Quality Assurance Manual
LiPACE Quality Assurance Manual

Li Ka Shing Institute of Professional and Continuing Education
(LiPACE)

The Open University of Hong Kong

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Foreword

The Li Ka Shing Institute of Professional and Continuing Education (LiPACE) of the Open University of Hong Kong (OUHK) was founded in June 1992 with a mission to promote and provide flexible and high quality lifelong learning opportunities to the public. Over the past few years, LiPACE has been developing very rapidly and now it is a well-established and experienced continuing and professional education provider.

At the heart of our operation and development is the provision of quality education. In line with the OUHK’s quality culture and requirements, we have rigorous quality assurance systems in place. We maintain very high standards in all our work and take necessary steps to ensure that LiPACE provides quality education to our students.

As Quality Assurance is an evolving and continuous process, we constantly strive to further develop and improve our systems. This revised version of our Quality Assurance Manual reflects our most up-to-date thinking in this area and provides a guide to the principles, policies, mechanisms, processes and procedures which support quality assurance and academic standards at LiPACE. We welcome feedback and suggestions from all stakeholders and interested parties to help us improve further.

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1. Introduction

1.1 Founded in 1992 as the Centre for Continuing and Community Education, the Li Ka Shing Institute of Professional and Continuing Education (LiPACE) is one of the five academic units of the Open University of Hong Kong (OUHK). With a mission to promote lifelong learning, LiPACE is committed to providing a variety of flexible and high quality lifelong learning opportunities, with an emphasis on face-to-face teaching, to the public for personal and professional development, career advancement and appreciation of life.

Programmes and Courses

1.2 LiPACE offers programmes and courses in various disciplines, at different levels and in different learning modes in anticipation of and in response to community needs. Currently, programmes and courses offered by LiPACE can be categorized as follows:

a. Professional Programmes: These are taught programmes and courses offered in collaboration with professional bodies and/or for developing professional competence. A majority of these programmes lead to the award of Certificates and Diplomas issued by LiPACE alone or jointly with relevant professional bodies. These awards are mostly admitted into the Qualifications Framework (QF) and widely recognized by professional bodies for membership requirements, by government for registration purpose, and by tertiary institutions for advanced standing.

b. Full-time Programmes: These are full-time face-to-face programmes which include Higher Diploma, Diploma, Yi Jin Diploma, and Applied Learning courses etc.

c. Overseas Degree Programmes: These are full-time / part-time undergraduate and postgraduate programmes offered in collaboration with non-local universities (e.g. the U.K. and Australia). Students enrolled for these programmes will be awarded degrees by the overseas partners upon completion of their studies. Individual undergraduate degrees are already accredited by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) and recognized under QF as Level 5 qualifications.

d. Workplace Training Programmes: These are client-centered training programmes organized for both private and public organizations to improve their staff’s productivity and thus their competitiveness. Workplace training programmes are arranged at the request of individual organizations. Their design (in terms of structure, content, delivery and materials etc.) can be tailor made to meet specific training needs.

e. Community Service Projects: These are special non-credit-bearing education programmes designed to promote the concept of lifelong
learning to specific groups of learners and fulfil their learning needs. Prominent examples include the Capacity Building Mileage Programme (in collaboration with the Women’s Commission and participating non-government organizations) and the OUHK Elder Academy (EAOU).

f. **Short Courses**: These are short taught courses for interest or self-enrichment, generally with no specific admission or assessment requirements.

1.3 Over the past years, LiPACE has been growing rapidly in the provision of programmes and courses for fulfilling its mission of promoting lifelong learning. In order to ensure that we continue to provide high quality academic programmes, we first formalised our quality assurance (QA) procedures in July 2000. Since then we have constantly kept these processes under review and updated as appropriate.

**Quality Assurance Manual**

1.4 This QA Manual details various QA policies and mechanisms which the Institute has set in place to ensure that its programmes and courses are of the highest quality. It aims to give a brief outline of the underlying principles, policies, mechanisms, processes and procedures which support quality assurance and academic standards at LiPACE. For most areas these policies and mechanisms are backed up by more detailed operational manuals and documentation (e.g. Programme Management Manual) which are only available to full-time internal staff.

1.5 Although quality encompasses the whole of the Institute’s operation, this QA Manual focuses on the areas associated with the planning, development, management and delivery processes of our award-bearing programmes and courses. Each stage in the process is covered in more detail later in this Manual.

1.6 As QA is a process involving continual review and improvement of current practices, when reading this Manual, readers should note that certain policies and processes may have been subject to updating since this Manual was written and revised.

1.7 The Institute started to publish our QA Manual as a public document many years ago. It is our intention to share our QA experience and principles in order to promote good practices of quality assurance and thus provision of quality education. At the same time, we welcome and appreciate feedback and suggestions from all stakeholders and interested parties to help us improve continuously.
2. Commitment to Quality Education

2.1 LiPACE is committed to the provision of high quality continuing and professional education and learning experience for its students. This is achieved through developing and maintaining a clear and rigorous QA framework.

Aims of the QA Systems

2.2 QA is an evolving and continuous process aiming to secure the quality and standard of teaching and learning, and thus programmes and awards. Specifically, the QA systems at LiPACE aim to ensure the following aspects:

a. LiPACE can achieve its mission of providing high quality programmes and services;
b. LiPACE’s programmes and courses all conform to a pre-determined set of academic and professional standards which is monitored by a combination of peer, internal and external reviews;
c. The awards granted by LiPACE are equivalent in standard to similar programmes locally and internationally;
d. LiPACE’s graduates can demonstrate achievement of the intended learning outcomes stipulated in relevant programmes and courses; and
e. LiPACE can continue to maintain and enhance the quality and standard of its teaching and learning, and thus its programmes and awards.

2.3 Towards the achievement of these aims, the QA systems at LiPACE cover three major aspects:

a. Careful evaluation of all programme / course proposals at the planning and development stage
b. Continuous monitoring and evaluation of programme / course delivery and outcome standards
c. Constant review of all provisions.

Quality Culture

2.4 The Institute believes that education quality and quality assurance are institutional and collective responsibility. This responsibility is carried out through developing and maintaining a quality culture among staff, instructors and students etc., and through the Institute’s governance system.

2.5 Quality culture refers to a collective commitment to academic and professional excellence. Briefly, we believe that the responsibility for quality lies with each individual and group within LiPACE, even though our systems are capable of operating independently of particular individuals.

2.6 In order to ensure the commitment of all staff to the QA processes, colleagues are encouraged and given opportunities to provide their own input for the development, monitoring and evolution of the Institute’s QA system. All the
policies and procedures detailed in this Manual have been subject to internal discussion and debate, and have been approved by the Institute Board (IB).

**External Referencing**

2.7 In our QA process, it is our fundamental belief that we should continuously review and enhance the policies and procedures that support this process in order to improve the quality of our programmes and services. We also emphasize the importance of “external reference points” in providing feedback and the sharing of good practices.

2.8 From time to time, we collect, analyze and consider feedback from stakeholders (including students and instructors) and expert peers (such as professional bodies, partner institutions and External Examiners etc.) to remedy deficiencies and improve our work. We encourage internal and external sharing of good practices to promote continuous enhancement of quality assurance. Any feedback and suggestions on improving our QA systems are most welcome.
3. Governance Structure

3.1 As indicated above, LiPACE aims to foster a quality culture whereby all staff members assume responsibility for the quality aspects of their work. In addition to individual responsibilities and accountabilities, LiPACE and the OUHK have an effective committee and administrative structure in place to take ultimate responsibility for the operation of the Institute and ensure that its mission is achieved.

University Committee

3.2 The Committee on Professional and Continuing Education (COPACE) is a sub-committee of both the University’s Senate and Management Board. The role of COPACE is to oversee the operation of all LiPACE programmes and courses (Appendix A). The constitution of the COPACE is given below:

Constitution

Chairman: Vice President, Academic
Members: Dean or representatives from each academic School of the University
         Director (LiPACE) or representative
         Director of Finance or representative
         Director of Human Resources or representative
         Registrar or representative
         A representative from the Senate

3.3 COPACE meets at least three times per year and considers urgent issues by circulation between meetings. It reports to the Senate and OUHK Management Board on an annual basis.

Institute Committees

3.4 Institute Board (IB) is LiPACE’s supreme governing body (Appendix B). IB is chaired by the Institute’s Director and consists of all full-time academic and administrative staff at LiPACE. IB meets at least four times per year.

3.5 Institute Executive Board (IEB) is the Senior Management Group of the Institute. As shown in Appendix C, its role is to advise the Institute’s Director on issues relating to the administration, management and development of the Institute and make decisions on behalf of the IB. IEB is chaired by the Director. Other members include Deputy Director, Programme Directors, all Subject / Programme Team Leaders and different functional units-in-charge. IEB meets at least once per month.

3.6 Quality Assurance Committee (QAC) is established to assure the quality of new programme / course proposals, proposals for major revisions of existing programmes / courses, and programme review documents by providing comments and critical review from wider academic and administrative perspectives (Appendix D). Besides internal members, it also has
representative(s) from Schools. All these proposals and documents need to be vetted and endorsed by QAC before submission to the IEB for approval.

3.7 Each programme operated by the Institute has a **Programme Management Committee (PMC)** to oversee its operation (**Appendix E**). The PMC is chaired by the Director or his nominee (either Deputy Director or Programme Director), and membership consists of relevant Subject / Programme Leader, Programme Leader and other academic staff involved in the programme. PMC meets to approve assessment results and review the operation of the programme on a regular basis.

**Administrative Structure**

3.8 Structurally, the Institute is divided into three **Subject Teams**, three **Programme Teams**, and three **functional units**.

**Subject Teams**
- a. Arts and Languages (ARTS) Subject Team
- b. Business and Management (BUS) Subject Team
- c. Health and Social Sciences (HSC) Subject Team

**Programme Teams**
- d. Full Time Programme (FTP) Team
- e. Non-Local Programme (NLP) Team
- f. Community Learning Programme (CLP) Team

**Functional Units**
- g. Administration Unit (AU)
- h. Communications and Business Development Unit (CBDU)
- i. Registry Unit (RU)

3.9 The Subject Teams promote, develop and manage programmes and courses in their relevant subject areas. They are also required to provide subject expertise to other Programme Teams in programme / course development, management and monitoring.

