Submission Form
Combined Initial Evaluation and Learning Programme Accreditation
For Vocational and Professional Education and Training

Notes to Operators

1. The document should be read in conjunction with: (1) Guidelines on Four-Stage QA Process under QF; (2) Guidance Notes on Initial Evaluation, Learning Programme Accreditation and Learning Programme Re-accreditation. While the Guidelines provides an overview of the Four-stage Quality Assurance Process under the Qualifications Framework, the Guidance Notes contain details of accreditation criteria and standards for the different stages. The documents are available at www.hkcaavq.edu.hk.

2. This Submission Form is designed to help Operators to provide basic information and documentary evidence (as appendices) that addresses the accreditation criteria and standards. Operators applying accreditation for learning programmes at Qualification Framework Levels 1 to 4 should use the Submission Form. The Submission Form, together with the appendices, should be submitted to HKCAAVQ on or before the date specified on the Service Agreement.

3. Under the evidence-based principle, it is the responsibility of the Operator(s) to provide adequate and sufficient evidence to demonstrate that they meet the accreditation standards as well as any applicable statutory requirements in Hong Kong. The responsibility for providing appropriate evidence lies with the Operator. The Operator(s) should provide all relevant documents required for assessment by HKCAAVQ throughout the accreditation process. In preparing evidence, the emphasis should be on quality and relevance, not the quantity.

4. As Operators are different in size, complexity of operation and scope of expertise, the Accreditation Panel will take these differences into account. The standards that must be met by all Operators remain the same, but the type of evidence presented may differ. According to the ‘Fitness for purpose’ principle, the accreditation is based on the Operators’ stated objectives and the scope and level of the learning programmes they offer. The possible sources of evidence to be submitted together with the completed Submission Form are indicative and are provided for reference only. Operators may customise the Submission Form to suit their presentation of the required information. Explanatory Notes are provided in the last part of this Submission Form for reference.

5. Where appropriate, Operators should use supporting documents to provide information required in the Submission Form by indicating the Appendix Number of the documents in the space provided.

6. Operators of Associate Degree and Higher Diploma programmes should observe requirements of the Revised Common Descriptors for Associate Degree and Higher Diploma Programmes under the New Academic Structure published by

7. Upon submission, this Submission Form and all other attached documents become part of HKCAAVQ records and are not returnable.
# Part I  General Information

**Name of Operator**  
(English)  
(Chinese)  

**Name of Holding Company/Parent Organisation (if the operator is a Business Name, a Business Branch, or a unit of the organisation)**  
(English)  
(Chinese)  

**Operating Address** (Please provide proof, for example, lease agreement or ownership agreement.)  
(English)  
(Chinese)  

**Website**  

**Sources of Evidence:**  
- Lease agreement or proof of property ownership  
- Business Registration or Certificate of Incorporation  
- Others:  

## 1. Application for Initial Evaluation (IE)  

1.1 Please describe the nature of business of the Operator and/ the Holding Company/Parent Organisation.  

1.2 Please provide the Vision and Mission of the Operator and/ the Holding Company/Parent Organisation.  

1.3 Please provide the following information:  

| QF Level Applied For | Type(s) of Learning Programmes Being Operated | Target Learners of Existing Programmes | Number of Learners (in the last 12 months) | Year of Establishment of Business | Commencement Year for Operating Learning Programmes |
Sources of Evidence:
- Brief history of the Operator
- List of existing programmes
- Others:__

1.4 Do you consider yourself a higher education programme operator, a vocational and professional programme operator, or both (dual-sector)?

☐ Higher education/academic programme operator
☐ Vocational and professional programme operator
☐ Both (dual-sector)

1.5 What is the nature of your operations?

☐ Government
☐ An institution listed under Schedule 2, Cap 592
☐ Statutory body
☐ Company incorporated
☐ Sole proprietorship
☐ Partnership
☐ Trade union
☐ Registered society
☐ Others:________

1.6 What is the legal basis of your operations?

☐ Cap 320
☐ Cap 279
☐ Cap 493
☐ IRO Section 88
☐ Others:________

2. Application for Learning Programme Accreditation (LPA) (please refer to the Explanatory Note, Part I-2)

Please fill one Submission Form for each programme.

Programme Title
(English) __________________________________________
(Chinese) __________________________________________

Qualification Title
(English) __________________________________________
(Chinese) __________________________________________

Qualification title of Intermediate Exit Award(s) (if applicable)
(English) __________________________________________
(Chinese) __________________________________________
Effective from 1 January 2014, all new programmes at QF Levels 1 to 7 should adopt titles which conform to the requirement of Award Titles Scheme (ATS) before they can be registered in the Qualifications Register (QR). For information about the ATS, please refer to http://www.hkqf.gov.hk/guie/HKQF_ATS1.asp.

<table>
<thead>
<tr>
<th>Proposed QF Level</th>
<th>For Terminal Exit Award:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>QF Level _____</td>
</tr>
<tr>
<td></td>
<td>For Intermediate Exit Award: (if applicable)</td>
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<tr>
<td></td>
<td>QF Level _____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Notional Learning Hours</th>
<th>For Terminal Exit Award:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Contact hours: _____</td>
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<tr>
<td></td>
<td>Self-study hours: _____</td>
</tr>
<tr>
<td></td>
<td>Total (contact + self-study hours): _____</td>
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<tr>
<td></td>
<td>QF credits: _____</td>
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<tr>
<td></td>
<td>For Intermediate Exit Award: (if applicable)</td>
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<tr>
<td></td>
<td>Contact hours: _____</td>
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<td></td>
<td>Self-study hours: _____</td>
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<tr>
<td></td>
<td>Total (contact + self-study hours): _____</td>
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<tr>
<td></td>
<td>QF credits: _____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mode(s) of Study &amp; Programme Length</th>
<th>Full-time: _____ Months</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Part-time: _____ Months</td>
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<td></td>
<td>Workplace attachment/On-the-job training/In-house training: ______ Months/weeks/days</td>
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<td></td>
<td>Others (Please specify) ______ (______ Months/weeks/days)</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Medium of Instruction</th>
<th>English</th>
<th>Cantonese</th>
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</thead>
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<tr>
<td></td>
<td>Putonghua</td>
<td></td>
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<td></td>
<td>Others (please specify) ______</td>
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</table>

