

LIST OF RECOMMENDATIONS

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Chapter 3 – Post-secondary Education System	
1. Government policy should treat all elements of post-secondary educational provision as a single interlocking system for strategic and planning purposes, including both privately and publicly funded institutions.	35
2. There should be a single oversight body for the non-publicly funded part of the post-secondary education system.	36
3. There should be a clear differentiation of roles throughout the post-secondary education system to ensure full diversity of provision.	39
4. There should be greater clarity about the character of the Associate Degree and its place in the structure of the qualifications offered by the post-secondary education system.	41
5. Pathways for student progression through the whole post-secondary system and between its parts should be made clearer, including for those returning to education at different times.	44
6. A transparent and trustworthy Credit Accumulation and Transfer System should be developed for the whole post-secondary system.	44
7. Manpower planning requirements in the allocation of first-year, first-degree places should be abolished or considerably loosened.	46
8. There should be a comprehensive review of the future provision and distribution of lifelong learning opportunities throughout the post-secondary system.	48

Chapter 4 – Internationalisation

9. UGC-funded institutions should review, develop where necessary and implement internationalisation strategies as a matter of urgency. The UGC should monitor agreed Key Performance Indicators in each institution. The Government should adopt a strategy for internationalisation that includes collaboration with universities. Both should make long-term and sustained commitments to these strategies. 52
10. A forum should be established to facilitate collaboration between the Government, universities and the UGC in identifying and implementing effective policies and initiatives, and for spreading best practices regarding internationalisation. 54
11. An additional funding stream should be attributed to the UGC to fund internationalisation initiatives and allocated through the Academic Development Planning process. 54
12. Universities should develop appropriate strategies for the recruitment of international students. The Government should actively support this through its official overseas offices. 56
13. The Government, working with the institutions, should increase hostel accommodation for local and non-local students as a matter of urgency. 57
14. UGC-funded institutions should increase their efforts to provide support resources and opportunities for non-local students to integrate them better with the local student body. 58
15. The number and variety of overseas study opportunities for local students should be increased significantly. Funding should be provided for this, and credits should be attached to these programmes. 59
16. Institutions should make renewed efforts to ensure and enhance students' biliterate (Chinese and English) and trilingual (Cantonese, Putonghua and English) abilities. 60
17. UGC-funded institutions should actively maintain the 61

international mix of their faculty.

18. The higher education sector should develop a number of jointly funded and staffed international centres for high quality research and graduate programmes combining Asian and Western perspectives. 66

Chapter 5 – Relationship with Mainland China

19. Institutions should establish a clear strategy for developing different types of relationships with the Mainland, and in particular the Pearl River Delta. 73
20. The Government should initiate negotiations with relevant authorities on the Mainland with a view to easing regulatory requirements in teaching and research collaboration with Mainland institutions, especially the portability of research funding. 75

Chapter 6 – Teaching and Learning, Research and Role Differentiation

21. The UGC should ensure that it uses the tools at its disposal to assess and reward evidence of teaching excellence, both at the system level and at the funding level. Sector-wide surveys and assessments of student learning outcomes should be developed and published. 81
22. UGC-funded institutions should place as much emphasis on the assessment of competence in teaching as they do on research. They should collectively consider the establishment of communities of practice to promote sector-wide collaboration on teaching and learning issues. 84
23. UGC-funded institutions should seek to adopt the approaches outlined in the Review for the improvement of teaching and learning in areas related to faculty development and the strengthening of the teaching-research nexus. They should report on their implementation no later than 2015. 86
24. The Government should further develop its R&D policy and ensure that it dovetails more effectively with the four pillar and 91

six new industries identified by the Government for targeted development.

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| 25. Research funding and resources should be allocated increasingly on a competitive basis. | 93 |
| 26. The access of private universities to competitive research funding should be reviewed periodically. | 94 |
| 27. There should continue to be role differentiation between UGC-funded institutions to ensure the best deployment of public resources. | 97 |
| 28. The funding regime should assess and reinforce role differentiation and performance in role within the UGC-funded sector. | 98 |

Chapter 7 – Funding Methodology, Institutions’ Relationships with their Self-financing Operations and Efficiency

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| 30. The funding regime should reflect high-quality teaching outcomes. | 102 |
| 31. A thorough review of the practical effectiveness of the periodic Research Assessment Exercise should be undertaken before it is held again. | 104 |
| 32. Means of assessing the quality of research postgraduate students emerging from the system should be implemented to inform decisions on the allocation of research postgraduate places. | 106 |
| 33. Public funds should not be used by UGC-funded institutions as cross-subsidies for self-financing educational activities. There should be greater transparency in the financial relationship between UGC-funded institutions and self-financing courses either within the institution or in an affiliate, such as a community college. | 107 |

34. The community college operations of UGC-funded institutions should be completely separated from their parent institutions within three years of the acceptance of this recommendation. 108

Chapter 8 – Quality Matters

35. There should be a single quality assurance body for the whole post-secondary system. 119
36. The single body should integrate the methods and approaches of quality assessment, validation and accreditation across the system. 120
37. The development of a Credit Accumulation and Transfer System for the whole system requires it to be appropriate for articulation between different levels and across different institutions at the same level. 122
38. There should be greater transparency and public disclosure of quality assessment so that the public may make better-informed choices over time. 122

Chapter 9 – Oversight Bodies in the Post-secondary Education Sector

39. A coordinating committee comprising the chairpersons of the various oversight bodies in the post-secondary education sector should be established under the chairmanship of the Secretary for Education. 125
40. The Education Bureau should be provided with appropriate and sufficient human/financial resources to allow it to fulfil an expanded role in overseeing the whole post-secondary sector. 125