3.10 The Programme Teams are responsible for the development and administration of specific programme categories. For instance, the FTP Team manages all full-time programmes of the Institute (e.g. Higher Diploma and Yi Jin Diploma) and the NLP Team monitors those programmes run in collaboration with overseas partners. The CLP Team specializes in the development and management of the Capacity Building Mileage Programme “CBMP” (an empowerment programme for women jointly organized with the Women’s Commission) and the Elder Academy of the University (EAOU). Workplace training is under the responsibility of LiPACE’s CBDU and supported by Subject Teams as appropriate.

3.11 The functional units are responsible for providing functional supports to Subject / Programme Teams. Simply speaking, AU takes care of issues relating to human resources and general administration etc. CBDU supports
the Teams in marketing and promotion, public relations, training and business development. RU is responsible for student registration and record, timetabling, venue, assessment and award etc.

3.12 Each Subject / Programme Team is headed by a **Team Leader** who is appointed by the Director to undertake leadership in its programme / course development and management (*Appendix G*). The Team Leader also monitors the performance of team members to ensure effective administration and quality provision of the programmes within the Team, and their compliance with the Institute’s policies and requirements.

3.13 Each programme is managed by a **Programme Leader** (formerly called Programme Coordinator) who is a full-time academic staff member having relevant qualifications and subject knowledge (*Appendix H*). The Programme Leader has the ultimate responsibility for the daily management and ongoing development of the programme, including supervision of all part-time instructors and assessment issues etc. The Programme Leader is held accountable for the quality, performance and growth of his / her programmes.

3.14 The relationship between the various parties is shown in *Figure 1*. 
Figure 1: **Committee and Administrative Structure at LiPACE**

- **OUHK Senate**
- **Committee on Professional and Continuing Education (COPACE)**
- **Institute Board (IB)**
- **Institute Executive Board (IEB)**
  - **Quality Assurance Committee (QAC)**
  - **Programme Management Committee (PMC)**
    - **Arts and Languages Team (ARTS)**
    - **Business and Management Team (BUS)**
    - **Health and Social Sciences Team (HSC)**
    - **Full-time Programme Team (FTP)**
    - **Non-local Programme Team (NLP)**
    - **Community Learning Programme Team (CLP)**
4. Programme Staff

4.1 At LiPACE, programmes and courses are generally developed and managed by full-time academic staff with relevant qualifications and subject knowledge.

Recruitment

4.2 Academic colleagues involved in programme development and management normally possess a higher degree and professional qualifications in related subject areas, plus relevant professional / teaching experience. Depending on their qualifications and experience, they may be appointed as Programme Director, Senior Programme Manager, Programme Manager and Programme Officer. Staff appointed as Programme Director should have substantial professional and administrative experience in tertiary / continuing education and an earned doctorate.

4.3 All full-time programme staff are recruited following the policies and procedures approved by the University and the recruitment is handled by the University’s Human Resources Unit.

Induction

4.4 New staff will be given a set of orientation materials (including LiPACE’s Organization Chart, QA Manual, Programme Management Manual, Institute Prospectus and Newsletters etc.) when they report duty. An orientation session will be organized by AU to help them familiarize with the Institute’s working environment and operation within the first two weeks. Their induction, briefing and staff development at work is the responsibility of respective Team Leaders.

Duties Assignment

4.5 According to their subject expertise and working experience, programme staff would be assigned to be Programme Leaders of programmes at different levels and be responsible for the daily management and ongoing development of the programmes. In addition, they would also be assigned to undertake teaching of the programmes / courses in their related areas, depending on their workload and the Institute’s operational needs.

Staff Development

4.6 The University has a comprehensive policy and system of staff development, which also cover LiPACE’s staff. From time to time, the OUHK organizes training and development activities (e.g. workshops on face-to-face teaching, outcome-based education, online course development and delivery, internet security) for staff. In addition, the University also has different support for staff development (including sponsorship for study and conference, staff development leave and funding for research etc) available for colleagues to apply.
4.7 At LiPACE, internal **workshops** are organized to share good practices and update staff on the new developments in the education sector on a monthly basis. Examples of these include how to draft a quality programme proposal, aligning assessments with intended learning outcomes, conformance with the QF’s Award Titles Scheme (ATS) and the use of QF credits etc.

4.8 Besides, teams and units also have **regular internal meetings** to review their operation, share good practices and update colleagues on the new developments in the Institute’s policies and procedures.

4.9 The Institute has a standing policy to recognize staff members’ outstanding performance and contribution by providing them with proper career advancement opportunities. Internal **promotion** is normally conducted for different ranks on an annual basis. Where appropriate, qualified staff can respond to LiPACE’s recruitment advertisements from time to time and apply for senior positions.
5. Programmes Development and Approval

5.1 As a self-financing institution, LiPACE has to develop new programmes / courses in anticipation of and in response to community needs from time to time in order to achieve its mission and ensure its continuous development. Programme staff are required to contribute this by developing new programmes / courses for approval. The programme development and approval process covers both award-bearing and non-award bearing programmes and courses.

Proposal Form

5.2 Prior to the commencement of development, initial approval must be sought from the relevant authority. In the case of short courses, this authority is delegated to the Subject Team Leader who subsequently reports to the IEB. However, if a short course involves financial sharing arrangement with an external partner, a full proposal should be prepared for IEB’s and COPACE’s approval.

5.3 For new professional and overseas programmes to be developed, relevant Subject / Programme Team is generally required to submit a proposal form outlining their rationale, design, structure and market demand etc. to the IEB for approval before proceeding to develop a detailed proposal. The Director has the ultimate authority of waiving the proposal form requirement and approving the development of a new programme proposal directly where appropriate.

5.4 Programmes leading to the award of a Certificate or Diploma by LiPACE as well as all collaborative programmes are subject to the QA procedures of the Institute.

Programme Planning Team

5.5 For each new programme / course (except short courses) approved to be developed, a Programme Planning Team (PPT) is established with the responsibility for handling all issues related to planning and development and developing a full proposal (Appendix F). The PPT membership is decided by the Director or his nominee (Deputy Director or Programme Director). It is chaired by Subject / Programme Team Leader and consists of programme staff of relevant expertise. Where necessary, subject expertise outside LiPACE may be invited.

5.6 The responsibilities of the PPT are:

a. To ascertain market demand for the planned programme;
b. To assess the standing and reputation of the collaborative parties (if any);
c. To determine the programme’s aims, objectives, intended learning outcomes, admission policy, academic level and intended Qualifications Framework (QF) level etc.;
d. To design the programme structure, curriculum, syllabuses and assessment etc.;
e. To evaluate the quality, accreditation and recognition of the planned programme; and
f. To produce and ratify a quality programme proposal document for consideration by QAC and then by IEB and the University’s COPACE.

**Programme Proposal**

5.7 The programme proposal should contain details of (at least) the following information:

a. Programme Code and Title
b. Background of the Institute
c. Background of Proposed Partner (for collaborative programmes only)
d. Introduction to the Programme
e. Market Information and Analysis
f. Aims and Intended Learning Outcomes
g. Intended Qualifications Framework (QF) Level and Credits (including mapping of programme learning outcomes against the QF Generic Level Descriptors)
h. Programme Structure and Duration (including relationship between courses and programme learning outcomes)
i. Admissions Policy
j. Exemption Policy
k. Teaching and Learning
l. Assessment
m. Award
n. Medium of Instruction
o. Intake Schedule
p. Programme Fee and Budget
q. Venue
r. Programme Management and Monitoring
s. Rights and Responsibilities of Partners (for collaborative programmes only)
t. Financial Arrangements (for collaborative programmes only)
u. Individual Course Syllabuses

**Outcome-based Education**

5.8 Following the global trend, the Government started to implement the QF in May 2008. Under the scheme, both the title and level of the award are derived from the learning outcomes of the programmes / courses. In line with this change, LiPACE has embarked on implementing an outcome-based approach in its programmes and courses. PPT is required to follow this approach and provide the following information in all new programme proposals development:

a. The intended learning outcomes of both the programme and the courses included in it
b. The contribution of individual courses to the achievement of programme outcomes

c. The mapping of programme intended learning outcomes against the QF Generic Level Descriptors (for programmes planned to be submitted for QF recognition)

d. The alignment of the teaching / learning strategies and content with courses’ learning outcomes

e. The linking of assessment to learning outcomes

Programme QF Level Assignment Mechanism

5.9 In addition, to match the implementation of the QF, the Institute also set up a mechanism to determine and approve appropriate QF levels for its programmes. The mechanism was examined and accepted by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) before and during the University’s Institutional Review in 2008. Following the mechanism, LiPACE’s programmes must be vetted and approved by the HKCAAVQ before they can be put in the Qualifications Register.

Award Titles

5.10 Except for the overseas degree programmes, the award title (both English and Chinese) must be spelt out clearly in the programme proposal by the PPT, and approved in the QA process.

5.11 LiPACE offers a wide variety of programmes and courses. As far as programme awards are concerned, there are two main categories of LiPACE’s own / joint awards:

a. **Certificates** (with or without a qualifier)
b. **Diplomas** (with or without a qualifier)

5.12 Some programmes are prefixed as “Professional” awards (e.g. Professional Certificate, Professional Diploma). Such programmes are mainly designed to enhance participants’ professional competence and / or have the learning outcomes recognized by professional bodies, for the purpose of membership registration or exemption from professional examinations. In some cases, these programmes may have entry restricted to certain professional groups and have stringent entry qualifications.

5.13 Before 2013, it was a general practice in the continuing education sector that the distinction between certificates and diplomas was made on the basis of minimum number of contact hours, though different providers might adopt different minimum criteria for their award qualifications.

5.14 In October 2012 the Education Bureau (EDB) announced to introduce two initiatives to strengthen the QF infrastructure:

a. **Award Titles Scheme (ATS)**
b. Use of QF Credit

The ATS aims to standardize the use of titles for qualifications recognized under QF, and enhance consistency and transparency in the use of appropriate titles to reflect the level and size of learning programmes leading to the qualifications (*Figure 2*). The size is measured by QF credit, of which 1 credit is equivalent to 10 notional learning hours.

*Figure 2: Choice of Award Titles for Different QF Levels*
5.15 The ATS clearly sets out the following three requirements:

a. The choice of award titles available for use is specified for different QF Levels.
b. A QF-recognized programme must have the majority of credits at its claimed QF level (exit level).
c. Diploma (with or without a qualifier) must have a minimum of 60 QF credits (i.e. 600 notional learning hours).

