required.

### **Membership**

1. College Head or his representative\* (Chairman)
2. HKU SPACE Programme Leader(s)
3. Relevant Subject Group leader(s)
4. Course Directors (if applicable)
5. 1-3 Teacher Representatives
6. At least 1 representative from outside the School who is/are professionally qualified in the field
7. External Examiner/ Academic Assessor<sup>^</sup>
8. 1-2 student representatives as determined by the Committee
9. Co-opted members as determined by the Committee<sup>#</sup>

\*The Academic Committee Chairman should normally be a staff at the level of Senior Programme Director and above, and not be closely related to the programme concerned in any way to ensure impartiality.

<sup>^</sup> For programmes at HKQF Level 4 and above only.

<sup>#</sup> Graduates can be invited as co-opted members.

For programmes jointly offered by two or more academic units of the School, the membership is as follows:

- 1.1 College/Centre Head or his representative (Chairman) (this is the College which hosts the programme)
- 1.2 College/Centre Head or his representative (Deputy Chairman) (this is the collaboration college(s))

Other members will be the same as above.

### **Periods of Office:**

For categories 1-3 (and Deputy Chairman of joint programme(s)) with the office concerned

For categories 4-9 annual unless specified otherwise in the letter of appointment

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

A quorum of 4, including:

- one each from Categories 1, 2 and 5;
- one from either Category 6 or Category 7.

Note: If no student representative is able to participate in the meeting, their feedback and participation must be achieved by alternative means. These include student written comments or verbal comments as recorded by the Programme Team, or student feedback as documented in the minutes of Student-Staff Consultative Committee meeting. These have to be provided for consideration by other members present at the AC meeting.

**THE UNIVERSITY OF HONG KONG  
SCHOOL OF PROFESSIONAL AND CONTINUING EDUCATION**

**Terms of Reference of Subject Academic Committee for  
(HKU SPACE Subject Group/ Programme Names)**

1. Programmes in the same or cognate subject discipline may be grouped in a Subject Academic Committee. The Committee serves as a forum. To consider and discuss the development of programmes under the subject discipline and the sharing of market information, resources and good practices among the programmes in the subject.

For each programme overseen by this Committee:

2. To ensure the maintenance of academic standards generally, and specifically, to review and give advice on the teaching and learning processes regularly with particular reference to the following aspects:
  - the admission criteria, procedures and the appointment of the Admission Committee or Admission Tutor(s);
  - the programme structure, content, delivery and assessment;
  - the criteria for appointment of teacher(s) on the programme;
  - the criteria for appointment of external examiner(s) and/or academic assessor(s) (for programmes at HKQF Level 4 and above);
  - the student and teacher feedback on the programme quality and the teaching and learning processes;
  - any other matters of academic concern.
3. To consider and to recommend for further approval where applicable and appropriate new programme proposals which are developed from the programme monitored by this Committee, with changes in only a minor portion (no more than 25%) of the curriculum. This will include new programmes leading to a new award level and/or nomenclature.
4. To consider and give approval or otherwise for programme modification on subject-related issues.
5. To conduct annual review of HKQF levels and credits.
6. To discuss the monitoring activities on the programme for the past year of study for reporting via the CB to the QAC. The following categories shall be standing items in the agenda:
  - a. Student Enrolment
  - b. Teachers and Teaching Quality
  - c. Programme Structure and Curriculum
  - d. Programme Management
  - e. Student Assessment and Performance
  - f. Learning Centres and Support Services
  - g. Action Taken
  - h. Action Planned
  - i. Good Practices

7. To consider and recommend to the CB for approval of programme reviews for programmes at HKQF Level 3 and below.
8. To advise the CB, the QAC and the Board for CPE&LL generally on any matters concerning the quality of the programme where appropriate.
9. To report to the appropriate parent bodies as required.

**Membership:**

1. College Head or his representative\* (Chairman)
2. HKU SPACE Programme Leader(s)
3. Relevant Subject Group leader(s)
4. Course Directors (if applicable)
5. At least 1 teacher representative from each programme
6. At least 1 representative from outside the School who is/are professionally qualified in the field
7. External Examiner(s)/ Academic Assessor(s)^
8. At least 1 student representative from each programme as determined by the Committee
9. Co-opted members as determined by the Committee#

\* The Subject Academic Committee Chairman should normally be a staff at the level of Senior Programme Director and above, and not be closely related to the programmes concerned in any way to ensure impartiality.

^ For programmes at HKQF Level 4 and above only.

# Graduates can be invited as co-opted members.

For programmes jointly offered by two or more academic units of the School, the membership is as follows:

- 1.1 College/Centre Head or his representative (Chairman) (this is the College which hosts the programmes)
- 1.2 College/Centre Head or his representative (Deputy Chairman) (this is the collaboration college(s))

Other members will be the same as above.

Periods of Office:

For categories 1-3 (and Deputy Chairman of joint programme(s)) with the office concerned

For categories 4-9 annual unless specified otherwise in the letter of appointment

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

A quorum of 5, including:

- one each from Categories 1, 2, 3 and 5;
- one from either Category 6 or Category 7.

Note: If no student representative is able to participate in the meeting, their feedback and participation must be achieved by alternative means. These include student written comments or verbal comments as recorded by the Programme Team, or student feedback as documented in the minutes of Student-Staff Consultative Committee meeting. These have to be provided for consideration by other members present at the Subject AC meeting.

# CHAPTER 6

## Programme Modification

### 1. Introduction

The approval for offering a new programme is normally given for a period of five years. During this period, certain parts of the programme require change or updating in the light of advancement in technologies or enactment of new policies. Procedures have been devised for making modifications to programmes so that the academic quality of the programmes established at the validation stage will not be unduly affected by the modifications.

### 2. Types of Programme Modifications

In all cases of programme modification, the changes must not affect the academic quality of a programme, as commensurate with the award level of the programme.

Modifications are categorised into major and minor changes with the following samples.

#### Major Changes\*

- (a) Programme or award title;
- (b) Hong Kong Qualifications Framework (HKQF) level of programme;
- (c) Programme objectives;
- (d) Programme intended learning outcomes;
- (e) Programme streams:
  - i. with new programme and award titles
  - ii. without changes in the existing programme and award titles
- (f) Mode of study:
  - i. change of mode of study
  - ii. addition of a new study mode of a programme
- (g) Duration;
- (h) Number of credits of programme;
- (i) Syllabus (10% - 25% of total number of the existing programme credits);
- (j) Minimum entry requirements.

#### Minor Changes

- (a) Course titles;
- (b) Syllabus (less than 10% of the total number of the existing programme credits);
- (c) Assessment methods and weightings;
- (d) HKQF level and/ or credits of courses;
- (e) Objectives and intended learning outcomes of courses.

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\* If only involve editing of e.g. programme and award titles, it is not considered as a major change.

If modifications to syllabus involve more than 25% of the total number of existing programme credits, the programme will be considered as a “new” programme. For programmes at HKQF Level 3 and below, the modifications should be approved by the College Board (CB), and reported to the School Academic and Management Board (SAM) for information. For programmes at HKQF Level 4 and above, it will undergo either a validation process or a programme review process. The purpose is to ensure that if the modification affects the academic value and integrity of the programme, the programme as a whole would be scrutinised. In cases of doubt, the Programme Team shall consult the Academic Committee (AC) Chairman, who will make the academic judgement on whether the change is major or otherwise.

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

When a new programme is developed by modification from an existing programme with less than 25% change of the total number of the existing programme credits, it will follow the approval period of the existing programme. The new programme will be reviewed when the existing programme is due for next review, even if the new programme does not yet have a graduated cohort.

### **3. The Modification Process**

#### **3.1 Timing**

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. Modifications should normally be approved at least three months before implementation. There is however flexibility in the timing for some cases, such as sudden changes in government policies.