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<thead>
<tr>
<th>Specification of Competency Standards Based (SCS-based) Programme</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Specification of Generic (Foundation) Competencies Based (SGC-based) programme</th>
<th>Yes</th>
<th>No</th>
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</thead>
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<thead>
<tr>
<th>Primary Area of Study and Training</th>
<th>Area : _____</th>
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<tr>
<td></td>
<td>Sub-area : _____</td>
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<tr>
<td>Other Area of Study and Training (Optional)</td>
<td>Area : _____</td>
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<tr>
<td>------------------------------------------</td>
<td>-------------</td>
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<tr>
<td></td>
<td>Sub-area : _____</td>
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<tr>
<td><strong>Industry</strong></td>
<td>_____</td>
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<tr>
<td><em>(Mandatory for SCS-based programmes, optional for other programmes. Please refer to the “New Classification of Areas of Study and Training in the Qualifications Register (QR), List of Sub-areas and Illustrative Scope Statements”: <a href="http://www.hkcaavq.edu.hk/en/services/accreditation/vocational-accreditation">http://www.hkcaavq.edu.hk/en/services/accreditation/vocational-accreditation</a>. The Industry must be consistent with those of the programme’s SCS components.)</em></td>
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<tr>
<td><strong>Branch</strong></td>
<td>_____</td>
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<tr>
<td><em>(Mandatory for SCS-based programmes or other programmes with Industry field above specified, optional otherwise. Please refer to the Area-Industry-Mapping-Table on the QR: <a href="http://www.hkqr.gov.hk/HKQRPRD/web/hkqr-en/operators/Guidelines_Forms">http://www.hkqr.gov.hk/HKQRPRD/web/hkqr-en/operators/Guidelines_Forms</a>. The Branch must be consistent with those of the programme’s SCS components.)</em></td>
<td></td>
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<tr>
<td><strong>For Existing Programme</strong></td>
<td>First launch date _____</td>
</tr>
<tr>
<td></td>
<td>Next programme start date _____</td>
</tr>
<tr>
<td><strong>For New Programme</strong></td>
<td>Planned programme launch date _____</td>
</tr>
<tr>
<td><em>(The following applies to Higher Diploma Programme only)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Hosting Department/Unit</strong></td>
<td>_____</td>
</tr>
<tr>
<td><strong>Proportion of Generic and Specialised Contents of Terminal Exit Award</strong></td>
<td>Generic contents: _____%</td>
</tr>
<tr>
<td></td>
<td>Specialised contents: _____%</td>
</tr>
<tr>
<td><strong>Proportion of Generic and Specialised Contents of Intermediate Exit Award (if applicable)</strong></td>
<td>Generic contents: _____%</td>
</tr>
<tr>
<td></td>
<td>Specialised contents: _____%</td>
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<tr>
<td><strong>Name of Stream(s) (if applicable)</strong></td>
<td>_____</td>
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</tbody>
</table>
Part II  Accreditation Criteria

1. Organisational Management – Initial Evaluation

**Criterion:**
Operators’ management including structure and processes and quality assurance arrangements must be sufficient to manage their operations.

1.1 Organisational Structure *(please refer to the Explanatory Note, Part II -1.1)*

1.1.1 Please describe the organisational structure of your organisation (e.g. name of key staff at different levels and their inter-relationship).

1.1.2 Please state the major responsibilities of the key staff at different levels.

<table>
<thead>
<tr>
<th>Position/Job Title</th>
<th>Staff Name</th>
<th>Employment (F/T, P/T)</th>
<th>Major Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Management Staff</strong></td>
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<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<tr>
<td><strong>Teaching/Training Staff</strong></td>
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<td>4.</td>
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<td>6.</td>
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<tr>
<td><strong>Programme Administrative and Support Staff</strong></td>
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<td>7.</td>
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<td>9.</td>
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</tr>
</tbody>
</table>

**Sources of Evidence:**
- Organisational chart  
  Appendix: ____
- Documents showing responsibilities of different functions/departments/units within the organisation related to training and educational services  
  Appendix: ____
- Job descriptions/documents specifying responsibilities of different staff  
  Appendix: ____
- Others: ____  
  Appendix: ____

1.1.3 Please outline your governance structure *(e.g. names of board/committees and their inter-relationship).*

1.1.4 Please describe the decision making process for training and education services.
1.1.5 Please provide details of your training plan (e.g. programmes to be offered in the coming year).

<table>
<thead>
<tr>
<th>Type/Name of Programme</th>
<th>QF Level</th>
<th>Duration</th>
<th>Annual intake</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**Sources of Evidence:**
- Terms of reference of the above committees stating the role and responsibilities
- Membership composition and appointment criteria of the above committees
- Current membership of the above committees
- Sample meeting notes of the major committees
- Others:

Appendix: ______

1.1.6 Please explain (i) the relationship between the operator and its parent company and (ii) their respective roles, if applicable.

____________________________________________________________________

1.2 Policies and Procedures *(please refer to the Explanatory Note, Part II -1.2)*

1.2.1 Please explain the policies and/or procedures for handling conflicts of interests and/or role conflicts.

____________________________________________________________________

1.2.2 Communication channels with staff on the policies and procedures.

____________________________________________________________________

**Sources of Evidence:**
- Annual reports
- Strategic plan
- Training plan
- Others:

Appendix: ______

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2. Financial and Physical Resources – Initial Evaluation and Learning Programme Accreditation

**Criterion:**
Operators must have adequate financial and physical resources for the delivery of their programmes.

2.1 Financial and Physical Resources (*please refer to the Explanatory Notes, Part II -2.1*)

Please refer to page 31 for the financial information required. Such information will only be reviewed by a Financial Expert appointed by HKCAAVQ for this accreditation exercise.

2.2 Financial Allocation Policies (*please refer to the Explanatory Notes, Part II -2.2*)

Please refer to page 31 for the information required. Such information will only be reviewed by a Financial Expert appointed by HKCAAVQ for this accreditation exercise.