5.16 For programmes to be qualified for inclusion in the Qualifications Register, the EDB requires new programmes to adopt ATS-permitted titles with effect from 1 January 2014, and all programmes to fully comply with ATS by 1 January 2016. In accordance with the same timetable, learning programmes at QF Levels 1 to 4 will be required to show QF credit values on the Qualifications Register.

5.17 In response to the EDB’s announcement, the Institute has set up a policy to ensure its programmes to meet the ATS requirements. Starting from October 2012, all new programmes to be developed are required to conform to the ATS requirements. Besides, LiPACE is currently undergoing a process of restructuring its award-bearing programmes according to the ATS. It is expected that all the existing programmes would comply with ATS by December 2013.

**External Advisor**

5.18 For some programmes, it may be necessary to involve an external party to act as an External Advisor (Appendix I). The appointment of an External Advisor will be at the discretion of the Director and will be decided on an individual case by case basis (depending on the availability of relevant subject expertise in the Institute). The appointment will be honorary and no payment will be made.

5.19 The External Advisor is required to comment on the level and academic quality of the programme at an early stage of development. As development progresses, the External Advisor will be invited to comment on the following as appropriate:

a. Intended learning outcomes, design and structure
b. Course content (breadth and depth)
c. Academic standard and intended QF level
d. Appropriateness of the media used
e. Appropriateness of the assessment strategy used
f. Textbooks (if any) – their function appropriateness and quality
g. Relevance of the programme to Hong Kong
h. Effectiveness of the selection of courses within the context of the programme structure
i. Evidence of “bias” (gender, race, religion, politics etc.)
Approval

5.20 After a proposal is developed, its submission and approval process involves 2 levels (Institute and University).

5.21 At the Institute level, proposals first need to be submitted to the QAC for vetting and endorsement. PPT is required to fully address comments and suggestions raised by the QAC. After QAC’s endorsement, the proposal will be submitted to the IEB for consideration and approval. Comments by the External Advisor (if any) will be considered in the approval process. After the IEB approval, the proposal will further be submitted to the University’s COPACE for discussion and approval. The COPACE has the final authority for approving new programmes.

5.22 Once approved by the COPACE, the programme proposal will become a definitive programme document. Any subsequent modifications need to go through a similar process for approval by the IEB / COPACE (see 6.6). The programme development process is summarised in Figure 3.

Figure 3: Programme Development and Approval Process

- **Stage 1**
  - Proposal Form
  - Programme staff makes a proposal to Subject / Programme Team for discussion.
  - If approved, the proposal form is submitted to IEB for discussion and approval.

- **Stage 2**
  - Programme Proposal
  - Programme Planning Team (PPT) produces a detailed programme proposal for Subject/Programme Team’s consideration.
  - Input is obtained from External Advisor and External parties (e.g. professional bodies) as appropriate.

- **Stage 3**
  - Institute Approval
  - The Programme Proposal is vetted and endorsed by QAC.
  - Programme Proposal is considered and approved by IEB.

- **Stage 4**
  - University Approval
  - The Programme proposal is considered and approved by COPACE.

- **Stage 5**
  - Definitive Programme Document
  - Once approved by COPACE, the Programme Proposal becomes a Definitive Programme Document. Subsequent modification requires approval by IEB/COPACE.
5.23 Effective from July 2013, the COPACE will specify a validity period (say 3 years) in its approval. Programme review needs to be conducted before the end of the validity period if a programme continues to be offered afterwards.

**External Collaboration**

5.24 Whilst the majority of programmes and courses are developed and operated solely by the Institute itself, LiPACE has established collaborative links with many local and overseas organizations and institutions.

5.25 The types of **partners** with whom LiPACE collaborates include the following:

a. Local and overseas professional bodies  
b. Local and overseas academic institutions  
c. Local and overseas commercial organizations

5.26 The **guiding principle** for external collaboration is that it must be in line with the mission and academic activities of the OUHK and LiPACE. The Institute considers the academic, financial and administrative aspects of the proposed collaboration and conducts due diligence on all potential partners before entering into any collaborative arrangement. LiPACE is committed to working only with the highest quality organizations.

5.27 For **professional bodies and commercial organizations**, LiPACE will conduct a detailed company search to establish the credibility and financial viability of the organizations. Reference check will also be conducted to find out the potential partner’s reputation in relevant industry and commitment to quality education as much as practicable. As an important policy, LiPACE will only collaborate with organizations in which it has the utmost confidence. The Institute will not jeopardize the well being of students for commercial gain.

5.28 For **academic institutions**, LiPACE will establish the following by reference to league tables, public audit documents and so on:

a. The partner institution has a good academic standing and reputation in its home country.  
b. The partner institution and its awards are accredited / recognized in the partner’s home country.  
c. The partner institution has a commitment to provision of quality education.  
d. The partner institution has effective QA measures in place to ensure adequate academic standards.  
e. The partner institution and its awards are acceptable under the Non-Local Higher and Professional Education (Regulation) Ordinance.

5.29 As with all award-bearing programmes offered by LiPACE, collaborative programmes are **subject to the same QA processes**. In addition, for
collaborative programmes with overseas academic institutions, they are also subject to the QA requirements of the partner institutions.

5.30 A representative of the collaborative organization is usually invited to participate in all formal QA processes and meetings (e.g. PMC meetings).
6. Programme Management, Monitoring and Review

6.1 Once a proposal has been approved by the COPACE, it becomes the **definitive programme document**. LiPACE undertakes to ensure that the approved programme is conducted according to its quality level (in terms of academic standard and contents, and pedagogical methods etc.) set out in the programme document.

**Programme Leader**

6.2 Every programme is managed by a Programme Leader (formerly called Programme Coordinator) who is a full-time academic staff member having relevant qualifications and subject knowledge (*Appendix H*).

6.3 The Programme Leader is **held accountable for the programme’s performance, operation and quality**. He/she has the ultimate responsibility for the daily management and ongoing development of the programme (including supervision of all part-time instructors and assessment issues etc.). He/she is also required to undertake ongoing and systematic monitoring of the quality of its delivery. The Programme Leader will refer matters as appropriate to the PMC including such issues as changes of the programme structure and/or course syllabus.

**Programme Management Committee**

6.4 A **Programme Management Committee (PMC)** with internal and external academic / professional expertise will be set up to oversee each programme (*Appendix E*). The constitution of the PMC is as follows:

- **Chairman:** LiPACE Director or nominee (either Deputy Director or Programme Director)
- **Members:**
  - Programme Leader
  - Subject/Programme Team Leader(s)
  - Subject/Programme Team Members
  - Subject Expert outside LiPACE (where necessary)
  - External Examiner(s) (attend when appropriate)
  - External Representative(s) (if appropriate)

The Director / Chair can appoint more members (e.g. instructors) as appropriate.

6.5 It is the responsibility of the PMC to:

a. Maintain the quality of the programme in order to ensure the attainment of its aims, objectives and intended learning outcomes;
b. Make decisions on participants’ assessment and recommendations on award for IEB approval, and ensure the maintenance of academic standards;
c. Develop policy to meet the needs of the programme in relation to the assessment, teaching and learning methods;
d. Review the operation of the programme on a regular basis and prepare reports as required by the Director with particular reference to the following items:

(1) Course curriculum and materials
(2) Instructors’ appointment and performance
(3) Assessment requirements, methods, standards and regulations
(4) Students’ learning and feedback
(5) Instructors’ teaching and feedback
(6) External examiners’ feedback
(7) Achievement of intended learning outcomes
(8) Relevance of the programme to the needs of the business community
(9) Students’ needs
(10) Any other matters of academic concern
e. Scrutinize and endorse the Programme Review Document submitted by the Programme Leader; and
f. Advise the IEB / IB on any matters concerning the overall programme.

Programme Modification

6.6 In the light of social and economic development, certain aspects of a programme may require change or updating in its delivery after approval. Guidelines have been devised for making modifications to programmes and any modifications to the programme must be approved. There are two guiding principles on this:

a. The academic quality of the programme approved will not be unduly affected by subsequent modifications.
b. Students currently enrolled on the programme are not adversely affected by the modifications.

6.7 Suggestions for change are made by the Programme Leader in a proposal form (Appendix K) which needs to indicate items of change, reasons for change, effective date, and implications on students etc. The modification proposal will first be considered and commented for academic merits by both the Subject / Programme Team and the PMC, before submission to the IEB for approval. For major modifications (e.g. addition / deletion of courses), proposals need to be endorsed by QAC before IEB consideration. In certain circumstances (e.g. major changes with financial implication), changes may have to be submitted to COPACE for approval.

6.8 Where appropriate, Programme Leader should consult External Examiners, External Advisors and relevant professional bodies for any proposed
modifications. This is particularly important where programme completion can lead to professional recognition or registration.

**Programme Review**

6.9 Programme review is part of the quality assurance process for ensuring that the quality of a programme is maintained and enhanced in the course of time. The review normally takes place before the end of the validity period (e.g. 3 years) of COPACE’s approval for a programme.

6.10 For each active Certificate and Diploma programme, Programme Leader is required to conduct a critical review and prepare a **Programme Review Document (PRD)**. The PRD provides a concise analysis and commentary on the operation of the programme during the previous years and identify the desirable changes to be made, including:

a. The appropriateness and achievement of the programme’s aims, objectives and learning outcomes;
b. Suggestions for the improvement of the curriculum, teaching and learning methods, and assessment strategies and methods etc.;
c. Admission and quality of students and attrition rates.
d. Financial viability

Besides academic merits, factors such as the market demand and the prevailing circumstances at the time of review will also be taken into account to ascertain whether the programme should continue or be phased out.

6.11 The PRD should analyze and address those issues pertinent to the operation and progress of the programme, which have been identified from various sources of evidence. The Programme Leader is encouraged to analyze and discuss any anomalous statistics or critical comments from external sources (students, instructors, partners, external examiners, professional bodies etc.) in the Document.

6.12 Specifically, the PRD is presented under broad headings which may include the following:

a. Background
b. Summary of Modifications since Approval / Last Review
c. Latest Structure and Curriculum
d. Learning Outcomes
e. Admission Policy
f. Enrollment Analysis
g. Student Assessment, Results and Standards
h. Student Learning and Feedback
i. Instructors’ Teaching and Feedback
j. External Examiners’ Feedback
k. Management of the Programme
l. Recommendations from Previous Reviews
m. Action List
n. Good Practices for Dissemination

6.13 Relevant factual and statistical information from various sources relating to each particular area should be consolidated and summarised. Ways to solve problems and / or changes to be made, where appropriate, are to be set out. If any changes have been made in the previous years, the outcomes should be evaluated.