#### **3.2 Proposal Document**

The Programme Team prepares a proposal document for consideration of the AC. For new programmes requiring modifications before programme launch, the CB shall consider such changes. The Programme Team may propose more than one item for major and/or minor changes in one document with reasons for changes, proposed timing, resources requirements and relevant information to facilitate approval.

#### **3.3 Approving Criteria**

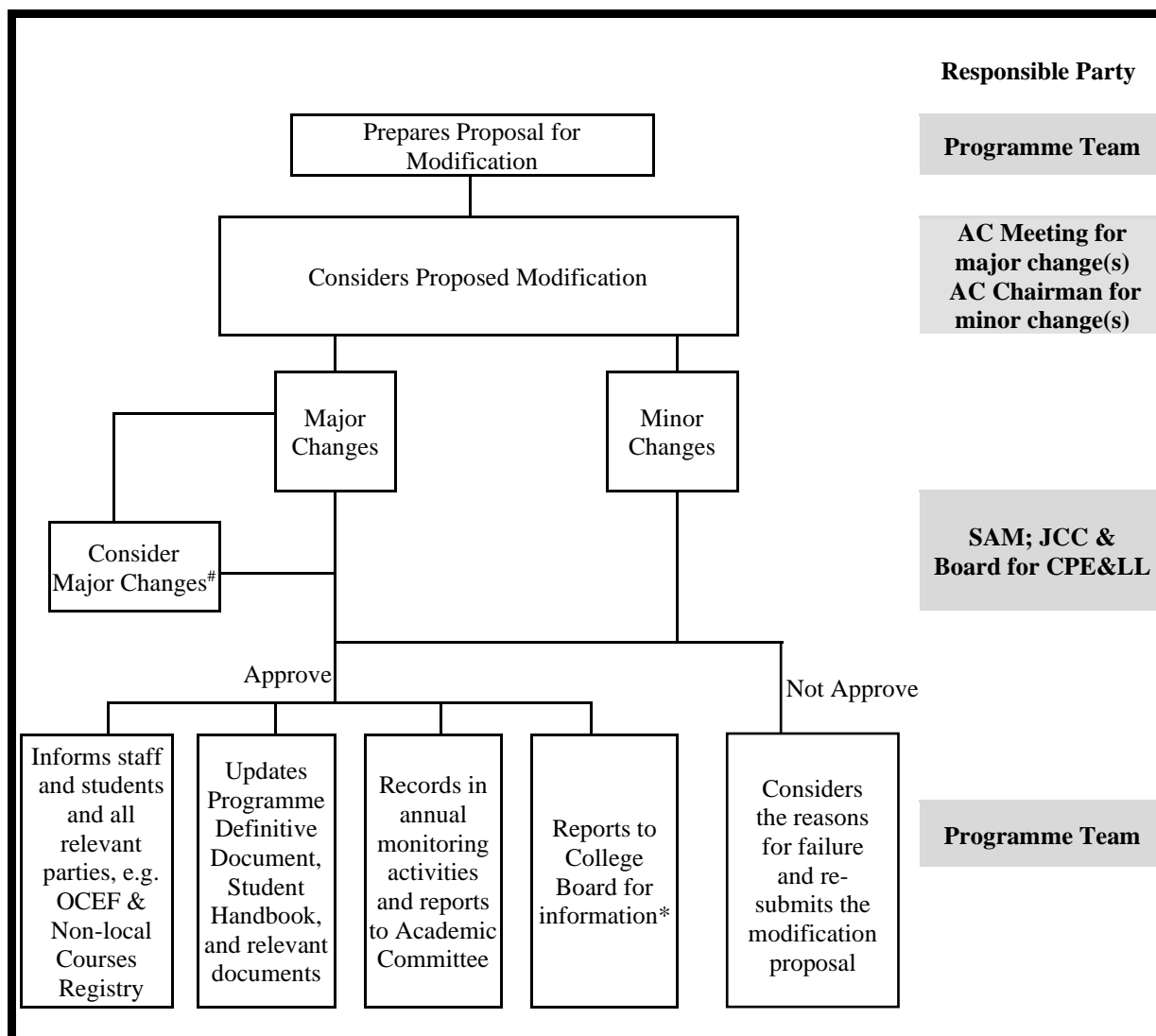
The criteria used by the AC for considering modification proposals include:

- (a) Academic validity of programme after modification
- (b) Feasibility of timing of implementation
- (c) Effects on the current students and/or graduates, if applicable
- (d) Effects on cognate programmes offered in HKU SPACE
- (e) Alignment of QF Level and Intended Learning Outcomes
- (f) Effects on the future development of the programme

The guiding principle is that the current students shall not be disadvantaged as a result of programme modification.

### 3.4 Approving Procedures

**Figure 1**  
**Approval procedures on programme modifications**  
**(Programmes at HKQF Level 4 and above)**



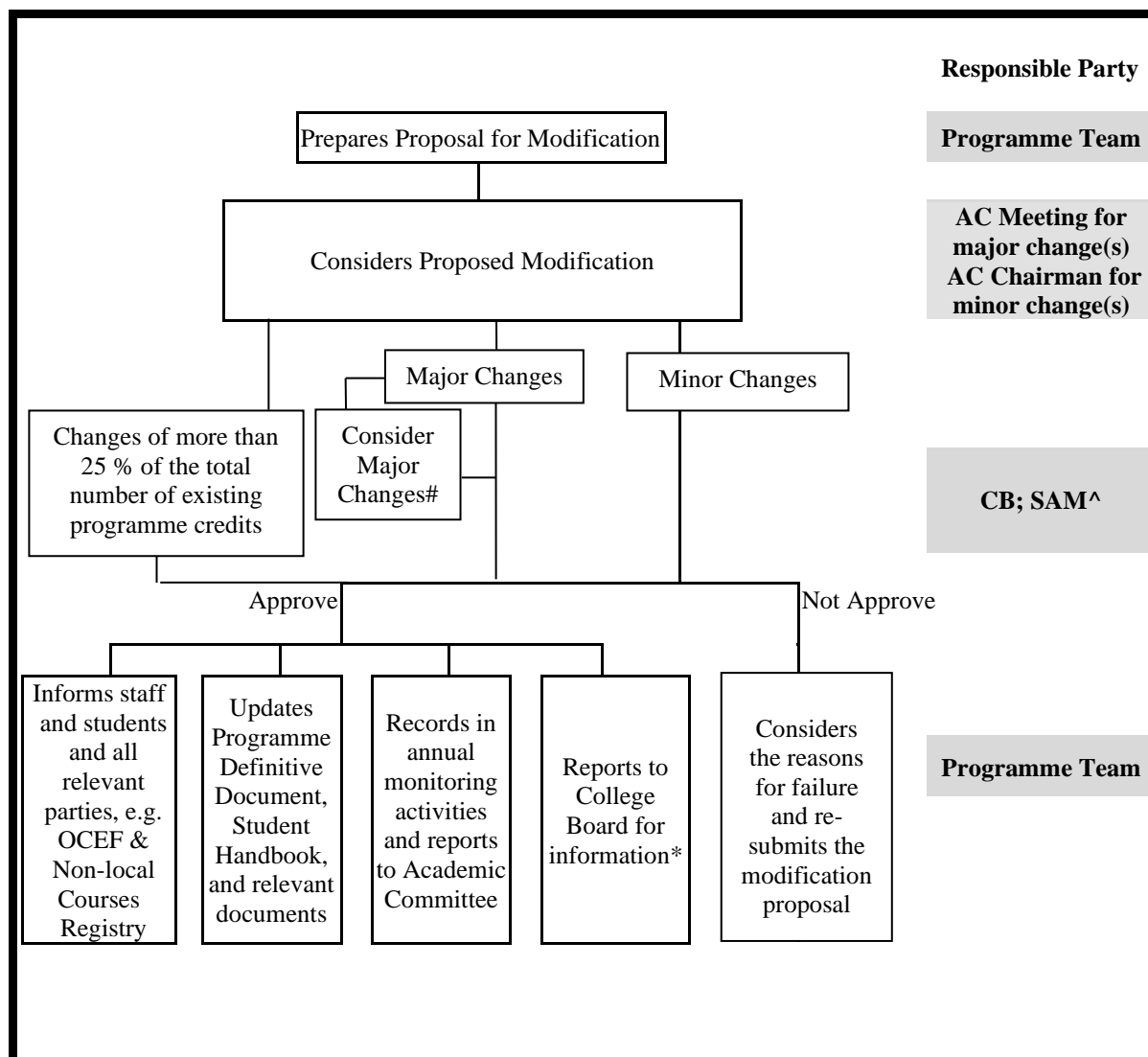
**Major Changes:** #Programme or award title; #Programme streams with new programme and award titles; Programme streams without changes in existing programme and award titles; #HKQF level of programme; Programme objectives; Programme Intended Learning Outcomes; #Mode of study (including addition of new mode of study); Duration; Number of credits of programme; Syllabus (10% - 25% of total number of existing programme credits); Minimum entry requirements. Major changes are received by CB for information and consideration on policy and resources only.