2.3 Budgeting (*please refer to the Explanatory Notes, Part II -2.3*)

2.3.1 Please provide the following financial information about the programme seeking accreditation.

<table>
<thead>
<tr>
<th>Tuition Fee Per Learner</th>
<th>Full time HK$ ____</th>
<th>Part time HK$ ____</th>
<th>Others HK$ ____</th>
</tr>
</thead>
</table>

Breakeven Learner Number

Maximum Class Size

Number of Enrolments Per Year

Learner Intake Per Year

2.3.2 Please provide the budget for the programme seeking accreditation on a yearly basis.

<table>
<thead>
<tr>
<th>Incomes</th>
<th>Each Class</th>
<th>Each Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Fee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Incomes (if applicable)</td>
<td></td>
<td></td>
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<tr>
<td>Other Subsidisation (if applicable, please provide evidence)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Incomes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Expenses | | |
|----------| | |
| Staff Cost | | |
| Staff Development & Training Expense | | |
| Accommodation, Facility & Equipment | | |
| Teaching/Training Support, e.g. Library, training materials | | |
| Others | | |
| Total Expenses | | |
| Surplus / (Deficit) | | |
2.3.3 Please describe the contingency plan for under enrolment.

________________________________________________________________________

2.3.4 If the programme runs in a deficit, please explain how it can be sustainable.

________________________________________________________________________

2.4 Teaching/Training Materials, Equipment and Facilities (please refer to the Explanatory Notes, Part II -2.4)

2.4.1 Please provide address of teaching/training venue(s) \[1\] (if different from the operating address). If different teaching/training venues are used, please list separately.

(English)  
(Chinese)  

\[1\]Teaching/Training venue(s) refers to venue for the delivery of learning and teaching/training activities, including lecture, tutorial, workshop, laboratory session, workplace attachment, assessment and/or on-the-job training, etc (if applicable).

2.4.2 Please list the facilities and equipment for each of the teaching/training venues mentioned above.

<table>
<thead>
<tr>
<th>Type of Room</th>
<th>No. of Room</th>
<th>Seating Capacity</th>
<th>Facilities/Equipment</th>
<th>Facilities/Equipment to Learner Ratio</th>
</tr>
</thead>
</table>

\[1\]Type of room, e.g. training room, computer laboratory, language laboratory, etc.

2.4.3 If special venues other than those mentioned in 2.4.1 are required, please provide the following information:

<table>
<thead>
<tr>
<th>Module Title/ Topic</th>
<th>Type of Room</th>
<th>No. of Hours</th>
<th>Facilities/Equipment</th>
<th>Facilities/Equipment to Learner Ratio</th>
</tr>
</thead>
</table>

2.4.4 If an external party is engaged in supplying teaching/training venue, materials and equipment for the programme, please provide details of the contractual arrangements.

________________________________________________________________________

Sources of evidence:

- Lease/ownership agreement of each teaching/training venue  
  Appendix:  

- Terms of contract/agreement with relevant external organisation(s)  
  Appendix:  

- License of special equipment e.g. computer software, medical equipment  
  Appendix:  

- Others:  
  Appendix:  

For Higher Diploma programmes, specific evidence is required, please refer to the Explanatory Notes for further information.
3. Staffing and Staff Development - Initial Evaluation and Learning Programme Accreditation

**Criterion:**
Operators must have adequate teaching and support staff with the qualities, competence, qualifications and experience necessary for the effective programme management, planning, delivery and monitoring of their programmes. There must be adequate staff development scheme and activities to ensure that the teaching and support staff are kept updated for the quality delivery of the programmes.

3.1 Headcount and Appointment Criteria *(please refer to the Explanatory Notes, Part II -3.1)*

3.1.1 Please provide the existing and planned headcount and state the appointment criteria for staff at different ranks.

<table>
<thead>
<tr>
<th>Position/Job Title</th>
<th>Head Count</th>
<th>Appointment Criteria (e.g. academic qualifications, professional qualifications, industry experience, teaching/training experience, skills)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Management Staff</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Existing:</td>
<td>Planned:</td>
</tr>
<tr>
<td>2.</td>
<td>Existing:</td>
<td>Planned:</td>
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<tr>
<td>3.</td>
<td>Existing:</td>
<td>Planned:</td>
</tr>
<tr>
<td><strong>Teaching/Training Staff</strong></td>
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<tr>
<td>4.</td>
<td>Existing:</td>
<td>Planned:</td>
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<tr>
<td>5.</td>
<td>Existing:</td>
<td>Planned:</td>
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<tr>
<td>6.</td>
<td>Existing:</td>
<td>Planned:</td>
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<tr>
<td><strong>Programme Administrative and Support Staff</strong></td>
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<tr>
<td>7.</td>
<td>Existing:</td>
<td>Planned:</td>
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<td>8.</td>
<td>Existing:</td>
<td>Planned:</td>
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<tr>
<td>9.</td>
<td>Existing:</td>
<td>Planned:</td>
</tr>
</tbody>
</table>

*1: Teaching/Training staff refers to staff who performs teaching/training duties of programme learning and teaching/training activities, including lecture, tutorial, workshop, laboratory session, workplace attachment and/or on-the-job training, etc.*

3.1.2 Please explain the policy for staff deployment for education and training services.
3.2 Staff Profile (please refer to the Explanatory Notes, Part II -3.2)

3.2.1 Please provide a list of key staff and their profile in relation to the above appointment criteria.

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Full-Time / Part-Time (FT/PT)</th>
<th>Relevant Qualifications(^{[2]}) (academic and professional with awarding body and year of awarding)</th>
<th>Relevant Work Experience(^{[2]}) (industry and teaching/training)</th>
<th>Other Skills(^{[2]}) (if any)</th>
<th>Modules Teaching (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Management Staff</strong></td>
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<td><strong>Teaching/Training Staff</strong></td>
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<tr>
<td><strong>Programme Administrative and Support Staff</strong></td>
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<td>7.</td>
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</tbody>
</table>

\(^{[1]}\)Full-time – normally refers to appointment of service for not less than 35 hours a week  
\(^{[2]}\)Operators can either complete the table or provide the detailed profile of individual teaching/training staff

3.2.2 Staff number:  
Full-time staff ___________ Part-time staff ___________
Sources of evidence:
- Detailed profile of teaching/training staff  
  Appendix: ____
- Others: ______  
  Appendix: ____

3.3 QF Knowledge (*please refer to the Explanatory Notes, Part II -3.3*)

3.3.1 Please state the methods used and activities conducted in the past year to familiarize the staff with knowledge of the QF levels and standards.

