

*Quality  
Assurance &  
International  
Recognition*

質量保證與  
國際認可

## 追求教育質量不僅僅在於促進學生的知識建構和心智發展，

它更是一種道德上的終極目標。

這就是讓學生在公平的教育環境下，無論出身背景如何，都可以獲得一生的持續改進。

學生在個體、學校及社會三者彼此協商、理解的過程中獲得知識和心靈的啟迪，並在日趨複雜多變的環境下具備適應和引領社會的能力，從而獲得人生的快樂和滿足！

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The pursuit of quality in education is not merely for promoting students' acquisition of knowledge and their intellectual development, but constitutes an ultimate moral target.

It allows students to obtain life-long development in a fair and transparent educational environment, regardless of their background.

Students gain knowledge and intellectual inspiration in the course of negotiation and appreciation between individual, educational institution and wider community, developing their ability to adapt to the complex and changing environment and their leadership in the society,

so as to attain happiness and contentment in life.



教與學質量是立校之本，質量保證已成為我院教育文化的重要部分。通過完善的質量保證體系，持續的自我檢討，以及專業的外部評鑑，提升我院的學術水準、學生學習機會的素質，以期與國際標準接軌，培養棟樑之才，完成服務社會的使命。

### 質量保證體系體現國際高教規範

我院的質量保證體系，以英國高等教育的質量和標準為基準，參照《英國高等教育質量手冊》（由“英國高等教育質量保障局”出版）所訂的質量指標，從課程發展與管理、課程監督、學生考評、意見收集與跟進、人員發展等方面對各項教與學事務進行規範，讓我院下設的各所高等學校在同一框架下運作。

The quality of teaching and learning is fundamental to our institution and quality assurance has become an essential part in our educational culture. We maintain our academic standards and the quality of student learning opportunities by means of a comprehensive quality assurance system, continued self-reviews and professional external accreditations, aiming to maintain international standards and train able personnel to fulfil our mission of serving our community.

### Quality Assurance System and International Higher Education Standards

Our quality assurance system is benchmarked against the quality and standards of British higher education, making reference to the UK Quality Code for Higher Education (as published by the UK Quality Assurance Agency for Higher Education, QAA). The system regulates various matters concerning teaching and learning in respect of programme development and management, programme monitoring, student assessment, feedback mechanisms, personnel development etc. enabling all the Schools of MPI to operate within the same framework.

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在現行質量保證體系下，我院所有學士學位課程，均須符合《英格蘭、威爾士和北愛爾蘭高等教育資歷架構》中適用的指標。計劃開辦新課程時，課程籌劃組須以英國高等教育質量保障局的學科基準及/或其他學科/專業相關的國際標準為參照進行課程規劃。課程審批也引入外部評審機制，邀請相關專家學者，評估課程的預期學習果效、結構和內容是否適當有效地訂定，並符合相關學科/專業的要求。

考評是評估學生學習效果不可或缺的工具。為保證考評設置合宜、考評過程公平有序地進行，我院設有全院性的《考評策略》，以保證考評管理架構適時有效。各課程設有校外考試委員，邀請在相關學科/專業具一定國際影響力的資深專家學者擔任，與課程考試委員會一同審核考評項目及相關評分的合適性。校外考試委員還會就課程整體的考評工作提供專業的外部意見，以保證課程所授予之學位與國際標準一致，學生獲得的知識和能力與學歷要求相吻合。

課程教學成功與否，需要許多方面的配合，教員的素質便是其一。因此，我院從招聘、甄選、入職培訓、表現評核以至個人專業發展範疇均設有相應機制，確保所聘教員適合相關學科/專業的教學，學生能夠得到適時適效的指導與支持。支援學生學習，不應限於學科知識的學習，還應關注他們的個人發展。針對後者，除設有學生支援專責部門外，我院還

計劃開辦新課程時，課程籌劃組須以英國高等教育質量保障局的學科基準及/或其他學科/專業相關的國際標準為參照進行課程規劃。

**When planning for new programmes to offer, the programme planning team needs to design the programme with reference to the QAA's subject benchmarks and/or other international standards for the discipline/profession.**

Under the present quality assurance system all our bachelor degree programmes are required to be appropriately located within the Framework for Higher Education Qualifications in England, Wales and Northern Ireland. When planning for new programmes to offer, the programme planning team needs to design the programme with reference to the QAA's subject benchmarks and/or other international standards for the discipline/profession. An appropriate level of externality has also been introduced to programme approval processes. Experts and scholars from the relevant discipline will be invited to assess whether the expected learning outcomes, structure and contents of the programme have been properly and effectively established and whether the requirements of the relevant discipline/profession have been met.