6.14 Draft PRDs are first considered at Subject / Programme Team level and by the PMC. They will then be submitted to QAC for comments and IEB for endorsement before submission to COPACE for consideration of extension of its approval period.

6.15 On top of internal programme review, individual programmes which are related to membership licensing and / or exemption from professional examination may be subject to the QA reviews / visits of relevant professional bodies. Similarly, collaborative non-local programmes are also subject to the QA requirements and audits of the partner institutions.

6.16 As part of the OUHK, LiPACE is included in the Institutional Review conducted by the HKCAAVQ for the University. The Institutional Review is done every 5 to 6 years.
7. Teaching Quality

7.1 While programme design is very crucial, it is the quality of teaching that directly affects students’ learning. LiPACE has several means and mechanisms in place to support, monitor and enhance the teaching quality and to ensure that only staff members with suitable qualifications and experience are appointed to teach. These include instructor recruitment, staff induction, class visit to observe teaching, teaching evaluation and staff development etc.

Instructor Recruitment

7.2 In common with the OUHK and other continuing education providers, LiPACE appoints part-time instructors (on top of its full-time staff) to teach its programmes. It is the responsibility of the Programme Leader to assure the quality of instructors and ensure that their performance is of the required standard.

7.3 Part-time instructors are recruited following the requirements set by the OUHK and LiPACE, and the procedures approved by the University. Instructors are generally required to possess a higher degree and professional qualifications in the relevant academic area, plus at least 5 years of relevant working experience. Teaching experience is normally required.

7.4 In certain circumstances, experienced professionals and practitioners who do not meet the above requirements may be invited to teach our courses and programmes and share their experience. These cases need to be justified by Programme Leader and approved by the Director (or his nominee) in advance before appointment is made. Feedback has consistently shown that students appreciate the opportunity to interact with respected professionals in the field.

Teaching Support

7.5 The Programme Leaders are responsible for induction, briefing, support and development of part-time instructors (as well as relevant full-time teaching staff) involved in teaching their programmes. Induction and briefing is organized for new instructors at the beginning of each semester. Teachers’ guide, programme handbook / guides and any relevant information will be provided to ensure that the instructors are thoroughly familiar with the aims, objectives, intended learning outcomes, structure, curriculum, assessment, timetable and QA of the programme, as well as their roles and responsibilities in the programme delivery.

7.6 Instructors teaching award-bearing programmes (e.g., full-time Higher Diploma programmes and overseas degree programmes) are given the right to access to the OUHK library and participate in the staff development activities organized by LiPACE / OUHK as appropriate.
7.7 Instructors are supported and constantly monitored by Programme Leaders. The Programme Leaders will meet and communicate frequently with the instructors and provide assistance where necessary.

7.8 From time to time, instructors are encouraged to put forward suggestions for improving teaching quality. At the end of their teaching, they are also invited to complete a Course Evaluation questionnaire (Appendix L) and provide us with written feedback on any matters relating to their teaching. The feedback will be followed up by the Programme Leader and reported to the PMC.

**Teaching Monitoring**

7.9 As the quality gatekeeper, Programme Leaders are required to monitor instructors’ performance for their programmes/courses. Monitoring takes the form of examining course materials / handouts / notes prepared by the instructors, conducting class visit(s) to observe teaching and learning, and monitoring assessment setting and marking (e.g. sampling of marked assignments and examination scripts), and through course and programme evaluations etc.

7.10 To ensure that teaching and learning are done in accordance with the approved syllabus and the intended learning outcomes stipulated in relevant programme / course, Programme Leaders are required to examine and monitor the teaching materials prepared / used by the instructors from time to time.

7.11 The Programme Leader will make class visits to teaching sessions and observe the class teaching of an instructor at least once per intake. If problems are identified, appropriate remedial actions will be taken. This may include the provision of additional support and training. In addition, class visits are made more frequently.

7.12 After each visit, the Programme Leader fills out a Teaching / Learning Observation Form (Appendix M) which covers such issues as preparation and planning for class, teaching strategies and skills, and use of audio visual aids etc. This assessment is discussed within the Subject / Programme Team and feedback (in the form of personal contact or via email) will be given to the instructor for improvement.

7.13 In the middle and/or at the end of each course, Course Evaluation by students will also be conducted to solicit students’ responses on the instructor’s teaching performance as well as programme administration and learning support etc (Appendix N). The evaluation results will be analyzed and followed up by the Programme Leader and reported in the PMC meeting.

7.14 Besides class visits and teaching evaluations, the Programme Leader also monitors the assessment marking conducted by the instructors and this will be addressed in Chapter 8.
Teaching Excellence Awards

7.15 To promote good teaching and show our appreciation of teaching quality, the Institute has established **teaching excellence awards** to reward teaching staff’s commitment to achieving excellence in teaching and their dedication towards making continuous improvement. The awards are given to teaching staff (full-time, part-time or partner school) who have demonstrated “outstanding” achievements in the areas of teaching practice concerns (namely pedagogical skills, curriculum and instructional design, and student support / pastoral care), and they are presented in LiPACE’s graduation ceremony.

Continuous Improvement

7.16 As indicated in Chapter 4, LiPACE (as part of the University) provides several support to encourage staff development. Its teaching staff members (including inexperienced teachers) are given reasonable opportunities to develop and improve their teaching capacity and skills from time to time. Among other things, both the University and the Institute organize training and development activities (e.g. workshops, seminars) to update colleagues’ teaching knowledge and share good practices.

7.17 Notably, while we are very keen on promoting teaching quality, and retaining qualified and good performing instructors, we would not hesitate to **terminate the appointment** or refuse reappointment of those instructors whose performance is not consistent with our commitment to quality education, in particular after support and chance(s) are given to them to improve. If termination is being considered, Programme Leaders must consult with their Team Leaders and relevant Programme Director.
8. Assessment and Award

8.1 To a certain extent, assessment reflects the quality and performance of teaching and learning. At LiPACE, the Programme Leaders have overall responsibility for all aspects of their programme and course assessment, including setting and marking assessments and ensuring that a satisfactory standard is maintained. In addition, it is also the Programme Leaders’ responsibility to ensure that the assessment strategies and methods are effectively designed to measure the achievement of the programme / course stated learning outcomes.

External Examiner

8.2 LiPACE appoints External Examiners to assist it in maintaining the assessment standards of its award-bearing programmes at a level comparable to similar programmes (Appendix J). External Examiners will be appointed for all award-bearing programmes at QF Level 3 or above (except certificate programmes below QF Level 4). Appointments are nominated by Subject / Programme Team Leaders and made by the Director or his nominee.

8.3 The External Examiners are generally academic / professional experts of high standing in relevant disciplines. They are responsible for commenting and advising on the standard of the programme (including all student assessment matters such as assessment methods, assessment criteria, grading system and student performance standards). Specifically, they comment on draft examination papers and marking schemes. They also assess the overall quality of students’ performance, the consistency of marking and classification by reviewing a sample of marked scripts.

Continuous Assessment

8.4 For those courses where continuous assessment is used, the ultimate responsibility for setting and monitoring continuous assessment lies with the Programme Leaders. Subject to proper monitoring, the Programme Leaders may request instructors / teaching colleagues to set continuous assessment if it is appropriate to do so.

8.5 Each assessment task is set with a marking guide / assessment rubrics to ensure alignment of assessment with intended learning outcomes. The instructors are usually responsible for the marking of the assessment task in accordance with the marking guide / assessment rubrics provided by the relevant Programme Leader.

8.6 Where continuous assessment is more than simple multiple choices, the Programme Leader is required to make arrangements for the monitoring of instructors’ marking. For each instructor or class, 10% or at least 6 sample assignments (whichever is the higher) are selected randomly and monitored by the Programme Leader for accuracy, fairness and
consistency of marking. It is normal to ensure an adequate spread of student performance (i.e. top, middle and bottom) in the selected samples.

8.7 Except for the courses without examination, the External Examiner is generally not required to be involved in the approval or monitoring of continuous assessment. However, should the External Examiner wish to receive samples of continuous assessment, these will be provided.

8.8 For courses without examination, the Programme Leader has to sample the assignment with the greatest weighting for External Examiner’s comments in accordance with the above sampling practice. If the External Examiner wishes to receive samples of other assignments or assessment tasks, these will be provided.

Examinations

8.9 The ultimate responsibility for the setting and monitoring of examination questions lies with the Programme Leaders. Subject to proper monitoring, the Programme Leaders can get help from instructors / teaching colleagues for setting part of examinations questions where it is appropriate to do so. A marking guide / assessment rubrics should also be prepared.

8.10 All examination papers are moderated internally. This is normally carried out by another member of internal staff with appropriate subject knowledge and by relevant Subject / Programme Team Leader.

8.11 For those courses where an External Examiner has been appointed, the examination paper and its marking guide / assessment rubrics are sent to him/her in advance for comment on issues such as difficulty, level, coverage and alignment with the learning outcomes.

8.12 It is usually the instructors’ responsibility for marking examination scripts in accordance with the guidelines, marking schemes and assessment rubrics provided by the relevant Programme Leader.

8.13 Where the examination is more than simple multiple choices, the Programme Leader is required to make arrangements for monitoring the script-markers. For each script-marker or class, 10% or at least 6 sample scripts (whichever is the higher) are selected randomly and monitored by the Programme Leader for accuracy, fairness and consistency of marking. Monitoring of marked scripts is also carried out by the External Examiner as appropriate. It is normal to ensure an adequate spread of student performance (i.e. top, middle and bottom) in the selected samples.

8.14 For those scripts falling at the pass / fail borderline (normally 3 marks below the pass mark), the Programme Leader needs to re-mark the scripts (in advance of the PMC meeting where the PMC will consider awards), and make recommendations for that meeting to consider and ratify.
**Awards**

8.15 All assessment results have to be submitted to the PMC for approval within a specified period. The IEB is responsible for giving awards to students on recommendation of the PMC. For programme with assessment, the award will be giving to students who satisfy the assessment requirements.

8.16 In order to ensure that the assessment regulations are clear to students, information on assessment is included in a student handbook / programme guide provided to each student at the programme / course commencement. In addition, detailed course-specific assessment information is included in a course outline, which is given to students in the first teaching session. This outline also provides information on issues such as timetable, attendance requirements etc.