3.4 Staff Performance (*please refer to the Explanatory Notes, Part II -3.4*)

3.4.1 Please describe the methods used to review staff performance (e.g. class visits, course evaluation survey, and performance appraisal) and the process for taking follow-up actions.

Sources of Evidence:
- Tools for reviewing staff performance (e.g. template of class visit record, questionnaire for course evaluation)  
  Appendix: ____
- Sample staff appraisal form  
  Appendix: ____
- Others: ______  
  Appendix: ____

3.4.2 Please list relevant policies for managing staff performance (e.g. regarding promotion, disciplinary actions), if applicable.

Sources of Evidence:
- Relevant sections in Staff handbook showing relevant policies  
  Appendix: ____
- Others: ______  
  Appendix: ____

3.4.3 Please state the methods used to ensure consistency in programme delivery among teaching/training staff (e.g. among part-time and full-time staff, among teaching/training staff of different delivery modes, if applicable).

Sources of Evidence:
- Sample tools such as trainers' handbook or teaching/training guides  
  Appendix: ____
- Others: ______  
  Appendix: ____

3.5 Staff Development (*please refer to the Explanatory Notes, Part II -3.5*)

3.5.1 Please provide details of staff induction/orientation programmes (e.g. content, format, duration).
3.5.2 Please provide information regarding the staff development policy (e.g. formulation of individual development plan, requirements on continuous professional development hours).

3.5.3 Please provide information regarding the staff development scheme/support (e.g. financial support, in-house training and study leave).

<table>
<thead>
<tr>
<th>Sources of Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sample materials of staff induction/orientation programmes</td>
</tr>
<tr>
<td>• Others:</td>
</tr>
</tbody>
</table>

3.5.4 Please list the professional development activities (e.g. seminars, professional courses, academic programmes, briefings) completed by staff members in the last two years.

<table>
<thead>
<tr>
<th>Position and Name (Organizer/Awarding Body)</th>
<th>Duration</th>
<th>Completion Date (mm/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching/Training Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programme Administrative and Support Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For Higher Diploma programmes, specific evidence is required, please refer to the Explanatory Notes for further information.
4. Quality Assurance (including Programme Development and Management)  
– Initial Evaluation and Learning Programme Accreditation

**Criterion:**
Operators must (i) develop learning programmes by addressing the needs of the community, employees and employers and aligning them with the Generic Level Descriptors (GLD) of QF; and (ii) monitor and review the performance of all their programmes on an ongoing basis to ensure that the programmes remain current and valid and that the learning outcomes, teaching and learning activities and student assessments are effective.

4.1 **Addressing Industry Needs** (please refer to the Explanatory Notes, Part II -4.1)

4.1.1 Please specify mechanism/methods used to collect information on community/industry needs.

---

**Sources of Evidence:**
- Sample templates/tools for collecting external inputs
- Records showing the external inputs collected for the programmes seeking accreditation, e.g. meeting minutes
- Others:

---

4.1.2 Please describe the internal validation process for reviewing/validating community/industry needs identified from 4.1.1.

---

**Sources of Evidence:**
- Records showing the programme seeking accreditation has gone through the internal programme development process (including vetting and approval)
- Internal Validation Report (for HD programmes)
- Others:

---

4.2 **Programme Development, Monitoring and Review** (please refer to the Explanatory Notes, Part II -4.2)

4.2.1 Please describe the processes for programme development, including the approval procedures and key personnel involved.

---

4.2.2 Please state the methods used to confirm the QF level(s) in the programme development process.

---
4.2.3 Please state the overarching policy for assigning QF credits at the institutional level.

Sources of Evidence:
- Flowchart showing the process for programme development and approval with responsible personnel/committees
- Sample programme proposals/plans
- Others:

4.2.4 Please describe the approach used to monitor programme delivery (e.g. class observation, internal review meetings, interim course evaluation).

Sources of Evidence:
- Sample tools and records for programme monitoring, e.g. class observation form
- Others:

4.2.5 Please describe the policy or activities for conducting programme review.

<table>
<thead>
<tr>
<th>Programme Review Activities</th>
<th>Frequency</th>
<th>Review Focus (e.g. learning outcomes, programme structure, admission requirement, QF credits)</th>
<th>Tools Employed (e.g. questionnaire, statistical records)</th>
<th>Follow-Up Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sources of Evidence:
- Sample tools and records for programme review, e.g. questionnaires and summary statistics
- Sample programme review template/report/meeting minutes
- Summary of changes made to the programmes and follow up actions taken
- Others:

4.2.6 Please explain the procedures for handling learners’ complaints.

Sources of Evidence:
- Learners’ handbook or guidelines for complaint handling
- Others:
4.3 Roles of Staff (please refer to the Explanatory Notes, Part II -4.3)

4.3.1 Please provide details about the personnel and/or committees who are responsible for programme development, management and review.

<table>
<thead>
<tr>
<th>Responsible Staff (Positions &amp; Names) / Committees / Advisors</th>
<th>Major Responsibilities (e.g. Programme Development, Monitoring, Review)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.3.2 Please provide a list of external advisors, if applicable.

**List of Advisors** (please specify the names, positions, organisations and appointment period, if applicable)

4.3.3 *(For Operators who engage a third party in programme development/management/review)* Please provide information about the roles (e.g. curriculum design, writing of teaching/training materials), appointment criteria and credentials of the third party.

**Sources of Evidence:**
- Flow chart showing the interrelationship of the above personnel and/or committees  Appendix: _____
- Terms of reference of the committees listed above  Appendix: _____
- List of appointment criteria and roles and responsibilities of external advisors  Appendix: _____
- List of other external parties consulted  Appendix: _____
- Sample records of consultation  Appendix: _____
- Brief profiles of external advisors or external examiners/moderators/reviewers  Appendix: _____
- Terms of agreement with third party  Appendix: _____
- Others:  Appendix: _____

For Higher Diploma programmes, specific evidence is required, please refer to the Explanatory Notes for further information.
5. Programme Objectives and Learning Outcomes – Learning Programme Accreditation

**Criterion:**
The learning outcomes should reflect the stated programme objectives, which are tested through assessment. The evidence from assessments must show that the QF level of the learning outcomes correspond to the GLD and other relevant documents.