Assessment is an indispensable instrument for evaluating the efficiency of a student's learning. To ensure appropriate assessment design as well as a fair and orderly assessment process, we have our institution-wide "Assessment Strategy" in place, so that our framework for assessment management is up-to-date and effective. External examiners, who are renowned experts and scholars of international prestige in the discipline/profession concerned, are appointed to each programme. They work together with the programme examination boards to approve assessment items and moderate with respect to grading. External examiners also provide professional opinions about the overall assessment practice of the programmes in order to ensure that the degrees awarded are consistent with international standards and that the knowledge and abilities acquired by our students correspond to their degree.

The success of the teaching on our programmes relies on the coordination of a multitude of factors, the quality of our teaching staff being a key one. We have established appropriate mechanisms in the areas of staff recruitment and selection, new staff training, performance appraisal and the individual teacher's professional development, to ensure that the teaching staff recruited are suitable for the relevant discipline/profession and that our students can obtain timely and effective guidance and support. Support for students' learning should go beyond the acquisition of

為每名新生安排班導師，自大一開始跟進他們的學習以及在校生活，直至畢業為止，以期在師生間建立一份亦師亦友的情誼，讓學生自由地表達所需並得到適時的支援與協助。

持續提升需要定期檢討，同時需要院校不同持份者的意見。我院、各高等學校和課程，通過每學期的“學科及教學評估問卷調查”，院、校、課程三個層面的“學生對話會”，年度的“畢業生調查”，由相關學科專家或業界人士組成的課程諮詢委員會等渠道，吸納在讀學生、畢業生、僱主及社會各界的意見，作為教與學質量檢討的基礎。實務上，各課程須每年就諸如學生學習進度、教與學活動、考評安排、學生學習支援、人力及資源等課程運作情況進行全面檢討，研究上述從各方持份者收集所得的意見，制定行動計劃，著力推動各項優化工作。為使課程能有效反映學科/行業的發展，我院正在規劃第一輪的五年定期課程檢討，屆時將邀請相關專家學者對課程進行全面評審，優化課程建設。

在各項教與學工作不斷進步的同時，質量保證體系也需持續優化。我院於2014年初加入“高等教育質量保證國際網絡”及“亞太質量網絡”兩大重要質量保證組織，成為其院校會員。通過有關平臺，我院將能緊貼質量保證領域的最新發展、學習全球院校的優秀辦學實踐，以使自身質量保證體系與時俱進，不斷提升。

disciplinary knowledge and include care for their whole-person development.

Concerning the latter, we have specific sections for student support services as well as a “Year Tutor” appointed for every freshman student, who follows up students’ study and school lives until graduation. Our hope is that the year tutors will build a relationship with our students as their teacher and friend, allowing our students to express their needs more freely and to obtain support and assistance more readily when required.

Our continued growth requires regular reviews, while regular reviews require the gathering of the feedback of different stakeholders in the institution. Our Institute, Schools and programmes collect the opinions of our students, graduates, employers and various circles of society through the Subject and Teaching Evaluation Surveys of each semester, dialogue meetings with students at the Institute, School and programme levels, annual surveys of graduate students, programme advisory boards that consist of experts and professionals of the relevant discipline, as well as other formal and informal channels. The information collected constitutes a basis for reviewing the quality of teaching and learning. In practice each programme needs to conduct a comprehensive review of its operations every year from aspects such as student progression, teaching and learning activities, assessment arrangements, student support, staffing and resources etc., and study the feedback gathered from the abovementioned stakeholders in order to develop appropriate action plans for implementation of necessary or desirable changes. With the aim being to effectively reflect disciplinary/professional advances in our programmes, our Institute is currently designing the first round of “Five-year Periodic Programme Reviews”. We will invite relevant experts and scholars to conduct comprehensive reviews in due course so as to optimise the development of our programmes.

The quality assurance system needs continued optimising in tandem with the advances in our teaching and learning practices. Our Institute has subscribed to two important quality assurance organisations as an institutional member in early 2014 – The International Network for Quality Assurance Agencies in Higher Education and the Asia-Pacific Quality Network. We will keep abreast with new advances in quality assurance via the relevant platforms and learn from good educational practices in institutions around the globe, so as to constantly maintain and improve our own quality assurance systems.