**Minor Changes:** Course titles; Syllabus (less than 10% of the total number of existing programme credits); Assessment methods and weightings; HKQF level and/ or credits of courses; Objectives and intended learning outcomes of courses. Minor changes are received by CB for information and consideration on policy and resources only.

\* Reporting to CB only applicable to major changes or minor changes which have impact on policy and resources.



**Figure 2**  
**Approval procedures on programme modifications**  
**(Programmes at HKQF Level 3 and below)**



Major Changes: #Programme or award title; #Programme streams with new programme and award titles; Programme streams without changes in existing programme and award titles; #HKQF level of programme; Programme objectives; Programme Intended Learning Outcomes; #Mode of study (including addition of new mode of study); Duration; Number of credits of programme; Syllabus (10% - 25% of total number of existing programme credits); Minimum entry requirements.

Minor Changes: Course titles; Syllabus (less than 10% of the total number of existing programme credits); Assessment methods and weightings; HKQF level and/or credits of courses; Objectives and intended learning outcomes of courses.

^ Reporting to SAM only applicable to major changes# or changes of more than 25 % of the total number of existing programme credits.

\* Reporting to CB only applicable to major changes or minor changes which have impact on policy and resources.

# CHAPTER 7

## Programme Review

### 1. Introduction

Programme review provides an opportunity for consolidation of issues and changes about a programme. An overview is made possible through programme review to assess the effectiveness of programme monitoring, as well as to conduct a full-scale evaluation of a programme for further development and quality improvement. A review mechanism is implemented to ensure and enhance the quality of a programme.

### 2. Categorisation of Programmes for Programme Review

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

For the purpose of facilitating programme review, award-bearing programmes are divided into **two categories according to the level of the programmes in the Hong Kong Qualifications Framework (HKQF)**. The two categories are

- (a) Programmes at HKQF Level 4 and above;
- (b) Programmes at HKQF Level 3 and below.

If a programme is offered through a collaboration agreement with another institution, and the partner has in place a comprehensive programme review system, HKU SPACE may consider synchronising the programme review processes of the two institutions or adopting the partner's programme review. The School should ensure that the purpose, scope, rigor and transparency of the programme reviews are comparable to that of the School's review. There should be adequate focus on how the programme meets local needs. The School should fully involve itself in the programme reviews.

If a programme has been subject to professional accreditation and the accredited status is subject to periodical review by the professional body concerned, the professional review may also be synchronised with the HKU SPACE programme review or be considered as fulfilling the HKU SPACE programme review requirement. The School should involve itself as much as possible in the review.

### **3. Review of Programmes at HKQF Level 4 and above**

#### **3.1 Timing of Programme Review**

New programmes will be reviewed in five years after programme launch. Subsequently, a 6-year review cycle applies to all programmes, except for doctoral degrees, unless an approval period has been stipulated for a programme during validation. The first review for doctoral degree programmes should normally be completed before the 8<sup>th</sup> year ends, and thereafter at a 6-year interval for subsequent reviews. For a new programme developed by modification from an existing programme with less than 25% change of the total number of credits or of the existing programme curriculum, its first review should follow the approval period of the existing programme, and thereafter at a 6-year interval for subsequent reviews.

The process for programme review should begin one year before the end of the 6-year cycle or the end date of the approval period, whichever is earlier. The submission of the review report to the HKU Board for Continuing and Professional Education and lifelong Learning (Board for CPE&LL) should be made at least 6 months before the end of the review cycle. This is to ensure that there is sufficient time for any programme modification to take place before the student intake subsequent to the programme review. The Academic Committee (AC) Chairman can consult the College Head and the Quality Assurance Committee (QAC) Chairman if required for marginal cases.

If a programme cannot complete the programme review process before the approval period expires, the Programme Team may apply for rescheduling of the review to one year later. Such an application with written justifications is made by the Programme Team to the School Academic and Management Board (SAM). With the SAM approval, the programme can continue with new student intake for one year, while preparing for programme review. The review should normally be completed and submitted to the Board for CPE&LL at least 6 months before the end of the rescheduled period. A programme which cannot complete the review by the end of the rescheduled period will not be permitted to have new student intakes.

#### **3.2 Programme Review Procedures**

The procedures are similar to those for programme validation. Figure 1 depicts the programme review procedures.

If the Programme Team proposes changes of more than 25% in credits, re-titling or other changes to be made at the time of programme review, the AC members shall be invited to give comments prior to the programme review meeting. All the comments received shall be conveyed to the Programme Review Panel (PRP) for discussion, and the results are reported back to the AC for further action.

##### **3.2.1 Programme Review Document Contents**

- (a) an overall evaluation and highlights of the academic and professional value and merits for the period of review;
- (b) an appraisal of all the changes for the period of review;

- (c) a development plan for further quality enhancement including proposals for modifications;
- (d) other attached documents including:
  - (i) brief information on the last validation/ review of the programme;
  - (ii) the existing Programme Definitive Document;
  - (iii) Qualification Framework Level and Credit Assignment Form (QF1 Form) (Parts I-III); and
  - (iv) any other relevant information for the PRP's reference.
- (e) other supporting documents to be made available for the PRP and the QA Team, if necessary, including:
  - (i) Annual Monitoring Report (AMR);
  - (ii) External Examiner/ Academic Assessor Reports;
  - (iii) Learning Experience Survey statistics and Teaching Experience Surveys;
  - (iv) Validation Reports; and
  - (v) Student-Staff Consultative Committee Minutes.

### **3.2.2 Programme Review Panel**

The Panel is established by the QAC. It normally consists of

Chairman (AC Chairman)

Two external specialists (academics or professionals in the subject specialism of the programme)

External Examiner/Academic Assessor

Panel Officer (AC Secretary)

### **3.2.3 Programme Review Meeting**

The PRP will review and discuss the Programme Review Document with the Programme Team, teachers, students and, if possible, graduates will be invited to meet with the Panel to provide feedback.

### **3.2.4 Programme Review Report**

At the end of the meeting, the PRP will normally recommend one of the following:

- (a) the continuous monitoring and annual reporting has been effective and the programme may continue, with implementation of the development plan; or
- (b) further improvement is necessary to ascertain the quality of the programme before the programme may be permitted to continue; or
- (c) the programme should be discontinued, namely to have no new intake and to phase out.

The 6-year cycle of reviews applies if an approval period is not specified. If the Panel specifies an approval period, another review will be required before the period ends.

