The impact of external quality assurance on the development of a vocational education institution in Hong Kong

OPPORTUNITIES · ACTION · SUCCESS

良機·實幹·成功

Dr Sandra Wong
Assistant Executive Director (Special Duties)
Vocational Training Council, Hong Kong

VTC

Vocational Training Council – the principal vocational education institution in Hong Kong

Vocational Training Council (VTC)

- Statutory body established in 1982
- Principal organisation in Hong Kong that provides a comprehensive range of vocational and professional education and training (VPET)

Vocational Training Council (VTC)
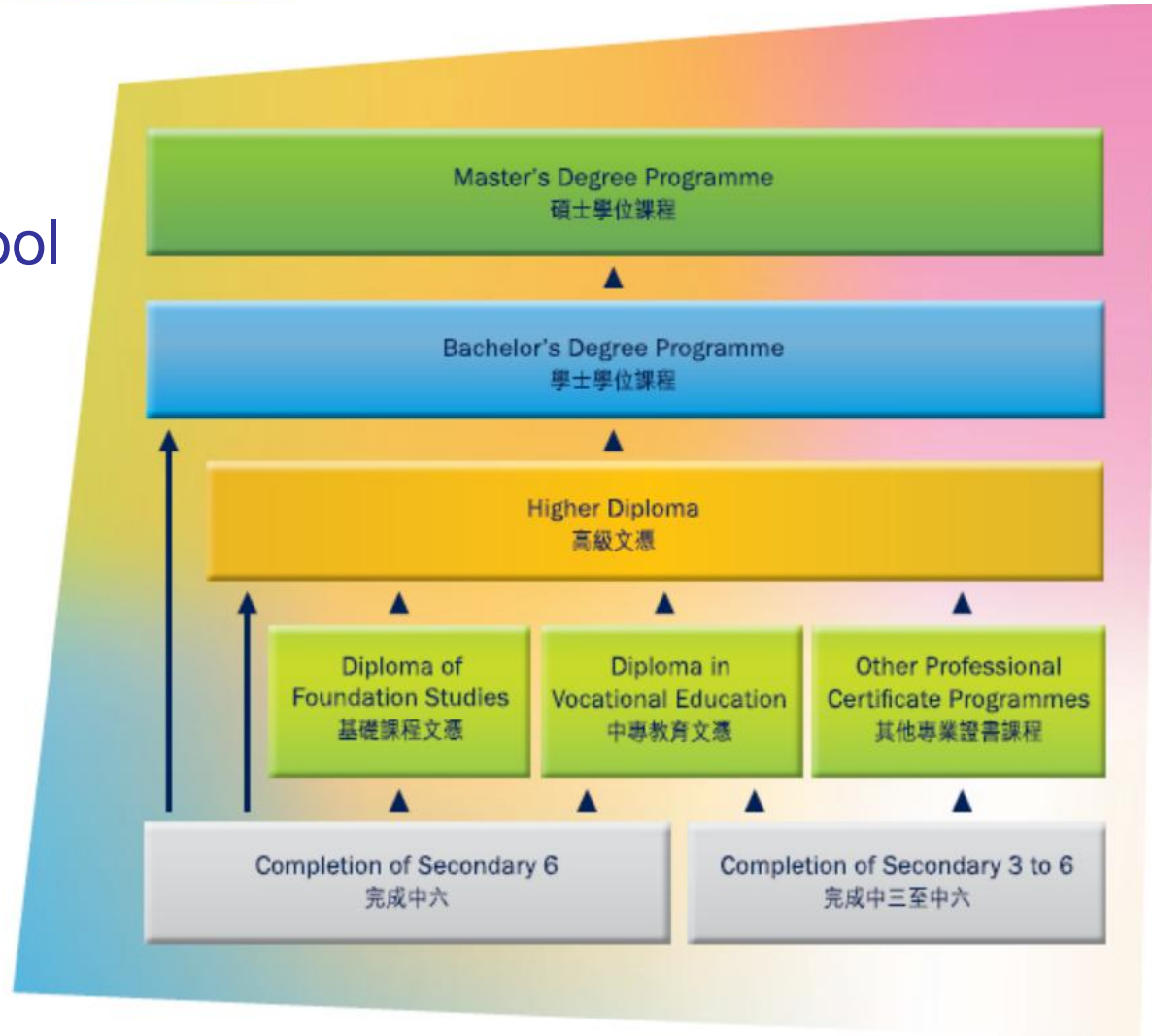
13 **Member Institutions**

Vocational Training Council (VTC)

Progression Routes for Secondary School Students

Master's Degree Programme
碩士學位課程

Bachelor's Degree Programme
學士學位課程

Higher Diploma
高級文憑

Diploma of Foundation Studies
基礎課程文憑

Diploma in Vocational Education
中專教育文憑

Other Professional Certificate Programmes
其他專業證書課程

Completion of Secondary 6
完成中六

Completion of Secondary 3 to 6
完成中三至中六

Breadth of VTC's VPET Programmes

250,000 trainees every year

50,000 full-time students

The impact of External Quality Assurance

The Early Stage of the VTC Quality Assurance System (2001- 2005)

Year 2004 – First Institutional Review

- Appraised the VTC for the introduction of a comprehensive internal QA system

- Recommended that a mechanism should be put in place to ensure improvement actions to take place

- Recommended that the roles and relationships between different boards and committees should be well-defined to assure quality.