5.1 Programme Objectives and Learning Outcomes

(please refer to the Explanatory Notes, Part II -5.1)

5.1.1 Please provide the following information about the learning programme:

a) Programme objectives

b) Intended progression pathways of learners

   - *Education:*
   - *Employment:*

c) Details of professional recognition and/or other external benchmarking, if applicable.

Sources of Evidence:

- Relevant information/evidence of market demand (e.g. market/employer/learner survey) 
  Appendix: ____
- Employer survey/feedback related to employability/job performance of learners
  Appendix: ____
- Records of benchmarking the programme seeking accreditation with existing programmes in the market
  Appendix: ____
- Documents of recognition/approval from professional bodies
  Appendix: ____
- Others: 
  Appendix: ____
5.1.2 Please list the programme intended learning outcomes (PILOs) and intended learning outcomes for specific streams (SILOs), if any.

*(For terminal exit award)*

<table>
<thead>
<tr>
<th>Programme Intended Learning Outcomes (PILOs)</th>
<th>Upon completion of the Programme, learners should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PILO-1.</td>
</tr>
<tr>
<td></td>
<td>PILO-2.</td>
</tr>
<tr>
<td></td>
<td>PILO-3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ILOs of Specific Stream(s) (SILOs), if any</th>
<th>Stream 1: ________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SILO-1.</td>
</tr>
<tr>
<td></td>
<td>SILO-2.</td>
</tr>
<tr>
<td></td>
<td>SILO-3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Stream 2: ________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SILO-1.</td>
</tr>
<tr>
<td></td>
<td>SILO-2.</td>
</tr>
<tr>
<td></td>
<td>SILO-3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Stream 3: ________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SILO-1.</td>
</tr>
<tr>
<td></td>
<td>SILO-2.</td>
</tr>
</tbody>
</table>

*(For intermediate exit award, if applicable)*

<table>
<thead>
<tr>
<th>Programme Intended Learning Outcomes (PILOs)</th>
<th>Upon completion of the Programme, learners should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PILO-1.</td>
</tr>
<tr>
<td></td>
<td>PILO-2.</td>
</tr>
<tr>
<td></td>
<td>PILO-3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ILOs of Specific Stream(s) (SILOs), if any</th>
<th>Stream 1: ________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SILO-1.</td>
</tr>
<tr>
<td></td>
<td>SILO-2.</td>
</tr>
<tr>
<td></td>
<td>SILO-3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Stream 2: ________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SILO-1.</td>
</tr>
<tr>
<td></td>
<td>SILO-2.</td>
</tr>
<tr>
<td></td>
<td>SILO-3.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Stream 3: ________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SILO-1.</td>
</tr>
<tr>
<td></td>
<td>SILO-2.</td>
</tr>
</tbody>
</table>
5.1.3 Please list the modules embedded in the programme and the module intended learning outcomes (MILOs), if applicable.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Intended Learning Outcomes (MILOs)</th>
<th>Code of UoC[1] (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terminal Exit Award</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate Exit Award</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(if applicable)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.1.4 Please put a “✓” in appropriate box(es) to indicate the linkage between each module and PILOs or SILOs and specify the types of assessment employed to test learners’ achievement of the intended learning outcomes.

(For terminal exit award)

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Programme Intended Learning Outcomes(^{[1]})</th>
<th>PILO-1</th>
<th>PILO-2</th>
<th>PILO-3</th>
<th>PILO-4</th>
<th>PILO-5</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^{[1]}\): Please use the same numbering for the PILOs as presented in 5.1.2.

(For intermediate exit award)

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Programme Intended Learning Outcomes(^{[1]})</th>
<th>PILO-1</th>
<th>PILO-2</th>
<th>PILO-3</th>
<th>PILO-4</th>
<th>PILO-5</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^{[1]}\): Please use the same numbering for the PILOs as presented in 5.1.2.

(For learning programmes with specific streams)

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Stream Intended Learning Outcomes(^{[1]})</th>
<th>SILO-1</th>
<th>SILO-2</th>
<th>SILO-3</th>
<th>SILO-4</th>
<th>SILO-5</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^{[1]}\): Please use the same numbering for the SILOs as presented in 5.1.2.
5.1.5 Please provide mapping of MILOs against the Generic Level Descriptors (GLD) of the QF or explanation on why the programme is pitched at the claimed QF level.

<table>
<thead>
<tr>
<th>MILOs</th>
<th>Knowledge and Intellectual Skills</th>
<th>Processes</th>
<th>Application, Autonomy and Accountability</th>
<th>Communication, IT and Numeracy</th>
<th>Knowledge and Intellectual Skills</th>
<th>Processes</th>
<th>Application, Autonomy and Accountability</th>
<th>Communication, IT and Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1</td>
<td>K2</td>
<td>...</td>
<td>A1</td>
<td>C1</td>
<td>K1</td>
<td>K2</td>
<td>...</td>
<td>C1</td>
</tr>
<tr>
<td>P1</td>
<td>P2</td>
<td>...</td>
<td>A2</td>
<td>C2</td>
<td>P1</td>
<td>P2</td>
<td>...</td>
<td>A2</td>
</tr>
<tr>
<td>...</td>
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<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

Name of Module:
1.
2.
3.

Name of Module:
4.
...
...

6. Programme Content and Structure – Learning Programme Accreditation

**Criterion:**
The content and structure of the learning programmes must be coherent, integrated and effective in enabling students to achieve the stated learning outcomes and the required standards. The learning outcomes, teaching and learning activities and assessments must be coherent, balanced, enable progression and be pitched at the appropriate level in QF.

6.1 Programme Structure (please refer to the Explanatory Notes, Part II -6.1)

6.1.1 Please provide information regarding the programme structure:

<table>
<thead>
<tr>
<th>Module Title/Topics(^{(1)})</th>
<th>QF Level (^{(2)})</th>
<th>Core/Elective (if applicable)</th>
<th>Generic/Specialised (for Higher Diploma Programme only)</th>
<th>A</th>
<th>B</th>
<th>A+B</th>
<th>QF Credits (^{(4)})</th>
<th>For SCS / SGC-based Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>A+B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^{(1)}\) Please list all Module Titles/Topics in the sequence of delivery time.