### **3.3 Post-Programme Review Meeting Action**

Upon approval by the Board for CPE&LL of the PRP's recommendation to continue the programme, the Programme Team shall proceed to prepare for student admission. Any changes to the programme as an outcome of the programme review should be reflected in a new Programme Definitive Document and a new Student Handbook.

All programme review activities, including adoption of the review process by partner institutions, or professional bodies, shall be listed for annual reporting to the QAC and the Board for CPE&LL for information and for monitoring the QA process.

## **4. Review of Programmes at HKQF Level 3 and below**

### **4.1 Timing of Programme Review**

The timing for the review will be within 6 months after the end of a year of study. Programme reviews will be listed for the information of the Board for CPE&LL at the end of an academic year.

### **4.2 Procedures of Programme Review**

The programme review is conducted via the annual monitoring process as presented in Figure 2. A report in the form of Annual Monitoring Report template will be prepared by the Programme Team and will be submitted to the AC and College Board (CB) for consideration.

If the programmes at HKQF Level 3 and below form part(s) of a cluster of programmes at higher HKQF levels, the Programme Team can opt to apply the programme review process at HKQF Level 4 and above to programmes at HKQF Level 3 and below.

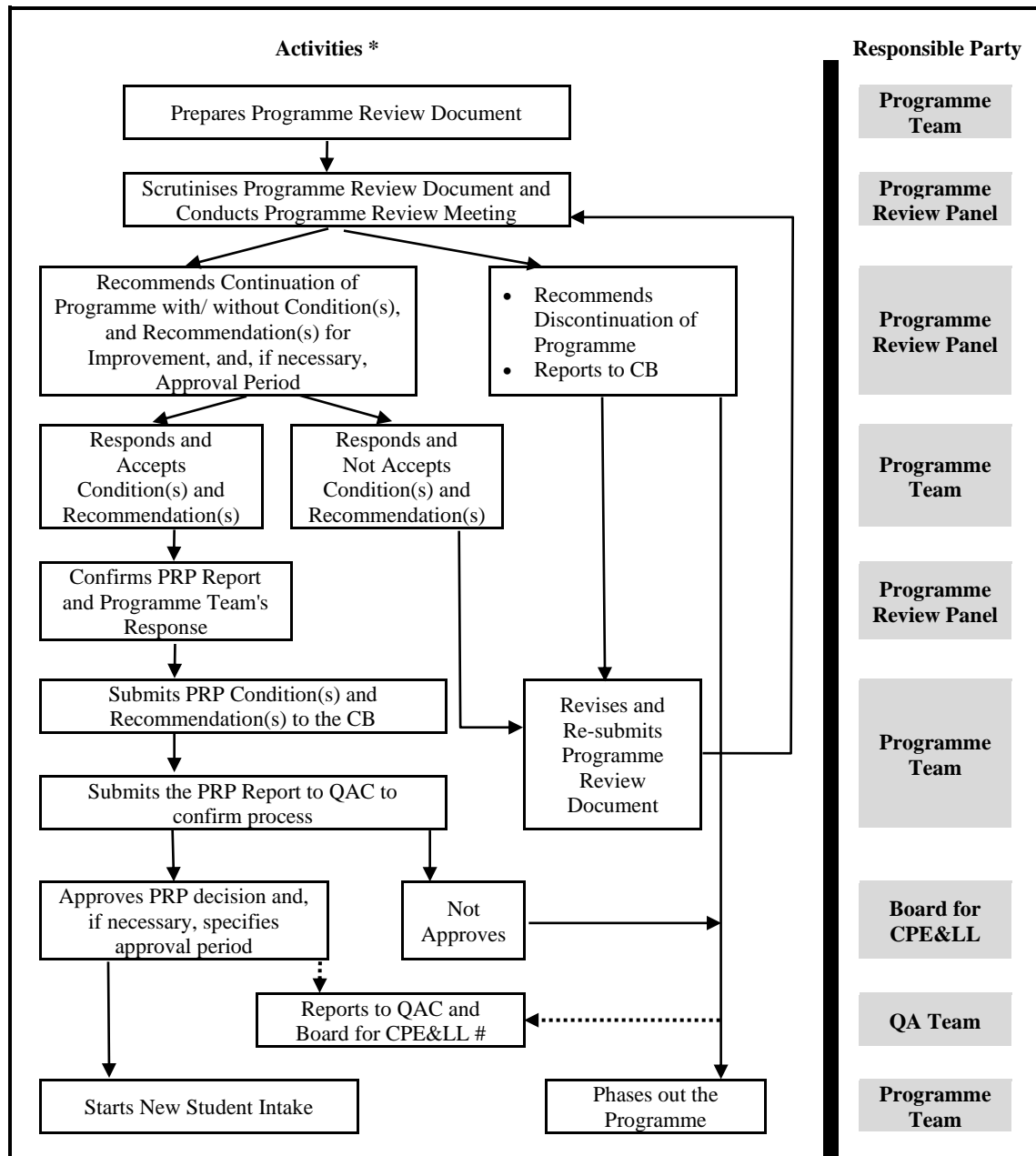
### **4.3 Post-Programme Review Action**

Upon CB's approval, the Programme Team shall proceed to prepare for student admission. Any changes to the programme should be reflected in a new Programme Definitive Document, QF1 Form and a new Student Handbook.

In the case that the CB recommends discontinuation of the programme, the Programme Team may propose a new programme which will be subject to the programme approval process. The existing cohort of students shall normally not be affected unless recommended by the AC and approved by the CB, and as recorded in the report.

All programme review activities shall be listed for reporting on an annual basis to the QAC for information and for monitoring the QA process. The same will be reported to the Board for CPE&LL.