The Early Stage of the VTC Quality Assurance System (2001- 2005)
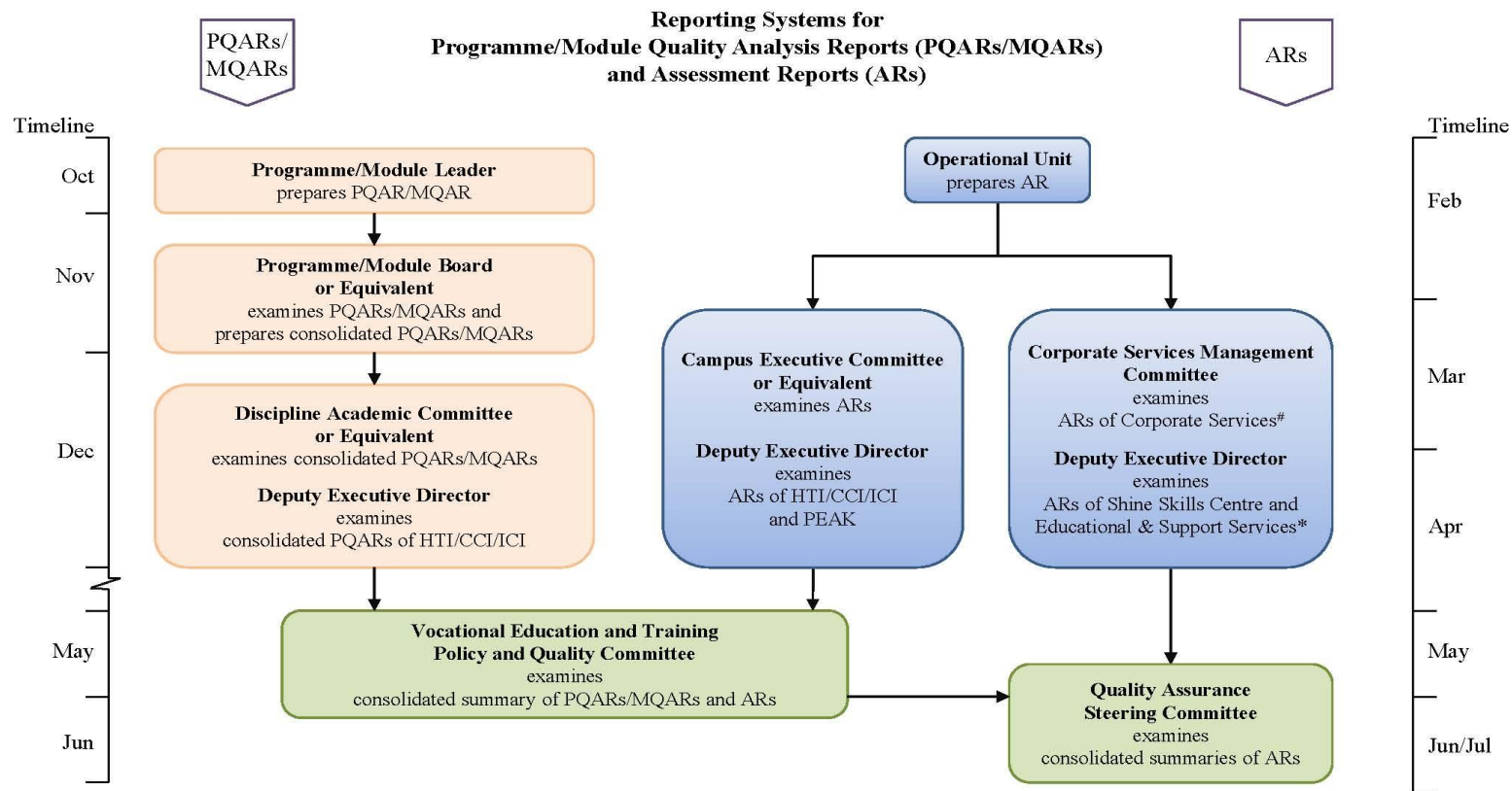
Year 2005 – Response of VTC

- Introduced an annual programme review exercise on each programme by its respective programme team.