**Appeal Mechanism**

8.17 A student appeal mechanism is in place for those instances when students wish to challenge the decision made concerning his / her assessment and award. Any requests for appeal should be made within 14 days after the announcement of results. When an appeal is received, the assessment / examination script would be re-marked by the responsible Programme Leader and a recommendation made to the PMC Chair for decision.
9. Learning Support and Student Feedback

9.1 To enhance students’ learning experience and effectiveness, LiPACE strives to provide as much learning support to students as practicable. We also give students several opportunities to provide us with their feedback and hope that they can have a fruitful and pleasant learning experience with us.

Student Handbook / Programme Guides

9.2 We are committed to providing our students with clear and full information about the Institute’s operation and requirements of their programmes and courses. To this end, a majority of programmes distribute Student Handbooks / Programme Guides, which provides information about the programme aims, intended learning outcomes, structure and curriculum, assessment and administration etc.

9.3 The responsibilities for the preparation of student handbook / programme guide for new programmes and the updating of the handbook for existing programmes lie with Programme Leaders. The Institute has established a template to facilitate Programme Leaders’ preparation for a student handbook / programme guide and the template is subject to review on a regular basis. All drafted Student Handbooks need to be examined and endorsed by the respective Team Leaders and then approved by Registry Unit-in-charge before release to students in a hard or soft copy.

Orientation and Class Visits

9.4 At the beginning of each semester, Programme Leaders are required to conduct a class visit and student orientation to facilitate students’ understanding of the Institute’s operation, contact persons, programme requirements, regulations and assessment policy etc. Where problems are identified (e.g. negative feedback about the instructors’ teaching), additional class visits would be made more frequently by the responsible Programme Leader.

PC and Library Support

9.5 All students enrolling on award-bearing programmes / courses are provided with an email account, through which both the Institute and the students can effectively communicate with each other. Individual programmes also set up on-line platforms for teaching and learning communication and discussion. Students of individual programmes (e.g. Higher Diploma programmes and overseas degree programmes) are provided with access to the OUHK library and computer laboratory.

Academic Advice and Student Counselling

9.6 From time to time, students are welcome to contact and consult their Programme Leaders and other academic staff (e.g. class teacher or elective
cluster coordinator for Yi Jin students) if they have any problems regarding their programmes and studies.

9.7 For full-time students who may have needs of a more personal nature, the Institute also provides professional counselling service. Besides dealing with individual student problems, the counselling service also organizes several workshops on issues such as adjustment to university life, time management, coping with examination stress, and career development.

**Communication and Feedback**

9.8 LiPACE places great importance on effective communication with students. It is hoped that through communication we can obtain students’ feedback on the quality of teaching and learning. Students’ feedback is an essential source of information for the programme’s continued improvement and development as it represents the users’ opinion. The Institute gathers students’ feedback from both informal and formal channels.

9.9 The Programme Leader uses various informal means of communication (e.g. telephone, email, in-class discussions) with instructors and students to understand and monitor the quality of both teaching and learning. Besides, formal student evaluation mechanisms are also in place to collect students’ feedback in the middle and/or at the end of each course and on completion of the whole programme.

**Evaluation Questionnaires**

9.10 A Course Evaluation questionnaire seeks students’ views and comments on issues such as course learning outcomes and content, teaching facilities and equipment, administration of the course and performance of individual instructors (Appendix N). At least one evaluation will be conducted for each course.

9.11 Graduates of each programme are also given the opportunity to complete a Programme Evaluation Questionnaire (Appendix O) which provides an opportunity to give more comprehensive feedback on their total learning experience and their views of the programme as a whole. Graduates can take this opportunity to make suggestions for new programme development and provision of study pathways.

9.12 The evaluation results will be analyzed and responded by the responsible Programme Leader for further improvement, and form part of the information in the Programme Results Report (which will be submitted to the PMC in each intake) and/or in the Programme Review Document.

**Meeting with Students**

9.13 Another formal channel to collect student feedback is the Staff-Student Consultative Committees set up for the Institute’s specific programmes (e.g. full-time programmes and overseas degree programmes). By meeting with
class representatives on a periodic basis, the Committees provide a forum for communication between teaching staff, administrative staff and students, allowing issues to be clarified, complaints to be voiced and suggestions to be made. These arrangements are being extended to other programmes as appropriate.

**Dealing with Student Complaints**

9.14 Although we strive to ensure that every student has a good learning experience with us, it is inevitable that from time to time, problems might occur. LiPACE has a comprehensive mechanism whereby students can voice their complaints and seek redress. The underlying philosophy of the mechanism is that every colleague has a responsibility for dealing with students’ complaints promptly and fairly.

9.15 All students are encouraged to use the proper channels to put forward their feedback, comments, suggestions and complaints. They may express their complaints and dissatisfaction by writing to the relevant Programme Leader, Subject / Programme Team Leader and the Communications and Business Development Unit-in-charge etc.

9.16 A Programme Director is designated as the contact person for all complaints and is charged with the responsibility of ensuring that the complaints are settled as quickly and as amicably as possible. Supported by the Communications and Business Development Unit, he / she may request Team Leaders, Programme Leaders and other colleagues to provide assistance and evidence in the course of investigation.

9.17 Complaints should be made in writing. For anonymous complaints received verbally or in writing, the Institute will generally not make any reply although internally it will take note of and/or undertake an investigation, depending on the seriousness of the complaint. The Institute’s target is to reply to all written complaints within 5 working days.
10. **Concluding Remarks**

10.1 LiPACE is a rapidly growing continuing and professional education provider with a mission of promoting lifelong learning and providing high quality learning opportunities in response to community needs. To achieve its mission, the Institute puts the utmost importance on establishing, implementing and improving its QA mechanisms.

10.2 As can be seen, LiPACE has stipulated policies and procedures in place to monitor the quality, standard and effectiveness of its programmes, operations and services. These policies and procedures are approved through proper mechanisms and processes, communicated to stakeholders and implemented and enforced by the Institute.

10.3 We fully understand that QA does not simply consist of written policies and procedures followed by a group of individual colleagues. Instead, it is the responsibility of everyone involved in the Institute’s operation. To make the whole process work effectively and improve continuously, staff members’ understanding and commitment is crucial.

10.4 Within the Institute, there are several channels to facilitate understanding and effective communication among staff. Colleagues are encouraged and also given sufficient opportunities to provide their input to the development, monitoring and evolution of the Institute’s QA systems.

10.5 In addition, the Institute also emphasizes the importance of “external reference points” in providing feedback and the sharing of good practices (both internally and externally). We welcome feedback and suggestions to help us further refine our QA system.

10.6 QA is an evolving and continuous process aiming to secure the quality and standard of both teaching and learning. It is our vision and belief that, in the long term, LiPACE has a quality culture which continues to improve itself to better serve its students’ needs.
Glossary

The glossary provides a brief definition of the key terms used in LiPACE’s quality assurance processes as described in this manual. For detailed explanation of individual terms, please refer to the respective chapters in this Quality Assurance Manual.

Award-bearing Programme
A programme which leads to a qualification such as a certificate, diploma or degree.

Award Titles Scheme (ATS)
A measure announced by the Education Bureau in October 2012 to standardize the use of titles for qualifications recognized under the Qualifications Framework.

Committee on Professional and Continuing Education (COPACE)
A sub-Committee of the OUHK Senate and Management Board chaired by the Vice President (Academic) to oversee the operation of all LiPACE programme/courses.

Course
At LiPACE a course usually refers to a unit, a subject or a module within a curriculum, while a curriculum or a structured grouping of courses is regarded as a programme. It is noted that some partner institutions use the term “course” for their degree programmes.

External Advisor
An external person of high standing in relevant disciplines invited to give advice to LiPACE’s programmes.

External Examiner (EE)
An independent academic or professional expert appointed by LiPACE to comment and advise on the academic standard of the programme (including all student assessment matters such as assessment methods, assessment criteria, grading system, student performance standards and achievement of learning outcomes).

Institute Board (IB)
The governing body of the Institute chaired by the Director. It is responsible to the Senate for the development, operation and monitoring of academic and professional programmes of study at LiPACE.

Institute Executive Board (IEB)
A senior management group at LiPACE to advise the Director on policy issues and make decisions on behalf of the Institute Board.

Non-Local Higher and Professional Education (Regulation) Ordinance
An Ordinance came into operation in 1997 to establish a system of registration to regulate the conduct (such as standard, advertisements, payment and refund arrangements) of courses of higher education offered in Hong Kong by non-local
institutions of professional bodies. (For further details, please visit [http://www.legislation.gov.hk/eng/home.htm](http://www.legislation.gov.hk/eng/home.htm) “Chapter 493”)

**Outcome-based Education (OBE)**
An approach adopted by LiPACE in its programme and course design, development and provision. In simple terms, it involves
a. Setting clear intended learning outcomes for programmes and courses
b. Designing teaching and learning methods to assist students in achieving the outcomes
c. Choosing appropriate assessment strategies, tasks and criteria which measure and reflect students’ achievement of the stated outcomes.

**Programme**
At LiPACE a programme is a curriculum or a structured grouping of courses which form a coherent whole, while course usually refers to a unit, a subject or a module within a curriculum. It is noted that some partner institutions use the term “course” for their degree programmes.

**Programme Leader (formerly Programme Coordinator)**
A full-time academic staff at LiPACE charged with the responsibility for the overall development and management of a programme.

**Programme Management Committee (PMC)**
A committee set up by the LiPACE Director to oversee the operation and quality of a programme.

**Programme Planning Team (PPT)**
A team established to take responsibility for all issues related to the planning and development of a programme.

**Programme Proposal**
A written document providing detailed information of a proposed programme (e.g. title, aims and learning outcomes, content, structure, admission policy, assessment, award, course syllabuses and other management issues etc.). Once approved, the proposal will become a definitive programme document.

**Programme Review Document (PRD)**
A document prepared by Programme Leader to present information, statistics and analysis about all aspects of a programme’s operation in the past years. Programme review is required before the end of the validity period of COPACE’s approval. The document will be submitted to the relevant Programme Management Committee for discussion, the Quality Assurance Committee for comment, the Institute Executive Board for endorsement and then to COPACE for consideration of extension of the approval period.

**Programme Team**
An academic unit at LiPACE which is responsible for the development, administration and delivery of a certain group of programmes. It is headed by a Programme Team Leader.
Qualifications Framework (QF)
A seven-level cross-sectoral hierarchy established by the HKSAR Government in 2004 that orders and supports qualifications of academic, vocational and continuing education. It aims to clearly define the standards of different qualifications, ensure their quality and indicate the articulation ladders between different levels of qualifications. Qualifications recognized under the QF are quality assured. For further details, please visit http://www.hkqf.gov.hk/guide/home.asp.