**Figure 1**  
**Review Process for Programmes at HKQF Level 4 and above**

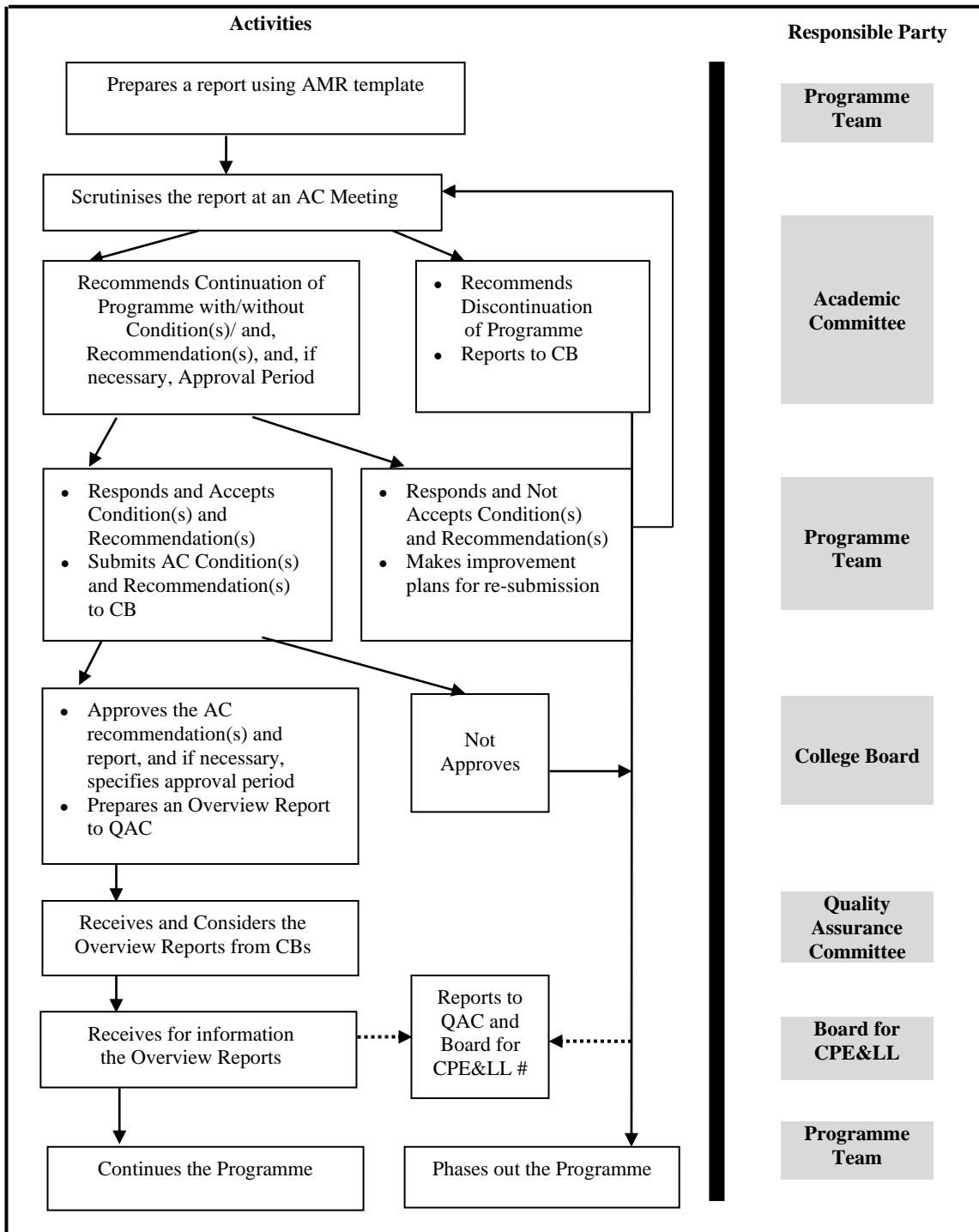


....► reporting for information

\* For programmes for which an approval period has not been stipulated, a 6-year cycle of reviews applies. For programmes with an approval period, the process for programme review should begin one year before the end date of the approval period.

# Programme review activities shall be listed for reporting on an annual basis via the CB to the QAC for information and monitoring of the QA process. This reporting may be done prior to or after the new student intake, depending on the timing of the review and the QAC meeting schedule. The same will be reported to the Board for CPE&LL.

**Figure 2**  
**Review Process for Programmes at HKQF Level 3 and below**



...> reporting for information

# Programme review activities shall be listed for reporting on an annual basis via the CB to the QAC for information and monitoring of the QA process. This reporting may be done prior to or after the new student intake, depending on the timing of the review and the QAC meeting schedule. The same will be reported to the Board for CPE&LL

# CHAPTER 8

## Quality Process Review

### 1. Introduction

The Quality Process Review is established to foster the implementation of quality assurance (QA) 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 beneficial to the growth of quality culture. The purpose of the Review is to confirm the implementation and monitoring of the QA process in programmes and teaching and learning support services offered by HKU SPACE. The Review is conducted for ascertaining that all QA processes have been appropriately carried out.

The Review provides an opportunity for

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

The Review may share similar aims and purposes as external audits and reviews that the School will encounter. The School may accept such external exercises as having met its Quality Process Review requirements.

External audits and reviews include the Audits conducted by the Quality Assurance Council of the University Grants Committee (UGC) for programmes at the levels of sub-degree, degree and above. Overseas quality assurance agencies also carry out audits on the quality of off-shore programmes conducted by overseas institutions in partnership with institutions in Hong Kong.

The QAC of the School will be informed of such external audits and reviews and will decide whether the requirements of the Quality Process Review has been adequately met, and may decide to supplement aspects not covered by the external audits and reviews by internal review processes if necessary.



### **3. Procedures for Quality Process Review**

The Quality Process Review is on the implementation of QA process across programmes that may be clustered under cognate subject groups as decided by the QAC. The Review will normally be conducted in six-year cycles. The procedures are given in Appendix A.

The subject groups are required to prepare a Self-Evaluation Document (SED). The SED is submitted to the Quality Process Review Panel, together with relevant background information documents including a list of programmes, enrolment statistics, Academic Committees Minutes recording the programme monitoring activities, chronological record of relevant committee meetings. The issues contained in the SED may be considered by the Panel during the Review.

### **4. Quality Process Review Panel**

The Panel is established by the QAC. It normally consists of

- One QAC member (Chairman of the Panel)
- One HKU faculty academic
- One external person, academic or professional, from outside the School
- One HKU SPACE academic from outside the subject groups concerned in the Review
- QA Director (Panel Officer)

The Panel will be charged with the responsibilities of

- reading the SED and related documents;
- meeting with the staff of the subject groups concerned, and the Directorate and students where relevant;
- confirmation of the QA activities and their implementation;
- endorsement of the Review Report; and
- consideration of the response from subject groups.

### **5. Quality Process Review Report**

The Report compiled by the Panel Officer 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 Panel; and
- the recommendations made by the Panel.

### **6. Post-Review Activities**

With the endorsement of the QAC on the Quality Process Review Report and the response of the subject groups, the subject groups proceed to take appropriate follow-up action. These activities will be reported at the Academic Committee meeting as evidence of programme monitoring.

## **7. External Reviews and Audits**

The School from time to time undergoes external reviews and audits of either the whole or parts of the QA activities of the School. These external QA activities also contribute to informing internal quality enhancement measures.

### Teaching and Learning Quality Process Review by the UGC

One of the major reviews is the Teaching and Learning Quality Process Reviews (TLQPR) conducted by the UGC. The second round of TLQPR, conducted for HKU in June 2002 covered the self-financed continuing education sector of the UGC-funded tertiary education institutions.

In the TLQPR Report on HKU, the School was described as well advanced in meeting the requirements for Education Quality Work, and that the School had a strong culture of sharing good practices and responding to feedback from students.

Based on the recommendations in the Report, the School achieved stronger integration and alignment with the University, and further built on the strengths of the part-time teaching force to reinforce their quality teaching contributions.

### Institutional Review by JQRC

The JQRC that was set up by the Heads of Universities Committee reviewed the programmes offered by the School at the Hong Kong Qualifications Framework Level 4 and below in December 2007. The JQRC Report on this Review commended that the School highly valued and was committed to quality assurance through a rather elaborate quality assurance system, which was applied to all of its academic units and programmes.