- A programme quality annual report (PQAR), a record of the annual programme review, evaluates the quality of the programme and identifies areas for improvements.

The Early Stage of the VTC Quality Assurance System (2001- 2005)

Year 2005 – Response of VTC (con't)

- Boards and committees at different levels notes and endorses individual PQAR or/and the consolidated findings from the PQARs for the continuous improvement.

The Early Stage of the VTC Quality Assurance System (2001- 2005)

Reporting Systems for
Programme/Module Quality Analysis Reports (PQARs/MQARs)
and Assessment Reports (ARs)

PQARs/MQARs

ARs

Timeline

Oct

Nov

Dec

May

Jun

Programme/Module Leader
prepares PQAR/MQAR

Programme/Module Board or Equivalent
examines PQARs/MQARs and prepares consolidated PQARs/MQARs

Discipline Academic Committee or Equivalent
examines consolidated PQARs/MQARs

Deputy Executive Director
examines consolidated PQARs of HTI/CCI/ICI

Vocational Education and Training Policy and Quality Committee
examines consolidated summary of PQARs/MQARs and ARs

Operational Unit
prepares AR

Campus Executive Committee or Equivalent
examines ARs

Deputy Executive Director
examines ARs of HTI/CCI/ICI and PEAK

Corporate Services Management Committee
examines ARs of Corporate Services#

Deputy Executive Director
examines ARs of Shine Skills Centre and Educational & Support Services*

Quality Assurance Steering Committee
examines consolidated summaries of ARs

Timeline

Feb

Mar

Apr

May

Jun/Jul

\# Corporate Services comprise the Central Services Division; Estates, Health & Safety Division; External Relations Office; Finance & Supplies Division; Human Resources Division and Information Technology Services Division.

* Educational & Support Services include the Centre for Learning & Teaching, VTC Headquarters (Academic Services), VTC Headquarters (Industry Partnership), Languages Planning and Development Office, Quality Assurance and Accreditation Office, School for Higher and Professional Education, Vocational Language Programme Office, Student Development Discipline Office, Institutional Advancement Office and International Development Office.

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The Early Stage of the VTC Quality Assurance System (2001- 2005)

Late 2005 – Discipline Review

- Observed the presence of academic ownership and a participative culture in quality assurance are found

- There was growing and shared corporate understanding amongst the teaching teams over what quality and quality assurance are.

The Introduction of Discipline Matrix Structure in 2009

Year 2009 – Further action of VTC

- Saw the need to enhance the academic image of its vocational and professional education and training.

- Formalised its management and academic structure with an establishment of a Discipline-matrix Management Structure aiming to strengthen the academic accountability of its programmes within the management structure.
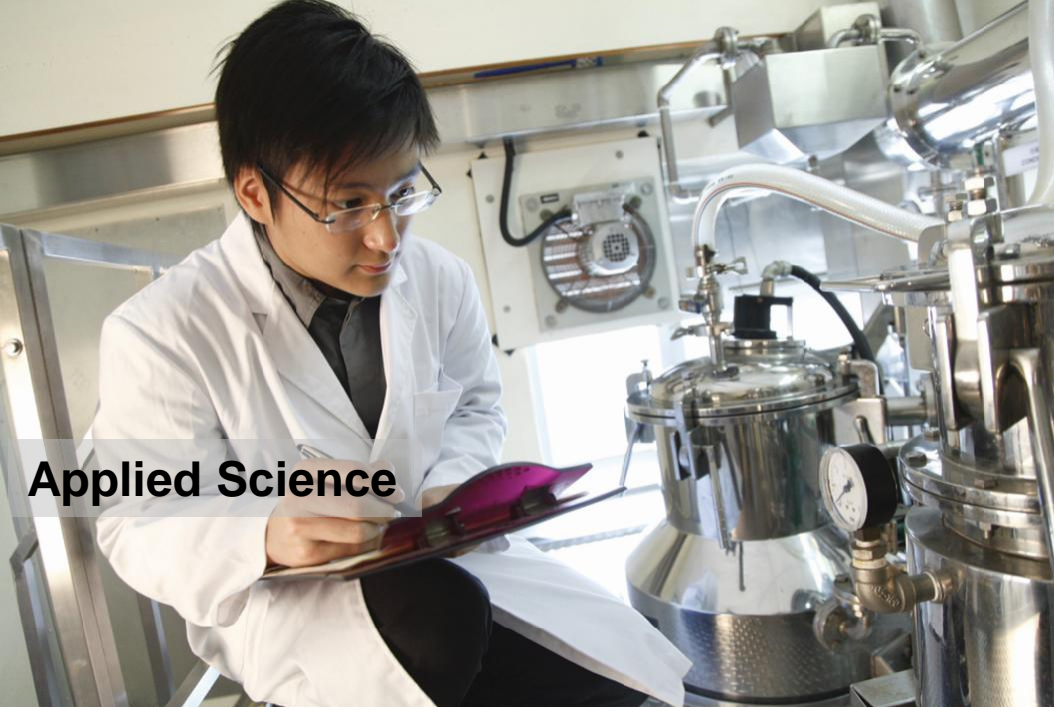
Applied Science