Qualifications Framework (QF) Credit
The unit adopted by QF to measure the size or volume of its recognized qualifications. A QF credit is equivalent to 10 notional learning hours.

Subject Team
An academic unit at LiPACE consisting of staff with expertise in cognate subject areas. It is headed by a Subject Team Leader.
Appendix A

The Open University of Hong Kong

Committee on Professional and Continuing Education (COPACE)

Role

The Committee on Professional and Continuing Education (COPACE) is a subcommittee of the University’s Senate and Management Board. The role of the COPACE is to approve all Band A (non-credit bearing) programmes and courses offered by the University’s academic units and oversee the Band A programmes’ and courses’ operation. It will normally meet no less than three times per year.

Terms of Reference

1. To approve the University’s Band A programmes and courses (including full-time programmes, professional programmes, overseas degree programmes, workplace training, community learning projects etc.) offered by Schools and LiPACE;

2. To approve the contract and payment issues related to Band A programmes and courses within the guidelines of Council;

3. To approve requirements for Band A programmes’ and courses’ instructors and payment rates within the guidelines of Council;

4. To review assessment results and awards of Band A programmes where the awards are made by the academic units rather than by a partner institution or professional body;

5. To review the whole of the Band A programmes’ and courses’ operation, development and quality assurance mechanisms, and advise the Senate and Management Board as appropriate on an annual basis;

6. To provide a report to the Senate and Management Board annually; and

7. To exercise any other power and perform any other duty which the President through Senate or Management Board may delegate to it.
Constitution

Chairman: Vice President, Academic

Members: Dean or representative from each of the Schools
Director (LiPACE) or representative
Director of Finance or representative
Director of Human Resources or representative
Registrar or representative
A representative from the Senate*

Secretary: School or LiPACE Executive Officer

*The term of the Senate representative will be 2 years.

A quorum for the Committee shall be half the membership. COPACE may invite any persons to attend any meeting as observers or advisors.
Appendix B

Li Ka Shing Institute of Professional and Continuing Education

Institute Board (IB)

Role

The Institute Board (IB) is LiPACE’s governing body. It has general control over the Institute’s administration and the conduct of its affairs. For the sake of operational efficiency and simplicity, it has delegated certain authority and responsibilities to the Institute Executive Board (IEB). It meets quarterly in March, June, September and December.

Terms of Reference

1. To be responsible to the Senate for the implementation, maintenance and monitoring of academic and professional programmes of study in the Institute;

2. To maintain, monitor and periodically review academic standards in the Institute;

3. To make recommendations to the Senate on the development and revision of academic and professional programmes of study in the Institute;

4. To approve minor changes to any courses offered in the Institute, and to make recommendations to the Senate on any major changes;

5. To review evidence of the standards achieved in the presentation of courses offered in the Institute, and to report the findings of such reviews to the Senate;

6. To make recommendations to the Senate on the formation of Course Teams;

7. To make recommendations to the Senate on the appointment of External Programme Assessors, External Course Assessors and External Examiners;

8. To establish Advisory Peer Groups for programmes offered in the Institute, and to report the membership thereof to the Senate;

9. To advise the Senate on the development of research activities within the Institute;

10. To make recommendations to the Senate on the recipients of scholarships, prizes and other similar awards;

11. To make arrangements for the appointment, briefing, and continued guidance of part-time tutorial staff;
12. To make recommendations to the Senate, the President or other appropriate bodies on the provision of resources to the Institute;

13. To appoint Programme Teams and other committees, working parties, and similar bodies for the purpose of discharging the powers conferred on the Board, and to approve their terms of reference and membership; and

14. To undertake such other functions and activities as may be requested by the Senate.

Constitution

Chairman: Director (LiPACE)

Ex-officio Members: President
Vice President (Academic)

Members: All Full-time Academic Staff Members
All Full-time Administrative Staff Members

Secretary: Executive Officer (Administration Unit)

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Appendix C

Li Ka Shing Institute of Professional and Continuing Education

Institute Executive Board (IEB)

Role

The role of the Institute Executive Board (IEB) is to advise the Director on issues relating to the administration, management and development of the Institute. It will also undertake such strategic planning. For the sake of operational simplicity, it is also delegated with certain authority by the Institute Board (IB).

The IEB shall normally meet no less than once per month and keep under review the academic and administrative operation of the Institute.

Terms of Reference

1. To consider and approve all proposals for new programmes and programme review documents before they are submitted to the Committee on Professional and Continuing Education (COPACE);

2. To consider and approve all proposals for changes of existing programmes and courses before their implementation;

3. To approve all course development proposals before they are submitted to the President’s Advisory Committee on Course Development;

4. To approve all programme awards on the recommendation of Programme Management Committee (PMC);

5. To approve all appointments of External Examiners or External Advisors;

6. To establish such working groups from time to time as it deems necessary to assist it in its operation; and

7. To exercise any other power and perform any other duty which the Director or Institute Board may delegate to it.

Constitution

Chairman: Director (LiPACE)

Members: Deputy Director
Programme Directors
All Subject/Programme Team Leaders
All Functional Units-in-charge
Secretary: Executive Officer (Director’s Office)

The Director may invite any persons to attend any meeting as observers or advisors.

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Quality Assurance Committee (QAC)

Role

The Quality Assurance Committee (QAC) is established to assure the quality of new programme / course proposals, proposals for major revisions of existing programmes / courses and programme review documents by providing comments and critical review from wider academic and administrative perspectives further to Subject / Programme Team’s review. All these proposals need to be vetted and endorsed by the Committee before submission to the Institute Executive Board (IEB) for approval.

Terms of Reference

1. To review new programme / course proposals and proposals for major revisions of existing programmes/courses and advise relevant Subject / Programme Planning Teams on
   a. Each section of the proposals, especially the programme design, contents, teaching methods, assessment and suggested Qualifications Framework (QF) levels and QF credits, etc., in delivering the intended learning aims and objectives;
   b. The extent of fit-for-purpose in meeting the community needs and demand;
   c. Compliance with both the University’s and the Institute’s policies on programme quality and management issues.

2. To review and comment programme review documents prepared by Programme Leaders;

3. To request Subject / Programme Planning Teams to revise their proposals and programme review documents in order to meet the Institute’s Quality Assurance requirements before submission to the IEB;

4. To endorse new programmes / course proposals, proposals for major revisions of existing programmes / courses, and programme review documents for submission to IEB for approval; and

5. To advise IEB on any matters concerning the quality assurance of the Institute’s programmes / courses.

Constitution
Chairman: Director (LiPACE) or his / her nominee

Members: Programme Directors
Unit- in-charge (Registry Unit) or his/her nominee
A Subject Team Leader on a rotational basis (every 6 months)*
A Programme Team Leader on a rotational basis (every 6 months)*
A Senior Programme Manager (from a Team whose Team Leader is not serving the QAC in the same period) on a rotational basis (every 6 months)*
A Representative from the School in the field relevant to the respective programmes

In attendance: Team Leader of Subject / Programme Team with proposals being considered by QAC
A Programme Manager or Programme Officer (from a Subject Team which has no member serving the QAC in the same period) on a rotational basis (every 6 months)*

Secretary: Executive Officer (RU)

The QAC may invite any persons to attend any meetings as observers or advisors.

* The term of service of rotating members starts in every April and October and lasts for a 6-month period. The QAC Chair will make suggestions to IEB for approval in March and September and then make announcement after approval.

20130715
Li Ka Shing Institute of Professional and Continuing Education

Programme Management Committee (PMC)

Role

The Programme Management Committee (PMC) is established to oversee a programme’s delivery and quality. It meets to approve assessment results and review the programme’s operation on a regular basis.

Terms of Reference

1. To maintain the quality of programme in order to ensure the attainment of its aims, objectives and intended learning outcomes;

2. To make decisions on participants’ assessment and recommendations on award for the Institute Executive Board’s approval, and ensure the maintenance of academic standards;

3. To develop policy to meet the needs of the programme in relation to the assessment, teaching and learning methods;

4. To review the operation of the programme each year and to prepare reports as may be required by the Director with particular reference to policy on:
   a. Course curriculum and materials
   b. Instructors’ appointment and performance
   c. Assessment requirements, methods, standards and regulations
   d. Students’ learning and feedback
   e. Instructors’ teaching and feedback
   f. External examiners’ feedback
   g. Achievement of intended learning outcomes
   h. Relevance of the programme to the needs of the business community
   i. Students’ needs
   j. Any other matters of academic concern

5. To scrutinize and endorse the Programme Review Document submitted by the Programme Leaders; and

6. To advise the Institute Executive Board (IEB) / Institute Board (IB) on any matters concerning the overall programme.
Constitution

Chairman: Director (LiPACE) or nominee (either Deputy Director or Programme Director)

Members: Subject / Programme Team Leader(s)
Programme Leader
Subject / Programme Team Members
Subject Expert outside LiPACE (where necessary)
External Examiner(s) (attend when appropriate)
External Representative(s) (if appropriate)

The Director or the Chair can appoint more members (e.g. instructors) as appropriate.
Appendix F

Li Ka Shing Institute of Professional and Continuing Education

Programme Planning Team (PPT)

Role

The Programme Planning Team (PPT) is established to handle all issues related to planning and development of a new programme and develop a quality proposal for consideration of the Quality Assurance Committee (QAC) and the Institute Executive Board (IEB).

Terms of Reference

1. To be responsible for all issues related to the planning and development of the new programme approved to be developed;

2. To ascertain market demand for the planned programme;

3. To assess the standing and reputation of the collaborative parties (if any);

4. To determine the programme’s aims, objectives, intended learning outcomes, admission policy, academic level and intended Qualifications Framework (QF) level etc.;

5. To design the programme structure, curriculum, syllabuses and assessment etc.;

6. To evaluate the quality, accreditation and recognition of the planned programme; and

7. To produce and ratify a quality programme proposal document for consideration by Quality Assurance Committee (QAC), Institute Executive Board (IEB) and the University’s Committee on Professional and Continuing Education (COPACE).

