

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Master of Public Policy and Management
Programme QF Level	: 6
Course Title	: Quality Assurance and Management in Higher Education
Course Code	: PPG6019
Department/Unit	: Department of Social Sciences and Policy Studies
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 6

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

Internationalization in the higher education sector and growing interest in evidence-based policy making have resulted in an increasing demand for accountability, transparency and the development of quality assurance frameworks that can provide on-going assessment of teaching and research quality along with administrative and institutional management capacity. These include the emplacement of administrative and management protocols for the management of student well-being, the student learning environment, professional development, and institutional capacities to manage unforeseen events or changes in the external environment that impact resources, governance and the systemic integrity of the sector. As part of the emergence of quality assurance systems, risk management has thus become an integral feature for higher education institutions including the development risk monitoring, mitigation and management strategies and otherwise seen as integral to overall quality enhancement.

This course introduces students to a range of managerial and institutional policy instruments used in the development and operation of Quality Assurance procedures and in the development of institutional and management tools designed to prepare for, and meet the needs of, crisis events, crisis planning and management. The course introduces students to the theories and applications of crisis management philosophies and approaches and quality assurance and governance in the public service sector generally and the higher education sector in particular. The course also focuses on the practical aspects of quality assurance and crisis management in the context of public relations, strategic communications, and the management of risk events, risk perceptions and risk recovery, as well as the practical aspects of quality assurance and quality enhancement at the institutional level.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁* : Discover the definition and categorize quality assurance and crisis management.
- CILO₂* : Develop an understanding of the theories and principles of quality assurance in higher education sector.
- CILO₃* : Analyse and develop the importance of crisis planning, prevention, response, and recovery.
- CILO₄* : Collaborate with peers to prepare, conduct and critique group research on cutting-edge topics on Crisis management and quality assurance.
- CILO₅* : Communicate critically the findings and analysis of the group research project both orally and in writing.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
An overview on crisis management and governance, recognizing critical distinctions	<i>CILO₁₋₂</i>	<ul style="list-style-type: none">➤ Lectures: Presentation and discussion of the frameworks, concepts, practices and synthesis of key references.➤ Seminars: Students present case relevant to current communication management

between different types of crisis and ensuring appropriate accountability, both during and after crisis events.		<p>issues, topics and scenarios.</p> <ul style="list-style-type: none"> ➤ Presentations: Comparing and contrasting different policy approaches in promoting more socially cohesive and politically stable society. ➤ Web and library search. ➤ Reading lecture notes and key references.
Develops the theoretical and applied background to crisis matrix and response models-issues.	<i>CILO₁₋₃</i>	
An understanding on the relationship between “disaster” and “crisis” and an overview of Crisis Management flow.	<i>CILO₁₋₅</i>	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Seminar Presentation and Discussion Students are required to work as a team and make a presentation; prepare questions and ideas for discussion; and encourage active participation among other members of the class.	30%	<i>CILO₁₋₅</i>
(b) Class Discussion and Participation Students are expected to read relevant readings before s/he attends the seminars and must participate actively in the discussion.	20%	<i>CILO₁₋₅</i>
(c) Individual Essay Written presentation of information and argument in a systematic and coherent manner.	50%	<i>CILO₁₋₅</i>

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Neubauer, D.E., Gomes, C. (eds.) (2017). *Quality Assurance in Asia-Pacific Universities: Implementing Massification in Higher Education*. New York: Palgrave Macmillan.

Roger, E. and Elaine, H. (Eds.) (2018). *Handbook of quality assurance for university teaching*. Routledge.

7. Recommended Readings

Baboucarr, N., et al. (2015). Historical development of higher education and quality assurance in Southeast Asia. *Int. J. of Management in Education*, 9(1), 31-46.

Bernhard, A. (2012). Quality Assurance in an International Higher Education Area: A summary of a case-study approach and comparative analysis. *Tertiary Education and Management*, 18(2), 153-169.

Burke, J.C. (ed.) (2004). *Achieving Accountability in Higher Education: Balancing Public, Academic, and Market Demands*. San Francisco, CA: Jossey-Bass.

Cheng, M. (2016) *Quality in Higher Education: Developing a Virtue of Professional Practice*. Dordrecht: Springer.

Edwards, Fleur. (2012). The Evidence for a Risk-Based Approach to Australian Higher Education Regulation and Quality Assurance. *Journal of Higher Education Policy and Management*, 34(3), 295-307.

Fielden, J. (2008). *Global Trends in University Governance*, World Bank Education Working, Paper Series No. 9.

Frank, A., et al. (2012). Accreditation and Quality Assurance for Professional Degree Programmes: Comparing Approaches in Three European Countries. *Quality in Higher Education*, 18(1), 75-95.

Harvey, L. (2011). Leadership and Governance in Higher Education--Handbook for Decision-makers and Administrators - Edited by Sjur Bergan, Eva Egron-Polak, Jürgen Kohler, Lewis Purser and Martina Vukasovic. *Higher Education Quarterly*, 65(4), 436-438.

Hou, A. (2012). Mutual Recognition of Quality Assurance Decisions on Higher Education Institutions in Three Regions: A Lesson for Asia. *Higher Education: The International Journal of Higher Education and Educational Planning*, 64(6), 911-926.

Hou, A., Chen, K., & Morse, R. (2014). Transforming the quality assurance framework for Taiwanese higher education: A glonacal context. *Policy and Society*, 33(3), 275-285.

Rosa, M., Sarrico, C., Tavares, O., Amaral, A., & SpringerLink. (2016). *Cross-Border Higher Education and Quality Assurance : Commerce, the Services Directive and Governing Higher Education* (Issues in Higher Education).