Business Administration

Childcare, Elderly and Community Services

7+2 Disciplines

14

Design

Hotel, Service & Tourism Studies

Engineering

VTC
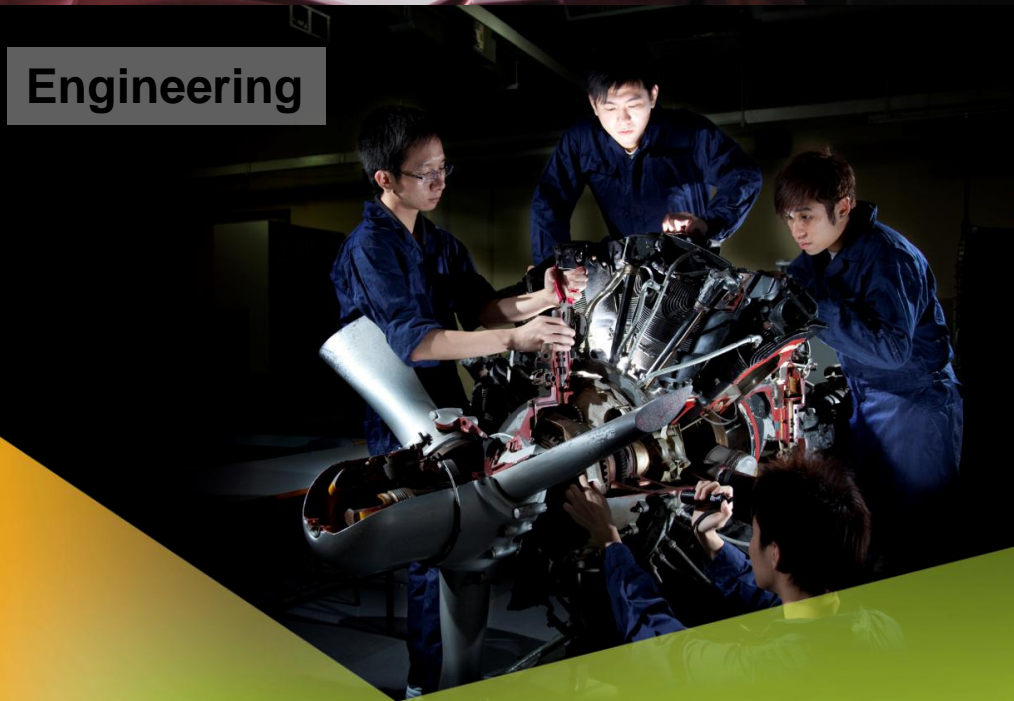
Information Technology

Languages

Student Development

The Introduction of Discipline Matrix Structure in 2009

Year 2009 – Further action of VTC (con't)

- The Structure gives proper authority and accountability to the Disciplines to develop and manage programmes under their care.

- For more effective programme and curriculum rationalization among Disciplines, more strategic development of new programmes within individual Disciplines, and more consistency in academic standards.

The Introduction of Discipline Matrix Structure in 2009

Year 2009 – Further action of VTC (con't)

- With the establishment of a formal matrix management system, learning resources can be more effectively pooled and shared among Campuses within the same Discipline.

- The seven Academic Directors are working closely with the 9 Campus Principals of the IVE who continue to look after the day-to-day operations of student and campus activities.

Staff involvement in Decision making and Operational matters

EQA Comment

- The importance of having staff involved in the decision making process

Response of VTC

- Since 2005, staff representation has been gradually introduced in different levels of committees of VTC.

External Input

EQA Comment

- Saw the need for the VTC to continuously enhance external involvement and to strengthen its impact on the quality of programme provision for the benefits of the students

Response of VTC

- Close monitoring on the currency of programmes through strong industry network

Development and Delivery of Programmes

Impact of EQA

- The QF standards and outcome-based approach of learning and teaching are expected to steer the development and revamping of the learning programmes

Response of VTC

- Refined its academic regulations and adopted an outcome-based approach in the design and delivery of its programmes

Other Impact

Impact of EQA

- VTC is expected to develop as an integrated and synergised body with centralised guidelines and co-ordination of quality assurance activities across VTC units with shared ownership and common yardsticks.

Other Impact

Implication on VTC

- Can maintain the standards and quality of its programmes under a unified system

- More time and resources are required to make decision

- A need to balance flexibility and vigour under one roof

Students at Workplace

Thank You!