Constitution

1. For Programmes Leading to LiPACE’s Own / Joint Awards

   Chairman: Subject / Programme Team Leader

   Members: Subject / Programme Team Members
   Representative from the Communication and Business Development Unit (for collaborative programmes only)
   Member(s) from other Subject / Programme Team(s) (where necessary)
Subject Expert outside LiPACE (where necessary)
Representative(s) from external body / professional organisation (for external programmes)

2. **Programmes Leading to Non-Local Partner’s Awards**

   Chairman: Non-Local Programme Team Leader

   Members: Relevant Subject / Programme Team Leaders
   Relevant Subject / Programme Team Members
   Subject Expert outside LiPACE (when necessary)

   The Director or his nominee (Deputy Director or Programme Directors) can appoint more members as appropriate.
Appendix G

Li Ka Shing Institute of Professional and Continuing Education

Team Leader (TL)

Role

Team Leaders are appointed to undertake leadership in programme development and management in relevant Subject / Programme Teams and to assist the Director / Deputy Director / Programme Director in related administration. They are full members of the Institute Executive Board (IEB) and accountable to the Director (or his nominee) for their Teams’ performance, work quality and development.

Appointments are made by the Director on advice of Deputy Director and Programme Directors. The appointment will generally be made for an initial term of 1 to 2 years with an extension to be decided by the Director.

Duties

1. To provide leadership and guidance to Team members in the operation, management and development of the Team and its programmes;

2. To monitor team members’ performance to ensure timely development of new programmes, and effective administration and quality provision of existing programmes in the Team;

3. To assist senior management in setting up proper policies, mechanisms and procedures to achieve its mission of promoting lifelong learning and providing quality education;

4. To explain and enforce the Institute’s policies at Team level and ensure the Team to comply with the Institute’s policies and requirements;

5. To endorse and confirm the quality of Team members’ works in programmes / courses (including programme proposals, programme modifications, programme reports, assessment activities and questions etc.) for effective further processing;

6. To take responsibility for the appropriate use of promotion budget made available to the Team and coordinate relevant promotional activities;

7. To decide on the addition / deletion of short courses in relevant subject areas (for Subject Teams only);

8. To act as a sole or co-appraiser for team members’ performance;
9. To make recommendation for Team members’ reappointment for consideration of the Director or his nominee as and when required;

10. To participate in and contribute to University / Institute / professional / community activities; and

11. To undertake such other duties and responsibilities as assigned by the Director or his nominee.

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Appendix H

Li Ka Shing Institute of Professional and Continuing Education

Programme Leader (PL)

Role

Programme Leaders (formerly Programme Coordinators) are full-time academic staff charged with the overall responsibility for the planning, development, management and delivery (including teaching) of those programmes and courses assigned by the Director or his nominee (e.g. Programme Director and Team Leader).

The Programme Leaders manage the day-to-day operation and ongoing development of their programmes, and ensure that the teaching, learning and assessment meet the programmes’ stipulated aims, objectives and intended learning outcomes and the Institute’s Quality Assurance systems. The Programme Leaders are held responsible for their programmes’ performance, operation, quality and development.

Duties

1. To undertake programme / course planning, development, management and delivery (including teaching);

2. To develop new programme proposals of good quality and on a timely basis;

3. To manage programme / course quality in accordance with the relevant stipulated aims and intended learning outcomes, and the Institute’s quality assurance policies and processes;

4. To supervise the work of support and administrative staff involved in programmes/courses;

5. To promote responsible programmes effectively to attract sufficient enrolments and achieve sustainable growth;

6. To provide academic advice or counselling to students and prospective students as appropriate;

7. To participate in the recruitment, training and supervision of part-time instructors;

8. To monitor part-time instructors’ or teaching colleagues’ work including developing learning materials, teaching, and marking of assessments;

9. To undertake assessment duties (including the preparation of assignments and examination papers, monitoring of assessment procedures etc.) and monitor the quality of assessment according to approved programme proposals and
LiPACE’s requirements;

10. To prepare quality reports for responsible programmes / courses (e.g. Programme Results Report, Programme Review Document) on a timely basis;

11. To identify and recommend External Advisers and External Examiners where necessary and to maintain close liaison with the said parties;

12. To participate in and contribute to University / Institute / professional / community activities; and

13. To undertake such other duties and responsibilities as assigned by the Director or his nominee.

20130715
Appendix I

Li Ka Shing Institute of Professional and Continuing Education

External Advisor (EA)

Appointment

LiPACE appoints External Advisors to assist its development of new courses and programmes. Appointments are made by the Director of the Institute on the recommendation of the Subject / Programme Team Leaders.

External Advisors are persons of high academic standing. Where appropriate, appointments may be made outside the academic community, and persons from the relevant professions or industries may be appointed as appropriate.

No time limit is placed on the appointment but the appointment is deemed to have lapsed once the course or programme has received formal approval through the appropriate university mechanism.

Duties

For programme and courses under development by LiPACE, the External Advisor is required to:

1. Comment on the level and academic quality of the programme / course(s) at an early outline stage to the Programme Planning Team (PPT) through the Programme Leader.

2. As the development of the programme / course progresses, comment on the following items (as appropriate):

   a. Design and structure
   b. Course content (breadth and depth)
   c. Academic standard and intended QF Level
   d. Appropriateness of the media used
   e. Appropriateness of the assessment strategy used
   f. Textbooks (if any) – their function, appropriateness and quality
   g. Relevance of the course/programme to Hong Kong
   h. Effectiveness of the selection of courses in relation to the programme structure
   i. Evidence of “bias” (gender, race, religion, politics etc)

The External Advisor will be provided with a complete set of programme proposal and relevant course materials.
Appendix J

Li Ka Shing Institute of Professional and Continuing Education

External Examiner (EE)

Appointment

LiPACE appoints External Examiners to assist it in maintaining the standard of its Diploma and Certificate programme examinations. Appointments are made by the Director of the Institute on the recommendation of the Subject / Programme Team Leaders.

External Examiners are generally persons of high standing in the academic community. Where appropriate, appointments may be made outside the academic community and persons from commerce, the relevant professions or industries may be appointed as appropriate.

Appointments are made for an initial period of three years. An extension of up to two years may be made.

Duties

1. For each intake of a programme / course, the External Examiner is required:
   a. To comment on the draft examination papers, marking schemes and assessment rubrics, and their alignment with the stated learning outcomes of relevant programme / course;
   b. To make suggestions for improvement in the scope of examination, marking schemes and assessment rubrics;
   c. To assess the overall quality of students’ performance, their achievement of intended learning outcomes, and the fairness, consistency and appropriateness of internal marking and classification by reviewing a sample of marked scripts;
   d. To comment on the structure, design and organization of all items forming part of the assessment;
   e. To comment on the quality of knowledge and skills as demonstrated by the students; and
   f. To comment on the course syllabus and its appropriateness in terms of level and content.
2. On a biennial basis, the External Examiner is required to submit a report to the Director of LiPACE covering issues on:

   a. The structure of the programme
   b. The curriculum and syllabuses
   c. The standards and learning outcomes achieved, and their comparability to similar programmes
   d. The delivery methods
   e. The resources deployed

   The biennial report should be submitted by 30 September in the relevant year.

3. The External Examiner will be provided with:

   a. The programme document
   b. A complete set of programme / course materials
   c. Examination papers, marking schemes and assessment rubrics
   d. Samples of marked scripts
Appendix K

Programme Modification Form

Team: □ ARTS □ BUS □ HSC □ FTP □ NLP □ CLP

1. Approved programme / course to which a change is proposed:
   Programme code: __________________________ (Eng)
   Programme title: __________________________ (Eng)
   Programme title: __________________________ (Chin)
   Course code: ______________________________
   Course title: ______________________________ (Eng)
   Course title: ______________________________ (Chin)

2. Proposed change(s) and their reasons:

   □ Programme / course code
   □ Programme / course title
   □ Programme / course duration
   □ Core / elective course
   □ Course syllabus
   □ Course pre-requisite
   □ Admission requirements
   □ Assessment / award
   □ Intake schedule
   □ Programme / course fee
   □ Promotion budget
   □ Instructor fee / honorarium*
   □ Others

   Details (Please provide full information about the changes from what to what and relevant justifications. Please use additional sheet if necessary.)

   * COPACE’s approval is required.

3. Proposed effective date: Intake in __________________________ (YYYY/MM)

4. Students affected:
   □ All intakes
   □ Intakes in __________________________ (YYYY/MM) only
   □ Intakes in __________________________ (YYYY/MM) and thereafter

5. TL’s comments:

   __________________________

6. RU’s Comments:

   __________________________

7. PMC Chair’s Comments:

   __________________________

Proposed by PL: __________________________ Date: __________________________

Name: __________________________

Supported by TL: __________________________ Date: __________________________

Name: __________________________

Supported by UIC (RU): __________________________ Date: __________________________

Name: __________________________

Endorsed by PMC Chair: __________________________ Date: __________________________

Approved by Director: __________________________ Date: __________________________

FST003-F20J30004
Appendix L

Course Evaluation by Instructor
課程評估（供導師填寫）

We would like to obtain feedback from you as part of our evaluation on course effectiveness. Your feedback will be very valuable to us in monitoring and improving our courses. All comments will be kept confidential.

Please complete all sections and return the completed questionnaire to the Institute within 7 days after completion of the course.