## 開創澳門接受高等教育學術評鑑的先河

全球化發展使國際化人才培養成為高等教育一重大課題。我院在現行質量保證體系的支持下，致力通過國際學術評鑑（包括院校評鑑及課程評鑑），與國際高等教育標準接軌，為應對國際化人才培養這項挑戰打下堅實的基礎。

2013年，我院在質量保證與國際認可事務上邁出重要一步，邀請國際高等教育權威學術評鑑機構——英國高等教育質量保障局——對我院進行全面的院校評鑑，創下澳門高等院校成功接受國際認可的院校評鑑的先河。

英國高等教育質量保障局一直肩負著英國高等院校質量保證工作的責任，與高等教育界別一同制定並維護國家的高等教育資歷架構、質量標準、評鑑制度，定期到訪全國院校進行評鑑審查，提供建議，協助它們保持和提升教與學質量。是次院校評鑑，該局採用與英國本土院校一致的標準，對我院進行全面評估。除查看自評報告及200多份相關文檔外，尚派出專家組到我院進行為期五天的實地檢視，期間與學生、畢業生、管理層、教員、行政人員、僱主直接對話，專家組包括來自世界級名校的領導人員。

2014年初，英國高等教育質量保障局在網頁上向全球公佈，我院在是次評鑑取得信心評級，對學院的學術水準、學生學習質量、教育資訊和持續改善教學質量表示充滿信心，與該局給予英國牛津大學、倫敦大學等世界級頂尖院校的評級相同，充分反映我院的辦學水準達到了國際標準。

QAA專家組對我院進行全面的院校評鑑  
The QAA review team carried out a comprehensive review of MPI



## The First Institution in Macao to Receive Higher Education Academic Accreditation

Globalisation has made internationalised personnel training a significant topic in higher education. Underpinned by our present quality assurance system we are dedicated to maintaining international higher education standards via international academic accreditation and professional recognition, laying a solid foundation in response to the challenge of training globalised personnel.

In 2013 we made a significant move in quality assurance and international recognition. The UK Quality Assurance Agency for Higher Education, an international authority in quality assurance for higher education, was invited to conduct a comprehensive review of our institution. This is the first internationally recognised institutional review ever undertaken by a higher education institution in Macao.

The UK Quality Assurance Agency for Higher Education (QAA) is charged with the responsibility of supervising quality assurance performance in higher education institutions throughout the UK, working in conjunction with the higher education sector as a whole to maintain and develop the UK's framework for national higher education qualifications, national expectation of higher education and regulations for academic review. QAA pays regular visits to institutions in the UK to conduct reviews and audits and to provide suggestions, assisting the institutions to maintain and raise their quality in teaching and learning. QAA's institutional review of our institution was comprehensive one, applying the same standards as for local institutions in the UK. Apart from document review which covered the self-evaluation documents and some 200 relevant pieces of evidence, QAA sent a team of experts to our Institute to conduct a one-week site visit. The team of experts, consisting of managerial personnel from globally renowned institutions, held face-to-face dialogues with our students, graduates, management, teaching and administrative staff, as well as employers of our students.

In early 2014 the UK Quality Assurance Agency for Higher Education announced on its website that our Institute had achieved a judgement of "confidence" in our institutional review. The QAA institutional review reports confidence in MPI's academic standards, students' learning opportunities, information provided about its education provision, and enhancement of learning opportunities, thus demonstrating that MPI meets international standards.

## 英國高等教育質量保障局對澳門理工學院的評價

# *QAA's Judgements about Macao Polytechnic Institute*

總體評價	Overall Judgements
充滿信心	CONFIDENCE
學術水準	Academic standards
學生學習質量	Quality of learning opportunities
教育資訊	Education provision information
持續改善教學質量	Enhancement of learning opportunities
優秀辦學實踐的讚譽	GOOD PRACTICES IDENTIFIED
對教學人員追求教學卓越的支援和獎勵，包括對教學人員進修、從事科研、參加國際學術會議的資助措施	Reward and support for staff to promote teaching excellence, funding for PhD and research activities and attendance at international conferences.
對新入職教學人員的支援（包括入職培訓）	Support for new staff (including induction processes for staff entering the Institute).
對學習資源的有效利用，特別是對維護師生間良好關係的重視，以支持學生學習	The effective deployment of learning resources to support the learning opportunities of students, particularly the attention to the maintenance of a positive relationship between staff and students.
回應學生訴求和意見的靈活性和熱誠	The flexibility and responsiveness of the Institute to student feedback.
對新生的有效迎新和培訓活動	The effectiveness of the induction and orientation processes for students entering the Institute.
重視為學生帶來教育和專業發展效益的實習機會及其合適的安排和監督	The effective organisation and monitoring of work-based and placement learning opportunities focusing on the educational benefit and professional development benefit of students.