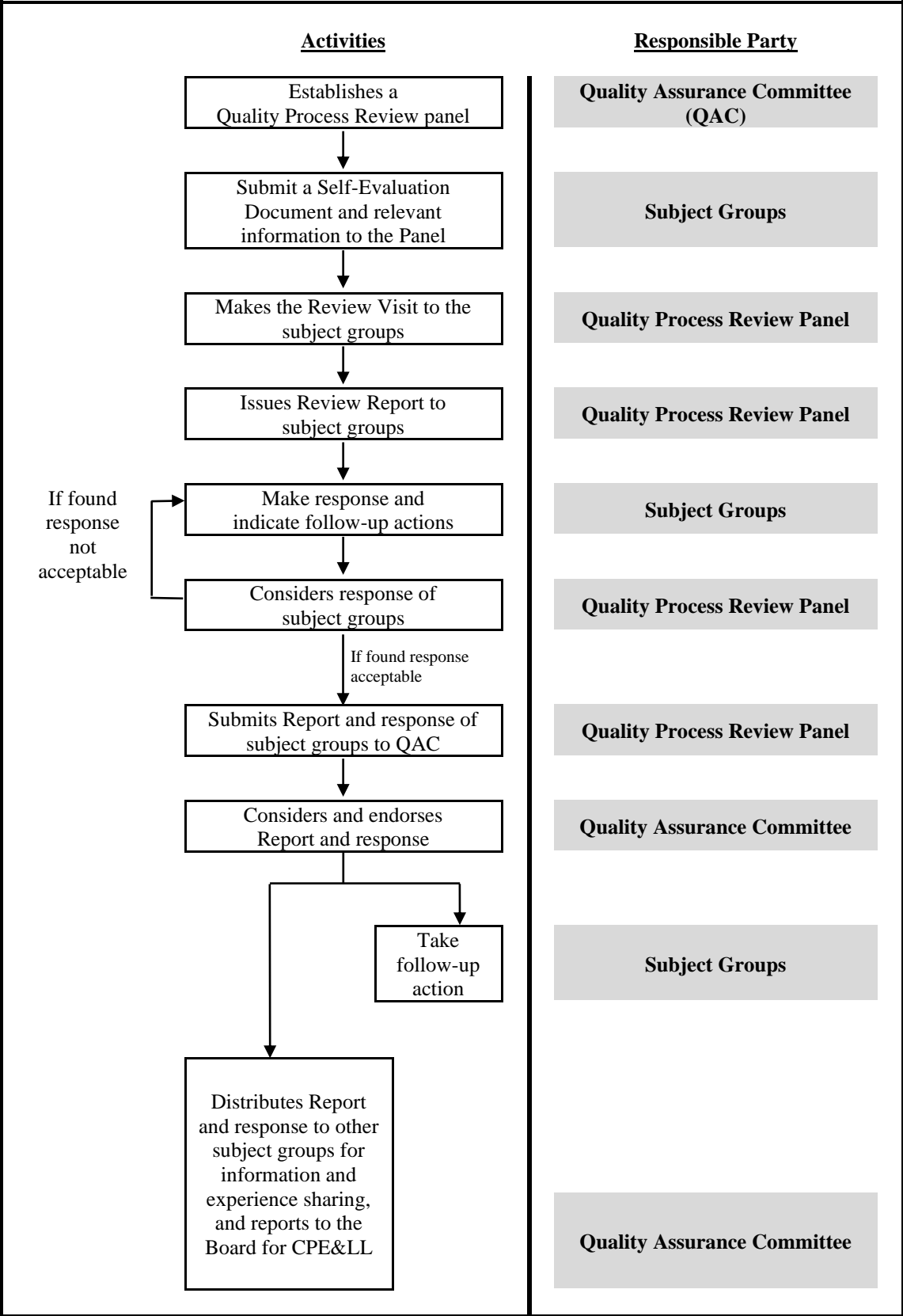
In a later internal review of the QA System, the School made reference to the recommendations in the JQRC Report, and adopted corresponding modifications. Such changes to the QA System were duly recorded in the School's Interim Report submitted to the JQRC. The Review Report on the Interim Report was issued by the JQRC in April 2011 and, again, with commendations.

### Other External Reviews and Audits

There are other similar review activities such as the Review of the School conducted by the HKU Council, the HKU Internal Audits, and audits conducted by the Quality Assurance Council of the UGC. In 2015, the School was considered in the Quality Assurance Council quality audit in relation to programmes at QF Level 5 and above. It was the second audit cycle which focused on quality enhancement that institutions had structure and processes to improve the quality of teaching and learning, and learning outcomes.

These activities take on a similar purpose as the Quality Process Review. Apart from reviews at the School level, there are also some external reviews and audits conducted at the subject group level or for clusters of programmes carried out by the regulator of the home country, such as Quality Assurance Agency for Higher Education (QAA), Tertiary Education Quality and Standards Agency (TEQSA), as well as the quality reviews of programmes carried out by the partner institutions.

**Quality Process Review Procedures**



If found response not acceptable



# CHAPTER 9

## Teaching and Learning Support

### 1. Introduction

Quality teaching and learning support complements the academic quality of the programmes and is conducive to effective programme delivery. Additional support from partner institutions may also be provided for individual programmes offered in collaboration with partner institutions.

### 2. Service Quality Improvement Working Group

The Service Quality Improvement Working Group (SQIWG) is convened by the Deputy Director (Administration and Resources) and its membership includes representatives from academic and administrative units of the School. The SQIWG reviews the quality of services provided by the School, oversees and monitors the Survey on Support Services (SSS), collects feedback on the user satisfaction level about the services, identifies areas of improvement and proposes follow-up actions. It reports and makes recommendations to the Director on any matters concerning the quality of the School's services. It serves to strengthen and promote School-wide service culture.

### 3. Key Teaching and Learning Support Facilities and Services

#### 3.1 Learning Centres and Facilities

All learning centres are equipped with appropriate furniture and audio-visual equipment to support teaching and learning activities.

#### 3.2 SPACE Online Universal Learning (SOUL) Platform

SOUL platform provides online support, a flexible learning environment and enhanced interactions between teachers and students. Details on the SOUL platform are available from HKU SPACE Research and E-learning Unit. Students in collaborative programmes may be provided with the partners' e-learning platforms.

#### 3.3 Library Access

For award-bearing and professional programme, teaching staff and students are normally provided with access to HKU Libraries and enjoy various benefits like on-site use of library resources and borrowing privileges.

Teachers and students with borrowing privileges may also access electronic forms of information via the SOUL platform as a portal to web-based electronic library

resources. Students of collaborative programmes may also access the partner institutions' e-libraries.

## **4. Teaching Quality and Support**

The Teacher Support Unit of the School is responsible for consolidating the services and support provided for part-time teachers. It establishes an enhanced part-time teacher database, monitoring, archiving and managing information concerning the teachers.

### **4.1 Teacher Recruitment**

Assurance of teaching quality starts from the 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. The HKU SPACE recruitment procedures cover the application, interview and appointment processes.

### **4.2 Teacher Induction and Development**

The Programme Leader is responsible for the pre-programme induction of all teaching staff. The induction is to ensure that the teaching team is fully informed about the programme, so that it will be conducted in line with the programme objectives. The Human Resources Team also arranges inductions so that new teachers are given appropriate support and guidance.

The Programme Team and the relevant teaching staff will identify areas of strength and/ or development needs. The Training and Staff Development Committee, in collaboration with the Programme Team, regularly and systematically organises a range of workshops and seminars for professional development.

### **4.3 Materials for Teachers**

#### **(a) Guidebook for Part-time Teachers**

It contains information on the School as a whole, including its mission, Quality Assurance (QA) policies, personnel and financial matters, communication channels, SOUL platform, information on teaching and learning facilities available, and some helpful tips for new teachers.

#### **(b) Handbook on Effective Teaching**

The Handbook provides comprehensive guidance for teaching adults. It outlines the major characteristics of adult learners, strategies for handling difficult participants, and the “Do’s” and “Don’t’s” of teaching adults. It suggests teaching techniques and the effective use of teaching equipment. It also introduces the concept of the Intended Learning Outcomes Approach.

#### **4.4 Observation of Teaching**

The Programme Leader is responsible for carrying out observations of teaching to ensure teaching quality. Feedback on the observation is provided to the teachers with a view to identifying possible actions for improvement or encouraging good teaching.

#### **4.5 Reflection of Teaching Quality**

Comments on teaching quality can be gathered from students by various useful sources:

- (a) Student representation on various committees;
- (b) Learning Experience Survey (LES);
- (c) Informal discussions;
- (d) Reports of External Examiners/ Academic Assessors; and
- (e) Feedback given by the teaching staff to students on coursework.

The Programme Team takes the responsibility for discussing the findings with individual teaching staff concerned. Commendations serve to encourage further enhancement, while reviews and reflections are needed in cases where student feedback reflects below-standard teaching.

#### **4.6 Teaching Experience and Self-Reflection**

Teachers 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 improvement. The teacher may discuss the self-reflection conclusions with the Programme Leader to reaffirm good teaching and to consider development needs.

At the same time, the teacher is asked to complete the Teaching Experience Survey together with the Part-time Teacher Work Report at the end of a teaching period. The Programme Leader considers the teacher's feedback, as complementary to the feedback from students, for the purpose of quality improvement.

#### **4.7 Teacher Portal**

The Teacher Portal was set up to facilitate the building of online communication between the School and teachers, and among the teachers. The Portal also provides useful resources and references and to facilitate teaching preparation. Relevant Guidebook, Handbooks, and useful templates and forms are also available from the Portal for teachers' reference.