Course Title:  
課程名稱:

Course Code:  
課程編號:

Intake (YYYY/MM):  
學期:

Class:  
班別:

Part I: Course Design
課程設計

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree 極不同意</th>
<th>Strongly Agree 極同意</th>
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</tbody>
</table>

1. The course aim(s) and learning outcomes are made clear.
課程教學目標和學習成果清晰。

2. The course syllabus and content is well designed and organized to meet the aim(s) and learning outcomes.
課程內容設計與教學目標和學習成果相稱。

3. The duration of the course in terms of teaching hours is adequate and relevant to the course award and level of students.
教學時數足夠，並切合課程的深淺程度和學生的學習水平。

4. The admission requirement is properly set for the course.
課程的入學要求適當。

5. The course assessment is well designed to assess students’ learning outcomes.
課程評核設計能評估學生的學習成果。

6. Overall speaking, the course design is satisfactory.
整體而言，課程設計令人滿意。

Part II: Student Learning
學員學習

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<tr>
<th></th>
<th>Strongly Disagree 極不同意</th>
<th>Strongly Agree 極同意</th>
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<td>2</td>
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</tbody>
</table>

1. The level and content of the course has met the expectation of a majority of students on the course.
課程的深淺和內容符合大部分學員的期望。

2. The medium of instruction is appropriate to the students.
教學語言切合學員所需。
3. The attendance, response and participation of the students are satisfactory.  
   學員的出席率、反應和投入感令人滿意。
   1 2 3 4 5

4. Student performance in course assessment is satisfactory.  
   學員在評核中的學習表現令人滿意。
   1 2 3 4 5

5. The Institute’s support to student learning is satisfactory.  
   學院對學員的學習支援令人滿意。
   1 2 3 4 5

6. Overall speaking, the student learning in the course is satisfactory.  
   整體而言，學員的整體學習令人滿意。
   1 2 3 4 5

Part III: Course Administration

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
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</table>

1. The venue of the classes is conveniently located.  
   上課地點方便。
   1 2 3 4 5

2. The time schedule of the classes is suitable for most students.  
   上課時間切合大部分學員需要。
   1 2 3 4 5

3. There is adequate advertising and promotion of the course offered by the Institute.  
   學院有足夠的課程宣傳和推廣工作。
   1 2 3 4 5

4. The teaching facilities and equipment (e.g. computers, audio-visual equipment) are in adequate supply and good working order.  
   教學設施和教具（例如電腦、視聽器材）充足和操作正常。
   1 2 3 4 5

5. The Institute has provided a suitable environment for optimal learning to take place.  
   學院提供了適合的學習環境。
   1 2 3 4 5

6. The Programme Leader provides good support and assistance to your teaching.  
   課程主任在教學上給予了良好的支援。
   1 2 3 4 5

7. Overall speaking, the course administration is satisfactory.  
   整體而言，課程行政安排令人滿意。
   1 2 3 4 5

8. Would you be interested in teaching a different course(s) in the future?  
   您有興趣在未來任教不同的課程嗎？
   Yes No Undecided

Part IV: Other Comments

1. What did you like best about the course?  
   本課程最好的地方是：

   ______________________________________________________

2. What did you dislike most about the course?  
   本課程最差的地方是：

   ______________________________________________________

3. How would you suggest us to improve the course?  
   本課程需要改善的地方是：

   ______________________________________________________

Full Name of Instructor:  導師姓名

Signature:  簽署 Date:  日期

- Thank you for completing this evaluation questionnaire -  
- 謝謝您填寫這份問卷 -

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## Teaching/Learning Observation Form

Course Code & Title: ____________________________

Intake: ____________________________ Class: ____________________________

Instructor: ____________________________ Topic: ____________________________

Date: ____________________________ Time: (from) (to)

1. Do you have a teaching plan from the instructor before/after class visit? (please “✓” as appropriate)
   - [ ] Yes (please go to Question 2 and provide the teaching plan as an attachment to this form)
   - [ ] No (please go to Question 3)

2. Assessment of teaching plan provided
   a. Content (please score on a scale of 1 (poor) – 10 (outstanding))
   - [ ]
   b. Comments: _______________________________________________________

3. What are the students DOING? (please “✓” as appropriate)
   - [ ] Receiving information
   - [ ] Applying skills
   - [ ] Practicing newly acquired skills
   - [ ] Participating in collaborative activities/exercises
   - [ ] Presenting information
   - [ ] Other (please specify: __________________________________________)

4. Assessment of teaching strategies and skills (please score on a scale of 1 (poor) – 10 (outstanding))

   **Teaching Effectiveness**
   a. Preparation for Class
   - [ ]
   b. Content Delivery
   - [ ]
   c. Choice of appropriate teaching/learning methods
   - [ ]
   d. Use and Design of instructional materials
   - [ ]
   e. Use of Appropriate Reinforcement
   - [ ]

   **Presentation**
   f. Language Skills
   - [ ]
   g. Presentation Skills
   - [ ]
   h. Tone, Volume, Clarity of Speech
   - [ ]
   i. Pace of session (Time Management)
   - [ ]

   **Class Interaction/Student Participation**
   j. Class Management (appropriate level of control and authority)
   - [ ]
   k. Interaction with Class (Student-teacher rapport)
   - [ ]
   l. Encouraging Class Discussion/Participation
   - [ ]
   m. Giving constructive feedback
   - [ ]
   n. Instructor Attitude/Attitude to students
   - [ ]
   o. Addressing Individual needs
   - [ ]
   p. Maintaining Class Atmosphere
   - [ ]

   **Other (please specify)**
   - [ ]

---

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5. What form of audio-visual aids did the instructor use? (please "✓" as appropriate)

☐ PowerPoint
☐ Internet
☐ Slide Show
☐ Whiteboard
☐ Visualizer / OHP
☐ Flip Chart
☐ Other (please specify: ________________________________)

6. Overall, how would you rate the teaching session (please circle as appropriate)

1 2 3 4 5 6 7 8 9 10
not effective satisfactory very effective

7. General comments:
(e.g. Whether the aims and outcomes were achieved? Whether teaching/learning methods are appropriate? Whether effective communication was achieved?)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

8. Area of improvement (if any):
(Comment in terms of both teaching style and content (if possible))

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Observer 1: __________________________________________  Observer 2: ______________________________

Signature                                                                                     Signature

Name: __________________________________________  Name: __________________________________________
Title: __________________________________________  Title: __________________________________________
Date: __________________________________________  Date: __________________________________________

Notes:
(1) Please notify the instructor in advance that you will visit the class.
(2) Your visit should last at least 30 minutes.
(3) The main judgment of an effective teaching / learning session involves an assessment of whether the students are learning the course content and / or changing their attitudes or professional behaviour.
(4) Please discuss the feedback with the instructor after the visit in order to improve the teaching quality further.
### Appendix N

#### 課程評估（供學員填寫）

Course Evaluation by Students

<table>
<thead>
<tr>
<th>項目</th>
<th>反應</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>1. 本課程教學目標和學習果效清晰。</td>
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<tr>
<td>The course aim(s) and learning outcomes are made clear.</td>
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<td>2. 本課程教學內容與目標和學習果效相符。</td>
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<td>The course content is well organized to meet the aim(s) and learning outcomes.</td>
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<td>3. 本課程教學設施及設備充足。</td>
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<td>The teaching/learning facilities and equipment are sufficient.</td>
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<td>4. 本課程教學時間表安排適當。</td>
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<td>The time schedule is suitable for you.</td>
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<tr>
<td>5. 本課程上課地點安排令人滿意。</td>
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<td>The venue arrangement is satisfactory.</td>
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<td>6. 本課程行政／統籌是有效率的。</td>
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<td>Course administration / coordination is efficient.</td>
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<td>7. 導師能提供良好質素的講義。</td>
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<tr>
<td>The instructor prepared a good quality set of handouts.</td>
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<tr>
<td>8. 導師對教授的科目有專業知識。</td>
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<tr>
<td>The instructor has a good knowledge of the subject matter.</td>
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<td>9. 導師講授清楚，容易明白。</td>
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<tr>
<td>The instructor’s teaching is clear and easy to understand.</td>
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<td>10. 導師有教學熱誠，能幫助學員學習。</td>
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<td>The instructor is enthusiastic about teaching and helpful to students.</td>
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<td>11. 導師善於運用上課時間。</td>
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<tr>
<td>The instructor uses class time effectively.</td>
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</table>
### Part III

12. **Considering the factors above, how would you rate the course overall?**

<table>
<thead>
<tr>
<th>Very Poor</th>
<th>Poor</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
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</table>

### Part IV

13. **Would you recommend this course to your friends?**

- Yes
- No
- Undecided

14. **Would you be interested in other course(s) offered by our Institute in the future?**

- Yes
- No
- Undecided

---

**Feedback and Suggestions**

Your comments will be very useful for us to improve the course. Please feel free to make comments in either English or Chinese.

1. **What did you like best about the course?**

   

   

2. **What did you dislike most about the course?**

   

   

3. **How would you suggest us to improve the course?**

   

   

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FAA001-D201306507

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Appendix O

Programme Evaluation Form

Programme Code:  
Programme Title:  
Intake of the Last Course Completed in This Programme (yyy/mm):  

Congratulations on your completion of the programme! To help us improve our programme better, we would greatly appreciate it if you can complete and return this Evaluation Form to the Examination and Graduation Office of the Institute’s Registry Unit by fax at 2239 4314 or by post to LiPACE, The Open University of Hong Kong, OUHK-CITA Learning Centre, 291-203 Lai King Hill Road, Kwai Chung, N.T. Thank you!

Please tick one and only one of the check boxes for each of the following questions.

### Part 1

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly</th>
<th>Neutral</th>
<th>Strongly</th>
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</thead>
<tbody>
<tr>
<td>Q1. The programme aims and learning outcomes are communicated clearly.</td>
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<td>Q2. The programme curriculum is well structured to meet the learning outcomes.</td>
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<td>Q3. Programme administration is efficient.</td>
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<td>Q4. The programme’s teaching/learning facilities and support are generally satisfactory.</td>
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<td>Q5. The programme can develop and enhance my knowledge of the subject.</td>
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<td>Q6. The programme’s training and award can prepare me for better career development.</td>
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<td>Q7. The study makes me realize the importance of lifelong learning.</td>
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</table>

Q8. Considering the factors above, how would you rate the programme overall?

- Very
- Acceptable
- Very

### Part 2

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Undecided</th>
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<tbody>
<tr>
<td>Q9. Would you recommend this programme to your friends?</td>
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<tr>
<td>Q10. Would you like to receive information of other LiPACE programme(s)?</td>
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</table>

*If “Yes”, please fill in the attached Course Information Request Form (FCS005) and return to us.*

### Part 3 - Feedback & Suggestions

Q11. What did you like the best about the programme?

- 
- 
- 

Q12. What did you dislike the most about the programme?

- 
- 
- 

Q13. How would you suggest the programme can be improved?

- 
- 
- 

--- Thank You! ---
Lifelong Learning • Lifelong Enrichment

終身學習 • 豐盛人生
Li Ka Shing Institute of Professional and Continuing Education
The Open University of Hong Kong

Kwai Hing Learning Centre
8/F-11/F, Tower 2, Kowloon Commerce Centre, 51-53 Kwai Cheong Road, Kwai Chung, N.T.
(2 minutes' walk under covered walkway from Exit E of Kwai Hing MTR Station)

OUHK-CITA Learning Centre
201-203, Lai King Hill Road, Kwai Chung (opposite to Exit A1, Lai King MTR Station)

Tel: 3120 9988   Fax: 2381 8456
Email: lipace@ouhk.edu.hk   Website: www.ouhk.edu.hk/lipace