\(^{(3)}\) a = Lecture, b = workshop/tutorial, c = examination and/or assessment) d = Others

\(^{(4)}\) Please refer to the “Operational Guidelines on Use of Credit” for details ([http://www.hkqf.gov.hk/guic/HKQF_Credit1.asp](http://www.hkqf.gov.hk/guic/HKQF_Credit1.asp)).

\(^{(5)}\) For SCS-based or SGC-based programme, please refer to the Qualifications Guidelines for the design of the programme ([http://www.hkqf.gov.hk/guie/SCS_SCS-based.asp](http://www.hkqf.gov.hk/guie/SCS_SCS-based.asp)).

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6.1.2 Please provide the course outline/syllabus for individual modules/topic, covering information on: (i) QF level, (ii) QF credits, contact hours and self-study hours, (iii) major learning contents, (iv) teaching/training and learning methods, (v) assessment methods and mapping with MILOs, (vi) textbooks and references and (vii) pre-requisites/co-requisites, etc.

**Sources of Evidence:**
- Course outline/syllabus of each module/topic
- Others: 

6.1.3 Please list the methods/mechanisms used for determining the QF credits of the programmes seeking accreditation and the justifications.

6.2 Programme Content *(please refer to the Submission Guide, Part II -6.2)*

6.2.1 Please explain the procedures for developing, reviewing and revising learning materials, including the personnel involved and the frequency of review and revision.

**Sources of Evidence:**
- Templates/records for conducting programme review, e.g. questionnaire, review report
- Records for follow-up actions taken, e.g. meeting minutes
- Others: 

6.2.2 Please provide sample teaching/training materials covering core subjects/modules at different QF exit levels.

**Sources of Evidence:**
- Sample teaching/training materials (e.g. PowerPoint, textbooks, worksheets)
- Others: 

For Higher Diploma programmes, specific evidence is required, please refer to the Explanatory Notes for further information.
7. Admission Requirements and Student/Learner Selection – Learning Programme Accreditation

**Criterion:**
The minimum admission requirements for the programmes must be clearly outlined for students and staff. These requirements and the student selection processes must ensure that students enrolling in the programmes have the knowledge and skills to be able to undertake the learning activities proposed in the programmes.

7.1 Learner Admission (please refer to the Explanatory Notes, Part II -7.1)

7.1.1 Please specify the admission requirements (e.g. work experience, academic qualifications, and specific skills).

7.1.2 Please state the details (e.g. process, criteria) of admission tests or entrance examinations (e.g. interview and skill test), if any.

**Sources of Evidence:**
- Sample application form and record
- Sample admission test paper (if applicable)
- Sample interview questions (if applicable)
- Others:

7.1.3 Please specify the special admission policy (e.g. exemption, advanced standing, credit accumulation and transfer (CAT*, recognising prior learning), if applicable.

*Only applicable when Operators opt to have CAT arrangements assessed for inclusion in QR.

**Sources of Evidence:**
- Learner handbook showing the admission requirements and special admission policy
- Others:

For Higher Diploma programmes, specific evidence is required, please refer to the Explanatory Notes for further information.
8. Teaching and Learning – Learning Programme Accreditation

**Criterion:**
The teaching and learning activities designed for the programmes must be effective in delivering the intended learning outcomes and programme content. A range of appropriate teaching methods must be employed to effectively engage students in the learning process.

8.1 Teaching/Training Methodology *(please refer to the Explanatory Notes, Part II - 8.1)*

8.1.1 Please state teaching/training methods adopted for the contact hours and self-study hours. Please also provide sample lesson plans to demonstrate their application.

<table>
<thead>
<tr>
<th>Module Title/Topics</th>
<th>Teaching/Training Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>For Contact Hours <em>(e.g. lecture, workshop)</em></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sources of Evidence:**
- Sample lesson plans
- Others: __________

8.1.2 Please specify the teaching/training staff-to-learner ratio:

<table>
<thead>
<tr>
<th>Delivery Modes</th>
<th>Maximum Class Size</th>
<th>Trainer-to-Learner Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>__________</td>
<td>1: __________</td>
</tr>
<tr>
<td>Tutorial</td>
<td>__________</td>
<td>1: __________</td>
</tr>
<tr>
<td>Workshop</td>
<td>__________</td>
<td>1: __________</td>
</tr>
<tr>
<td>Laboratory Session</td>
<td>__________</td>
<td>1: __________</td>
</tr>
<tr>
<td>Others (Please Specify:)</td>
<td>__________</td>
<td>1: __________</td>
</tr>
</tbody>
</table>

For Higher Diploma programmes, specific evidence is required, please refer to the Explanatory Notes for further information.
9. Student Assessment – Learning Programme Accreditation

**Criterion:**
Assessments must support effective learning and enable students to demonstrate achievement of the learning outcomes and the required standards. The assessment methods and techniques used for the programmes must be valid, reliable, fair and sufficient to reflect the learning outcomes at the claimed QF levels.

9.1 **Learner Assessment** *(please refer to the Explanatory Notes, Part II -9.1)*

9.1.1 Please specify the graduation requirements (e.g. pass mark/grade for individual modules, overall pass mark/grade, attendance and other specific requirements):

a) Terminal exit award:

b) Intermediate exit award (if any):

9.1.2 Please provide the assessment scheme for the programme.

<table>
<thead>
<tr>
<th>Module Title/Topics</th>
<th>Weighting of Assessments (in %)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Continuous Assessment</td>
</tr>
<tr>
<td></td>
<td>Practical Test</td>
</tr>
<tr>
<td></td>
<td>Written Assignment/Test</td>
</tr>
<tr>
<td></td>
<td>Term Assessment</td>
</tr>
</tbody>
</table>

9.1.3 Please provide the following mapping of assessment with MILOs for each module.

<table>
<thead>
<tr>
<th>Module Title/Topics:</th>
<th>Module Intended Learning Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sources of Evidence:**
- Sample assessment papers and associated assessment criteria
- Others

9.1.4 Please describe the mechanism used for moderating/reviewing assessment results.
9.1.5 Please provide the list of external examiners/moderators/reviewers appointed for the programme.