### **5. Key Learning Support**

#### **5.1 Learner Portal**

The Learner Portal provides a user-friendly "one-stop" information portal as a tool for and a window to learning; and a gateway to access on-line resources, and other e-Services provided or referred by the School.

## **5.2 Non-Classroom Activities**

Non-Classroom activities mostly aim to supplement lectures and tutorials. The type of activities may vary according to individual programmes depending on the subject area, the academic level and the professional requirements. The activities include laboratory sessions, clinical observations, traineeships, work placements, and field visits. Some samples of more programme-specific activities include clinical practicum, fashion show, calligraphy exhibition, and music performance.

## **5.3 Information Seminars/ Induction Sessions**

Information seminars and induction meetings are normally conducted at the commencement of award-bearing and professional programmes. Guidance in regard to study skills, academic writing skills and examination conduct is also given to students. Induction meetings are normally conducted with partner institutions for collaborated programmes.

## **5.4 Student Handbooks**

Student handbooks give general information on student discipline, examination conduct, channels of communication with the School. The handbooks also provide details about specific programmes such as programme structure, aims, learning outcomes, syllabus, class timetable, assessment regulations, plagiarism and reference book lists.

# **6. Communication and Feedback**

HKU SPACE places great importance on effective communication with students and on gauging student feedback by various channels for formal and informal communication. The purpose is to ensure that students will be able to get adequate teaching and learning support.

## **6.1 Communication Channels**

At the start of their studies, students of individual programmes are notified of the contact details of relevant Programme Leader, teaching staff and programme support staff. Students may convey comments, complaints and compliments by writing to the relevant Programme Leader, College Affairs Secretary or the QA Director.

Similarly, there is an arrangement for adequate and convenient contacts between Programme Leader and teaching staff. Communication channels are made known to all teaching staff at the commencement of the programme by means of the appointment letters, teacher inductions, and other circulars.

Communication channels include:

- (a) the School website;
- (b) Telephone enquiry hotline and service telephone hotline numbers;
- (c) the SOUL platform;
- (d) Teacher and Learner Portals;

- (e) Learning Experience Survey;
- (f) Teaching Experience Survey;
- (g) Online Feedback Form;
- (h) Academic Committee, Student-Staff Consultative Committee, Complaint Committee;
- (i) Informal meetings and discussions;
- (j) Facilities and Services Feedback Form;
- (k) Class visits; and
- (l) E-mail messages via webmail.

## **6.2 Survey on Support Services**

The SSS aims at collecting focused feedback on the users' satisfaction levels with the teaching and learning support services and facilities provided to students and teachers in the School's learning centres. The Survey is normally conducted each year.

The questionnaire is formatted in 3 areas, namely 1) Facilities in a Learning Centre, 2) Student Enquiry Services and 3) IT Services. There is also an area for respondents to provide any other comments. The quantitative data gathered through the Survey are compiled as statistical reports for each learning centre, together with the qualitative comments. The full report is submitted for consideration by the SQIWG, the SAM, and the QAC.



# ANNEX

## Glossary of Terms

The Glossary provides a brief definition of the key terms used in quality assurance processes in HKU SPACE.

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### **Academic Approval**

A process of quality assurance to scrutinise and evaluate new and existing programmes to ensure that their academic standards and quality are appropriate for the level of the award. *(Chapter 4)*

### **Academic Assessors (AA)**

An independent academic or professional expert, with considerable and recent experience in tertiary and/ or professional education, who advises on the examination and assessment process with special reference to the course(s) of an award-bearing programme at HKQF Level 4 and above. *(Chapters 1, 5, 7 and 9)*

### **Academic Board of the University**

A committee of the Senate with the power and duty to set up and 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. *(Chapter 4)*

### **Academic Collaboration**

Partnership or joint efforts in the development, management and/or delivery of programmes by HKU SPACE and a partner institution, in which there is academic input from HKU SPACE as well as the partner institution. It occurs in programmes offered jointly by HKU SPACE and the partner in or outside Hong Kong. Upon completion of the programme, a student will be conferred an award through HKU SPACE, by the external partner or jointly conferred by both parties. *(Chapters 2 and 3)*

### **Academic Year**

A period that covers teaching and examination. Broadly speaking, the School adopts the academic year being July to June. The School financial year also follows the University's which runs from 1 July to 30 June each year. *(Chapters 4 and 7)*

### **Board of Examiners (BoE)**

The committee for each programme or a group of programmes with the power and duty to assess and determine the performance outcome of students. *(Chapter 5)*

### **College**

A college is an academic entity established with various subject groups under the School's strategic direction for programme delivery. It is responsible for all aspects of programme management and development works, administrative matters and budgetary control of programmes under its remit. *(Chapters 2, 4 and 5)*

### **Conditions of Approval**

The requirements stated by a Programme Validation Panel (in case of a new programme) or a Programme Review Panel (in case of an existing programme) which must be fulfilled by the Programme Team in order to obtain approval to recommend the new programme to the Board for CPE&LL, or continue to offer a programme. (*Chapters 4*)

### **Course**

The term is used in two senses:

- (a) a unit within a curriculum;
- (b) a curriculum or a structured grouping of courses or units which form a coherent whole.

In HKU SPACE a course is usually regarded as a unit or a course within a curriculum or a structured curriculum not leading to an academic award. On the other hand, a coherent grouping of courses or units the completion of which often leads to an academic award is referred to as a programme. Some partner institutions use “course” to carry the same meaning as “programme”. (*Chapters 1, 2, 4, 5, 6 and 7*)

### **Course Coordinator/ Course Director**

A person with considerable academic and/or professional standing appointed by HKU SPACE to coordinate the academic and related issues of a programme. The appointment is often on a part-time or honorary basis. (*Chapter 5*)

### **Credit(s)**

Credits means the weight assigned to each course relative to the total study load of a programme. The value of one credit is considered as ten notional student hours which may include time for class contact, for self-study and for student workload associated with the programme. Students who satisfactorily complete courses earn the credits assigned to the courses. (*Chapters 4, 5, 6 and 7*)

### **Directorate**

A term to describe the senior management team in HKU SPACE, comprising the Director, Deputy Director(s), Associate Director(s) and Chief Information and Planning Officer. (*Chapters 3 and 8*)

### **Executive Programmes**

These programmes normally contain contents of postgraduate level or very specialised contents. They may be assigned at two levels namely executive or senior executive. These programmes normally do not carry credit value, and have only indicative Hong Kong Qualifications Framework levels. (*Chapter 4*)

### **External Examiner (EE)**

An independent academic or professional expert, with considerable and recent experience in tertiary education teaching, appointed by HKU SPACE to give general academic advice on a programme, and its development, at HKQF Level 4 and above; to provide specific comment or advice on the examination and assessment process but not normally to the extent of vetting the marking of individual scripts. (*Chapters 1, 5, 7 and 9*)

### **HKU 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 academic activities of the School, including approval of academic collaboration and new programmes. (*Chapters 1 to 8*)

### **HKU SPACE Qualifications Framework (QF)**

The School has an internal Qualifications Framework System, a policy for programme design and fundamental guidelines for rationalising the qualifications awarded through the School, with reference to the Hong Kong Qualifications Framework. Award title, exit level and credits are the three critical factors of defining a qualification in the School under this system. The School has standard QF forms to record the programme structure and design. (*Chapter 4*)

### **Hong Kong Qualifications Framework (HKQF)**

The HKQF is a seven-level hierarchy of qualifications covering the academic, vocational and continuing education sectors, which was launched by the HK Government in May 2008. The School adopted the HKQF Levels and a hierarchy of titles. The aim is to standardise the use of titles and levels of programmes, and to facilitate the School in registering awards in the Qualifications Register. (*Chapters 4, 5, 6 and 7*)