在課程評鑑方面，早自2009年，我院的電腦學學士學位課程已通過英國工程技術學會的學術評審，成為澳門首個通過國際評審的資訊科技領域高等學位課程。目前擁有來自130多個國家/地區16萬名以上會員的英國工程技術學會，是工程技術領域全球頂尖的專業學會，也是世界最大的工程師資歷認證機構之一。該會經英國工程理事會授權，對工程類

In terms of programme accreditation our Bachelor's programme in Computing, being accredited by the UK Institution of Engineering and Technology (IET) as early as 2009, was Macao's first higher education programme in Information Technology to be accredited by an internationally renowned professional body. Currently having more than 160,000 members in some 130 countries and regions of the world, the IET is a prestigious international institution of engineers and one of the world's largest certification bodies for qualifications of engineers. Authorised by the UK's Engineering

專業課程進行學術評審及授予全球廣泛認可的工程師資格證書。電腦學課程通過英國工程技術學會的學術評審，不單獲英國工程理事會認可，更獲國際工程學歷互認協議《華盛頓協議》及《悉尼協議》的成員承認，自2009/2010學年起入讀該課程的學生，畢業後將具備在多個協議成員國或地區考取當地工程師的專業資格。

自此至今，我院已有多個課程完成國際學術評鑑或取得國際專業認可，當中包括：會計學學士學位課程取得澳洲註冊會計師公會及英國特許公認會計師公會的专业認證，畢業生因而可獲豁免八科專業考試；電子商務學士學位課程取得美國電子商務協會的專業認證，畢業生將具備申請成為註冊電子商務師的專業資格；公共行政學士學位課程（葡文）已通過葡萄牙高等教育評估和認可機構的課程評審，課程質量符合國際標準。

現階段，音樂學士學位課程及社會工作學學士學位課程正積極準備迎接即將來臨的課程評鑑，其餘課程也將按計劃陸續展開學術/專業評鑑工作，力求與國際接軌。同時，我院也將繼續強化各項質量保證工作，提升教與學質量，為強化學生的國際競爭力而不懈努力，以培養出能有效應對全球化挑戰的專業人才，為澳門以至更廣泛地區的發展作出貢獻。

我院的電腦學學士學位課程已通過“英國工程技術學會”的學術評審，成為澳門首個通過國際評審的資訊科技領域高等學位課程。

In terms of programme accreditation our Bachelor's programme in Computing, being accredited by the UK Institution of Engineering and Technology (IET) as early as 2009, was Macao's first higher education programme in Information Technology to be accredited by an internationally renowned professional body.

Council, it can grant qualified engineers globally recognised qualifications. Our Computing Programme accredited by IET is recognised not only by the UK Engineering Council but also by the signatories of the Washington Accord and Sydney Accord, which stipulate international mutual recognitions of engineering qualifications. Students of the programme from the 2009/2010 cohort onwards are thus eligible to obtain professional qualifications in various signatory countries/regions.

Since then several other of our programmes have been validated or recognised by professional organisations or accreditation agencies of international standing. These include the Bachelor's programme in Public Administration (Portuguese) by the Agência de Avaliação e Acreditação do Ensino Superior (Agency for Assessment and Accreditation of Higher Education – A3ES), the Bachelor's programme in e-Commerce by the US's Institute of Certified E-Commerce Consultants (which enables its graduates to be eligible for the qualification of Certified e-Commerce Consultants), and the Bachelor's programme in Accounting by CPA Australia and the Association of Chartered Certified Accountants (ACCA), UK (which enables its graduates to enjoy professional examination exemption in eight subjects).

Currently our Bachelor of Arts in Music and Bachelor of Social Work Programmes are actively preparing for their upcoming programme accreditation exercises. Other programmes will also carry out their respective academic/professional accreditation exercises as planned, with the aim being to be recognised as on a par with international standards. At the same time we will continue to strengthen our various work in quality assurance to raise the quality of teaching and learning, making relentless efforts to enhance students' international competitiveness. We strive to train professional personnel that are able to effectively deal with the challenge of globalisation, making contributions to both Macao and the wider region.