<table>
<thead>
<tr>
<th>Modules</th>
<th>Roles</th>
<th>Appointment Period</th>
<th>Name (Position and Organisation)</th>
<th>Remarks (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sources of Evidence:
- List of appointment criteria and term of appointment for external examiners/moderators/reviewers
  Appendix: ____
- Guidelines to external examiners/moderators/reviewers
  Appendix: ____
- Sample external examiners/moderators/reviewers reports
  Appendix: ____
- Others: ____

9.1.6 Please provide the policy on plagiarism and your guidelines for staff and learners.

For Higher Diploma programmes, specific evidence is required, please refer to the Explanatory Notes for further information.
10. Workplace Attachment and Student/Learner Support Services – Learning Programme Accreditation

**Criterion:**
Operators must provide students with clear, accurate information and dependable access to workplace attachment and support services that give students optimum opportunity for successful completion of the programme.

10.1 Learner Support *(please refer to the Explanatory Notes, Part II - 10.1)*

10.1.1 Please briefly describe the learner support services available.

**Sources of Evidence:**
- Documents outlining learner support services, e.g. handbook, brochure, website
- Others:

10.1.2 Please list the channels for learners to provide feedback.

10.2 Please provide details about workplace attachment and/or on-the-job training, if applicable. *(please refer to Explanatory Notes, Part II -10.2)*

<table>
<thead>
<tr>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intended Learning Outcomes</td>
</tr>
<tr>
<td>Duration</td>
</tr>
<tr>
<td>Number of Hours Per Week</td>
</tr>
<tr>
<td>Total Number of Notional Hours</td>
</tr>
<tr>
<td>QF Credits</td>
</tr>
<tr>
<td>Assessment Method(s)</td>
</tr>
<tr>
<td>Supervision Arrangement</td>
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</tbody>
</table>

**Sources of Evidence:**
- List of (potential) placement employers
- Workplace attachment policy and/or guidelines (to learners, supervisors, employers, etc.)
- Workplace attachment course outline and/or class schedule
- Sample assessment for workplace attachment
- Sample templates for keeping records of learners’ activities
- Sample agreement with (potential) placement employers
- Insurance coverage for learners during placement
- Others:

For Higher Diploma programmes, specific evidence is required, please refer to the Explanatory Notes for further information.
11. Student Records and Information Management – Learning Programme Accreditation

**Criterion:**
Operators must have effective administration and management systems and procedures in place to ensure integrity, security, accuracy and currency of their record.

11.1 Learners Record Management (please refer to the Explanatory Notes, Part II -11.1)

11.1.1 Please provide the procedures for managing learner records.

11.1.2 Please state the method(s) used for storing the learner records.

11.1.3 Please explain the policy for access rights to learner record and data privacy.

11.1.4 Please explain the policy for maintaining data integrity and security.

**Sources of Evidence:**
- Guidelines on managing learner data and/or data privacy  
  Appendix: 
- Others:  
  Appendix:

For Higher Diploma programmes, specific evidence is required, please refer to the Explanatory Notes for further information.
2. Financial and Physical Resources – Initial Evaluation and Learning Programme Accreditation

2.1 Financial and Physical Resources (please refer to the Explanatory Notes, Part II -2.1)

2.1.1 Please provide financial statements/proof of the past two years’ operation (e.g. audited financial statements and tax returns). [Appendix: ____]

2.1.2 [For new start-ups] Please provide annual return or similar support document(s). [Appendix: ____]

Please provide further details if the following situations apply.

2.1.3 [For operators who receive financial support from Parent Organisation] Please provide evidence demonstrating the financial arrangement between the Operator and the Parent Organisation.

2.1.4 [For operators who run in deficit for the past two years] Please provide evidence of financial support from other sources (e.g. supporting letter from Holding Company, if applicable, or personal guarantee letter certified by a lawyer or Certified Public Accountant (CPA) together with evidence of financial proof of the guarantor) [Appendix: ____]

2.1.5 [For operators who run in deficit for the past two years] Please provide financial projections and business plans showing the operator’s sustainability for meeting the training responsibilities. [Appendix: ____]

2.2 Financial Allocation Policies (please refer to the Explanatory Notes, Part II -2.2)

2.2.1 Please briefly explain the procedures for budgeting (including planning, vetting and approval).
Part III  Declaration

1. I hereby agree to provide, clarify and verify information necessary for the conduct of this accreditation exercise by HKCAAVQ.

2. I declare that the information provided in this Submission Form and all relevant supporting documents are true and correct.

3. I understand that providing misleading or false statements or information may render myself or the relevant operator guilty of an offence under the Accreditation of Academic and Vocational Qualifications Ordinance.

4. I declare that we observe the relevant laws and regulatory requirements of Hong Kong in all aspects of our business and teaching/training activities.

__________________________  ________________________
Signature (Authorised Representative)  Date

__________________________  ________________________
Name & Position of Authorised Representative  Official Seal/Chop of the Operator

Part IV  Contact Information

<table>
<thead>
<tr>
<th>Authorised representative of the operator</th>
<th>Contact person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Name:</td>
</tr>
<tr>
<td>Title (e.g. Mr, Ms, Dr):</td>
<td>Title (e.g. Mr, Ms, Dr):</td>
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<tr>
<td>Post:</td>
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<tr>
<td>Contact number:</td>
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<td>Email:</td>
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<td>Correspondence address:</td>
<td>Correspondence address:</td>
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<td>Fax number:</td>
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</tbody>
</table>
Supporting Document Checklist

Please check the boxes for the supporting documents attached and input the appendix number.