- Jarvis, D. (2014). Regulating higher education: Quality assurance and neo-liberal managerialism in higher education—A critical introduction. *Policy and Society*, 33(3), 155-166.
- Job, Jennifer, & Sriraman, Bharath. (2013). A Framework for Quality Assurance in Globalization of Higher Education: A View toward the Future. *Interchange: A Quarterly Review of Education*, 43(2), 75-93.
- John N. Hawkins. (2008). Higher Education and Quality Assurance: Trends and Tensions in Asia. *Evaluation in Higher Education*, 2(2), 1-21.
- Kohoutek, J. (2009). Implementation of the standards and guidelines for quality assurance in higher education in the Central and East-European countries: agenda ahead. Bucharest, UNESCO-CEPES.
- Lo, W. (2014). Think global, think local: The changing landscape of higher education and the role of quality assurance in Singapore. *Policy and Society*, 33(3), 263-273.
- Martin, M. (2007). Cross-border Higher Education: Regulation, Quality Assurance and Impact. UNESCO, Paris, International Institute for Educational Planning.
- Martin, M. and Parikh, S. (2017) *Quality Management in Higher Education: Developers and Drivers*. UNESCO: International Institute for Educational Planning.
- Milliken, J. and Colohan, G. (2004). Quality or control? Management in higher education, *Journal of Higher Education Policy and Management*, 26 (3): 381-391.
- Mitroff, I. (2003). *Crisis Leadership: Planning for the Unthinkable*, New York: John Wiley & Sons.
- Mok, K. (2000). Impact of Globalization: A Study of Quality Assurance Systems of Higher Education in Hong Kong and Singapore. *Comparative Education Review*, 44(2), 148-174.
- OECD. (2011). *Regulatory Policy and Governance Supporting Economic Growth and Serving the Public Interest*. OECD Publishing.
- Rowlands, J. (2012). Accountability, quality assurance and performativity: The changing role of the academic board. *Quality in Higher Education*, 18(1), 97-110.
- Shah, Mahsood, & Jarzabkowski, Lucy. (2013). The Australian Higher Education Quality Assurance Framework: From Improvement-Led to Compliance-Driven. *Perspectives: Policy and Practice in Higher Education*, 17(3), 96-106.

- Stensaker, B., Langfeldt, L., Harvey, L., Huisman, J., & Westerheijden, D. (2011). An in-depth study on the impact of external quality assurance. *Assessment & Evaluation in Higher Education*, 36(4), 465-478.
- Stensaker, Bjorn. (2008). Outcomes of Quality Assurance: A Discussion of Knowledge, Methodology and Validity. *Quality in Higher Education*, 14(1), 3-13.
- Phillips, S. D., & Kinser, K. (2018). *Accreditation on the edge: Challenging quality assurance in higher education*. Johns Hopkins University Press.
- Turner, D. A. (2011). *Quality in Higher Education*. Dordrecht: Springer.
- Umemiya, Naoki. (2008). Regional Quality Assurance Activity in Higher Education in Southeast Asia: Its Characteristics and Driving Forces. *Quality in Higher Education*, 14(3), 277-290.
- Wang, L. (2014). Quality assurance in higher education in China: Control, accountability and freedom, *Policy and Society*, 33 (3): 253-262.
- Wang, J. and Hutchins, H.M. (2010) 'Crisis Management in Higher Education: What Have We Learned From Virginia Tech?', *Advances in Developing Human Resources*, Vol. 12(5), 552-572.
- Weber, L., & Dolgova-Dreyer, K. (2007). *The legitimacy of quality assurance in higher education: The role of public authorities and institutions*. (Vol. 9, Council of Europe higher education series). Strasbourg: Council of Europe Publ.
- Westerheijden, D., Stensaker, B., Rosa, M., & Corbett, A. (2014). Next Generations, Catwalks, Random Walks and Arms Races: Conceptualising the development of quality assurance schemes. *European Journal of Education*, 49(3), 421-434.

8. Related Web Resources

Name of the Web Page	Web Link
European Association for Quality Assurance in Higher Education (ENQA)	http://www.enqa.eu/index.php/about-enqa/enqa-mission-statement/
European Centre for Strategic Management of Universities. (2010). <i>European Benchmarking Initiative on Higher Education</i> , LLP/Erasmus project 142420-LLP-1-2008-1-BE-ERASMUS-EMHE	http://eacea.ec.europa.eu/llp/project_reports/documents/erasmus/multilateral_actions_2008/eras_emhe_142402.pdf
International Association for Impact Assessment	http://www.iaia.org/default.aspx
IMHE, OECD Forum on Higher Education Publications	http://www.oecd.org/edu/imhe/imheoecdforumonhighereducationpublications.htm

OECD. (2010). Governance and Quality Guidelines in Higher Education	http://www.oecd.org/edu/imhe/46064461.pdf
The World Bank - Governance & Public Sector Management	http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTPUBLICSECTOR/ANDGOVERNANCE/0,,contentMDK:20206128~pagePK:210058~piPK:210062~theSitePK:286305,00.html

9. Related Journals

Name of the Journal	Web Link (if any)
Advances in Developing Human Resources	N/A
Environmental Impact Assessment Review	N/A
Higher Education Management and Policy	http://www.oecd.org/edu/imhe/highereducationmanagementandpolicyallaboutthejournal.htm
Impact Assessment & Project Appraisal	N/A
Journal of Management Education	N/A
Quality Assurance in Education	N/A

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

11. Others

Nil

Updated as of 16 July 2025