

## DECLARATION

I certify that to my knowledge, this thesis does not contain, without acknowledgement, any material previously submitted for a degree or diploma in any institution of higher education. To the best of my knowledge, this thesis does not incorporate any material previously published or written by another person other than that which has been referenced appropriately in the text.

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## ABSTRACT

The influx of non-local higher education into Hong Kong in the 1980s is considered to be the second wave of globalization of higher education pertaining to Hong Kong. The Hong Kong Government constructed and enacted the Hong Kong Non-local Higher and Professional Education (Regulation) Ordinance in 1997 to respond to the quality concerns of non-local courses in Hong Kong. The Ordinance is considered to be an act to regulate globalization of higher education in Hong Kong.

This thesis is a policy study. An initial analysis of the policy text and materials in relation to application for registration of a non-local course was conducted and presented alongside a review of relevant literature. In order to enable a full analysis, semi-structured one-on-one interviews were conducted to understand the perspectives and understanding of people along the policy trajectory. Interviewees included a lawmaker in Hong Kong, local and non-local academic and senior administrators, a Hong Kong operational administrator of non-local courses, and graduates and students of non-local courses.

Qualitative methods were employed to find answers to the prime research question and the associated guiding questions. Data gathered were analyzed by using Miles and Huberman's (1994) inductive analysis approach.

Research findings yielded four major themes, the emergence and development of the non-local higher education market, the Hong Kong Government's role in regulating globalization of higher education in Hong Kong, the changing relationship between non-local and local providers of higher education and the role of non-local higher education in contributing to the development of human capital in Hong Kong. Further analysis of data within these four themes resulted in the development of fourteen propositions and two frameworks, namely the Student-consumers' Needs Model and the Student-consumers/Education-suppliers (SCES) Matrix. These propositions and frameworks led to recommendations for improvement of policy, improvement of practice and for future research.

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## LIST OF ABBREVIATIONS

ANTA	Australian National Training Authority
AUQA	Australian Universities Quality Agency
CAT	Credit-accumulation-and-transfer
CEF	Continuing Education Fund, Hong Kong
CEPA	Closer Economic Partnership Agreement
EC	European Commission
EMB	Education and Manpower Bureau, Hong Kong
HKCAA	Hong Kong Council for Academic Accreditation
HKCEE	Hong Kong Certificate of Education Examination
ICT	Information and Communication Technologies
MNCs	Multi-National Corporations
OECD	Organization for Economic Co-operation and Development
OPCT	Ontario Premier's Council on Technology
PRC	People's Republic of China
QAA	Quality Assurance Agency
SAR	Special Administrative Region
SARS	Severe Atypical Respiratory Syndrome
SCES	Student-consumers/Education-suppliers
TLQPR	Teaching and Learning Quality Process Review
TQM	Total Quality Management
UGC	University Grant Commission, Hong Kong
UK	The United Kingdom
US	The United States
WTO	World Trade Organization