<table>
<thead>
<tr>
<th>Item</th>
<th>Appendix</th>
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</thead>
<tbody>
<tr>
<td><strong>Part I General Information</strong></td>
<td></td>
</tr>
<tr>
<td>Lease agreement or proof of property ownership</td>
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<tr>
<td>Business Registration or Certificate of Incorporation</td>
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<tr>
<td>Brief history of the Operator</td>
<td></td>
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<tr>
<td>Vision and mission of the Operator</td>
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<tr>
<td>List of existing programmes</td>
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<td>Others (Please specify: )</td>
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<tr>
<td><strong>Part II Accreditation Criteria</strong></td>
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<tr>
<td>1. Organisational Management</td>
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<tr>
<td>Organisation chart</td>
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<tr>
<td>Documents showing responsibilities of different functions/departments/units within the organisation related to training and educational services</td>
<td></td>
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<tr>
<td>Job descriptions / documents specifying responsibilities of different staff</td>
<td></td>
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<tr>
<td>Terms of reference of different committees (stating the role and responsibilities, meeting schedule)</td>
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<tr>
<td>Membership composition and appointment criteria of different committees</td>
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<tr>
<td>Current membership of different committees</td>
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<tr>
<td>Sample meeting notes of the major committees</td>
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<tr>
<td>Annual reports</td>
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<td>Strategic plan</td>
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<tr>
<td>Training plan</td>
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<tr>
<td>Sections in Staff Handbook regarding conflict of interest and/or role conflict</td>
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<tr>
<td>Others (Please specify: )</td>
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<tr>
<td>2. Financial and Physical Resources</td>
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<tr>
<td>Financial statements/proof of the past two years’ operation</td>
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<tr>
<td>Annual return or incorporation details showing share capital</td>
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<tr>
<td>Audited financial statements of the parent/sponsoring company, and letter of financial support certified by a lawyer or CPA (if applicable)</td>
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<tr>
<td>Financial projections and business plans showing the operator’s sustainability for meeting the teaching/training responsibilities (if applicable)</td>
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<tr>
<td>Lease/ownership agreement of each teaching/training venue</td>
<td></td>
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<tr>
<td>Terms of contract/agreement with relevant external organisation(s) regarding provision of venues, materials and equipment</td>
<td></td>
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<tr>
<td>License of special equipment e.g. computer software, medical equipment</td>
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<td>Others (Please specify: )</td>
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<tr>
<td>3. Staffing and Staff Development</td>
<td></td>
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<tr>
<td>Detailed profile of teaching/training staff</td>
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<tr>
<td>Tools for reviewing staff performance (e.g. template of class visit record, questionnaire for course evaluation)</td>
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<tr>
<td>Sample staff appraisal form</td>
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<tr>
<td>Relevant sections in Staff Handbook showing policies in managing staff performance</td>
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<tr>
<td>Trainers’ handbook or teaching/training guides</td>
<td></td>
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<tr>
<td>Sample materials of staff induction/orientation programmes</td>
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<tr>
<td>Section</td>
<td>Examples/Requirements</td>
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<tr>
<td>Related sections in Staff Handbook regarding the staff development policy</td>
<td>Others (Please specify: )</td>
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<tr>
<td>4. Quality Assurance (including Programme Development and Management</td>
<td>Sample templates/tools for collecting external inputs</td>
</tr>
<tr>
<td></td>
<td>Records showing the external inputs collected for the programme seeking accreditation, e.g. meeting minutes</td>
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<tr>
<td></td>
<td>Records showing programme seeking accreditation has gone through the internal programme development process (including vetting and approval)</td>
</tr>
<tr>
<td></td>
<td>Internal Validation Report (for HD programmes)</td>
</tr>
<tr>
<td></td>
<td>Flowchart showing the process for programme development and approval with responsible personnel/committees</td>
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<tr>
<td></td>
<td>Sample programme proposals/plans</td>
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<tr>
<td></td>
<td>Sample tools and records for monitoring programme delivery, e.g. class observation form</td>
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<tr>
<td></td>
<td>Sample tools and records for programme review, e.g. questionnaires and summary statistics</td>
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<tr>
<td></td>
<td>Sample programme review template/report/meeting minutes</td>
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<tr>
<td></td>
<td>Summary of changes made to the programmes and follow up actions taken</td>
</tr>
<tr>
<td></td>
<td>Learners’ handbook or relevant guidelines for complaint handling</td>
</tr>
<tr>
<td></td>
<td>Flowchart showing the interrelationship of the personnel and/or committees for programme development, management and review</td>
</tr>
<tr>
<td></td>
<td>Terms of reference of the committees responsible for programme development, management and review</td>
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<tr>
<td></td>
<td>List of appointment criteria and roles and responsibilities of external advisors</td>
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<td></td>
<td>List of external committees or advisory bodies consulted</td>
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<td></td>
<td>Sample records of consultation</td>
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<tr>
<td></td>
<td>Brief profiles of external advisors or external examiners/moderators/reviewers</td>
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<tr>
<td></td>
<td>Terms of agreement with third party</td>
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<td>Others (Please specify: )</td>
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<tr>
<td>5. Programme Objectives and Learning Outcomes</td>
<td>Relevant information/evidence of market demand (e.g. market/employer/learner survey)</td>
</tr>
<tr>
<td></td>
<td>Employer survey/feedback related to employability/job performance of learners</td>
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<td>Records of benchmarking the programme seeking accreditation with existing programmes in the market</td>
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<td>Documents of recognition/approval from professional bodies</td>
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<tr>
<td>6. Programme Content and Structure</td>
<td>Course outline/syllabus about individual module/topic</td>
</tr>
<tr>
<td></td>
<td>Templates/records for conducting programme review, e.g. questionnaire, review report</td>
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<td>Records for follow-up actions taken, e.g. meeting minutes</td>
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<td>Sample teaching/training materials</td>
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<td>Others (Please specify: )</td>
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<tr>
<td>7. Admission Requirements and Student/Learner Selection</td>
<td>Sample application form and record</td>
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<tr>
<td></td>
<td>Sample admission test paper (if applicable)</td>
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<td>Sample interview questions (if applicable)</td>
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<td>Learner handbook showing the admission requirements and special admission policy</td>
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<td>Others (Please specify:  )</td>
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<td>8.</td>
<td><strong>Teaching and Learning</strong></td>
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<td>Sample lesson plans</td>
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<td>9.</td>
<td><strong>Student Assessment</strong></td>
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<tr>
<td></td>
<td>Sample assessment papers and the associated assessment criteria</td>
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<td>List of appointment criteria and term of appointment for external examiners/moderators/reviewers</td>
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<td></td>
<td>Guidelines to external examiners/moderators/reviewers</td>
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<td>Sample external examiners/moderators/reviewers reports</td>
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<td>10.</td>
<td><strong>Workplace Attachment and Student/Learner Support Services</strong></td>
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<tr>
<td></td>
<td>Documents outlining learner support services, e.g. handbook, brochure and website</td>
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