### **Intake**

A unit that reflects the sequential order of a group of students enrolled to a programme within an academic year. There may be one intake per year or several intakes within a year. (*Chapter 7*)

### **Joint Consultative Committee of HKU SPACE and Faculties (JCC)**

A committee set up by the Senate to facilitate communication and collaboration between HKU SPACE and faculties in the University, in relation to academic development and other issues relating to lifelong learning. (*Chapters 4 and 6*)

### **Joint Quality Review Committee (JQRC)**

The Committee is an independent corporate quality assurance body established in August 2005 by the Heads of Universities Committee of Hong Kong constituted by the eight institutions under the aegis of the University Grants Committee and has ceased operation in November 2016. The formation of JQRC is a quality assurance initiative to provide for enhanced quality and greater public accountability in respect of their self-financed sub-degree programmes, which are offered through continuing education units and community colleges, or other departments of the institutions. (*Chapters 2, 4 and 8*)

### **Learning Experience Survey (LES)**

The LES, which is a standard student questionnaire, is used as a common framework for all programmes and courses. It facilitates comparisons across component course and programmes, and across different academic years or periods of time. (*Chapters 2, 5, 7 and 9*)

**Non-academic Collaboration**

Non-academic partnerships refer to collaborations in respect of teaching venues and facilities, and other administrative services. Such collaborations should be in consultation with the Directorate, the Deputy Director (Academic Services), the Partnership Liaison Committee, and the Director of Finance. (*Chapter 3*)

**Non-local Higher and Professional Education (Regulation) Ordinance (NLHPE Ordinance)**

The ordinance provides for regulation of non-local higher and professional education programmes and courses conducted in Hong Kong through a registration or an exemption from registration operated by the Education Bureau of the HKSAR Government. Programmes and courses within the scope of the Ordinance are those leading to awards of non-local higher academic or professional qualifications. (*Chapter 3*)

**Non-local Programme**

A programme, leading to a non-local higher academic and/or professional qualification, which has been conducted in the home country of that institution and is conducted in collaboration with HKU SPACE in Hong Kong. (*Chapter 4*)

**Partner**

An institution or organisation that has entered into an academic collaboration agreement with HKU SPACE. Such partners may include local and non-local academic and professional institutions, and academic departments in the University of Hong Kong. (*Chapters 1, 2, 3, 4, 5, 7, 8 and 9*)

**Partnership Liaison Committee**

A committee set up by the School Academic and Management Board to review, establish and approve the business terms, especially on partnership charges, for collaborative programmes. (*Chapter 3*)

**Professional Recognition**

The award of a programme being accepted by professional institutions as fulfilling requirements for registration, attainment of professional qualifications, exemption from professional examinations and/or fulfillment of continuing professional development requirements. (*Chapters 4 and 5*)

**Programme**

A programme normally refers to a curriculum or a structured grouping of courses or units which form a coherent whole. An academic award is usually issued to students who successfully complete a programme. (*Chapters 1 to 9*)

**Programme Definitive Document**

A reference text for staff and teachers 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. Relevant sections of the Document may be used to compile the Student Handbook. (*Chapters 6 and 7*)

**Programme Leader**

An academic staff member in HKU SPACE who leads a Programme Team and is responsible for the overall development and management of a programme or a group of programmes. He/She is a member of the Admissions Committee, AC and the BoE for the programme(s). (*Chapters 4, 5 and 9*)

**Programme Proposal**

A written document with detailed information of a proposed programme's aims and objectives, contents, structure, minimum entry requirements, assessment regulations and other programme management and quality assurance issues. The document is used as the reference text in the academic approval process. (*Chapters 3, 4 and 5*)

**Programme Review**

A process to scrutinise 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. All aspects of the programme will be scrutinised, including the syllabus, teachers' and students' feedback, and market demand for the purpose of considering the continuation or discontinuation of the programme. (*Chapters 2, 3, 5, 6 and 7*)

**Programme Review Panel (PRP)**

A group of academics and professionals with appropriate expertise invited by the Quality Assurance Committee to consider the Programme Review Document, in particular the development plan prepared by the Programme Team. The PRP makes recommendation via the Quality Assurance Committee to the Board for CPE&LL to continue the programme or otherwise. (*Chapters 2 and 7*)

**Programme Team**

A group of academic and support staff involved in developing, launching and administering a programme. The Team is led by a Programme Leader. (*Chapters 1, 2, 3, 4, 5, 6, 7 and 9*)

**Programme Validation**

A process to scrutinise and evaluate a new programme to ensure that its academic standards and quality are appropriate for the level of award. Same as academic validation, the validation process is conducted before a programme is approved for introduction. (*Chapters 2, 4 and 7*)

**Programme Validation Panel (PVP)**

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 via the Quality Assurance Committee to the Board for CPE&LL to introduce the programme. (*Chapters 2 and 4*)

**Qualifications Register (QR)**

QR is a register of qualifications established by the Secretary for Education of the HKSAR under the Accreditation of Academic and Vocational Qualifications Ordinance. QR provides information on qualifications recognised under the Hong Kong QF, including the learning programmes leading to these qualifications and the relevant operators. It also provides information on qualifications which may be awarded by assessment agencies appointed for conducting recognition of prior learning. (*Chapter 4*)

### **Quality Assurance Committee (QAC)**

Reporting through the Director of HKU SPACE and advising to the Board for CPE&LL, the Committee is responsible for overseeing and monitoring the implementation of quality assurance policies and mechanisms, developing quality assurance policies and promoting a culture of quality assurance in academic activities in HKU SPACE. (*Chapters 1, 2, 4, 5, 7, 8 and 9*)

### **Quality Assurance Council**

The Quality Assurance Council is one of the councils established by the University Grants Committee (UGC) to assure that the quality of educational experience in all first degree level programmes and above, however funded, offered in UGC-funded institutions is sustained and improved, and is at an internationally competitive level; and to encourage institutions to excel in this area of activity. (*Chapter 8*)

### **Quality Assurance System**

A system to maintain and enhance the academic and professional standards of all programmes and courses offered by the School. The system comprises various academic and administrative processes including programme validation, review and monitoring. (*Chapters 1, 2, 3 and 8*)

### **Quality Assurance Team (QA Team)**

A team of staff assigned with the responsibility to facilitate the implementation of the HKU SPACE Quality Assurance System. The Team also supports the work of the QAC and the QAPWG. (*Chapters 1, 2, 4, 5 and 7*)

### **School Academic and Management Board (SAM)**

A committee set up by the HKU SPACE Director to consider and coordinate strategic academic development directions, academic and management policies and regulations. (*Chapters 2, 3, 4, 6, 7 and 9*)

### **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 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. (*Chapters 2 and 4*)

### **Stream**

A stream is a specialist study focus within a programme. Studying the core courses plus a number of courses defined stream leads towards an award with the indication of the specific stream. (*Chapter 6*)

### **Subject Group**

Means a group of programmes and courses administratively grouped together according to the academic discipline. (*Chapters 1, 3, 5 and 8*)

### **Subject Group Leader**

There is one Subject Group Leader for each Subject Group to assist the College Head in managing the academic matters and staff of the Subject Group. Some Subject Groups have co-Subject Group Leaders. (*Chapter 5*)

**Survey on Support Services (SSS)**

The SSS is conducted to collect focused feedback on the users' satisfaction levels with the teaching and learning support services provided to students and teachers covering all of the School's learning centres. The feedback will be useful for the continuous enhancement of the services provided by the School. (*Chapters 2 and 9*)

**The University Grants Committee (UGC)**

The University Grants Committee (UGC) of Hong Kong is a non-statutory advisory committee responsible for advising the Government of the HKSAR on the development and funding needs of the publicly funded higher education institutions in the HKSAR. (*Chapter 8*)