



香港學術及職業資歷評審局  
Hong Kong Council for Accreditation of  
Academic & Vocational Qualifications

# Evidence Guide

For Vocational and Professional Programmes Accreditation

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# 1. Notes to Operators

- 1.1 This **Evidence Guide** (Guide) should be read in conjunction with the **Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework** (Manual). The document is available at [www.hkcaavq.edu.hk](http://www.hkcaavq.edu.hk).
- 1.2 The Four-stage Quality Assurance Process (Process) of the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) is designed to progressively develop Operators' competency in self-review, self-monitoring and enhancement of their internal quality assurance capacity. HKCAAVQ's accreditation exercises help Operators to develop internal mechanisms to improve the quality of their institutional operations and learning programmes.
- 1.3 Each stage in the Process has a specific purpose and therefore requires relevant evidence corresponding to the accreditation standards. The information required and the possible types of evidence that should be submitted for the various stages of the Process, along with the accreditation standards, are listed in the respective chapters.
- 1.4 This Evidence Guide is designed to provide guidance to Operators in the selection and presentation of evidence to demonstrate that the accreditation standards have been met. ***Operators applying for Initial Evaluation and/or Learning Programme Accreditation/ Re-accreditation are encouraged to use the Submission Form in Chapters 2 and 3, together with the relevant appendices, to submit evidence for accreditation.*** The Accreditation Panel may request further information and/or documents in writing before/or during site-visit/ meeting with Operators.
- 1.5 Additional evidence requirements specific to joint programmes are provided in relevant sections of the Submission Form in Chapters 2 and 3. Operators offering joint programmes should also make reference to the definition and eligibility requirements for applying accreditation at <https://www.hkcaavq.edu.hk/en/services/accreditation/joint-programmes>.
- 1.6 For Operators seeking Learning Programme Accreditation / Re-accreditation for their **local online learning programmes (i.e. programme has more than 50% of instruction delivered online)**, please refer to the **Evidence Guide for Vocational and Professional Programmes Accreditation (Online Learning Programmes)**. The document is available at [www.hkcaavq.edu.hk](http://www.hkcaavq.edu.hk).

- 1.7 Under the 'Evidence-based' guiding principle for accreditation, it is the responsibility of Operators to provide sufficient evidence to demonstrate that they meet the accreditation standards as well as any applicable statutory requirements in Hong Kong. Operators should provide all relevant documents required for the accreditation test conducted by HKCAAVQ throughout the accreditation process. In preparing evidence, the emphasis should be on quality and relevance, not quantity.
- 1.8 According to the 'Fitness for purpose' guiding principle, the accreditation is based on the Operators' stated objectives and the scope and level under the Qualifications Framework (QF) of the learning programmes they offer. As Operators are different in size, complexity of operation and scope of expertise, Accreditation Panel (Panel) will take these differences into account. The accreditation standards that must be met by all Operators remain the same, but the type of evidence presented may differ. The possible evidence suggested in this Evidence Guide is indicative only. ***Operators may customise the Submission Form to present the evidence that suit their purposes.***
- 1.9 Operators applying for Initial Evaluation and/or Learning Programme Accreditation/ Re-accreditation may refer to the **Explanatory Notes** in **Chapters 6** and **7** for reference. Examples listed in these chapters demonstrate possible ways of presenting the evidence and they are not meant to be exhaustive.
- 1.10 Operators of Associate Degree and Higher Diploma programmes should observe requirements of the *Updated Revised Common Descriptors for Associate Degree and Higher Diploma Programmes under the New Academic Structure* published by the Education Bureau and available on the HKCAAVQ's website at [www.hkcaavq.edu.hk](http://www.hkcaavq.edu.hk).
- 1.11 Operators should observe the policies, principles and guidelines on the key features of the Hong Kong Qualifications Framework (HKQF). Details are available on the HKQF website at [www.hkqf.gov.hk](http://www.hkqf.gov.hk)
- 1.12 Upon submission, the Submission Form and all other attached documents become part of the HKCAAVQ records and are not returnable.

## 2. Initial Evaluation

### Submission Form

**Apply for Initial Evaluation (IE) accreditation status at QF Level:**

**Apply for Partnership Initial Evaluation (Partnership IE) accreditation status at QF Level:**

**Scope of learning programmes to be offered** (Please use  to select the option(s))

Learning programmes to be offered to the local public

Learning programmes (in-house training) to be offered only to the staff of the Operator and/or the Holding Company/Parent Organisation of the Operator in Hong Kong

Others (please specify):

-----  
(For IE only)

**Name of Operator**

(English) \_\_\_\_\_

(Chinese) \_\_\_\_\_

**Name of Award Granting Body** (*award(s) of the learning programme(s) to be granted by:*)

(English) \_\_\_\_\_

(Chinese) \_\_\_\_\_

**Operating Address**

(English) \_\_\_\_\_

(Chinese) \_\_\_\_\_

**Website** \_\_\_\_\_

**Name of Holding Company/Parent Organisation** (*if the Operator is not a legal entity*)

(English) \_\_\_\_\_

(Chinese) \_\_\_\_\_

**Relevant appendices:**

- Business Registration or Certificate of Incorporation or relevant registration documents Appendix: \_\_\_\_\_
- Lease agreement or proof of property ownership of the Operating Address Appendix: \_\_\_\_\_
- Others: Appendix: \_\_\_\_\_

(For Partnership IE only)

**Name of Operator (1)**

(English) \_\_\_\_\_  
(Chinese) \_\_\_\_\_

**Operator's status**

- Self-Accrediting
- Relevant PAA status
- Valid IE/IR status

**Name of Award Granting Body**

*(award(s) of the joint programme(s) to be granted by:)*

(English) \_\_\_\_\_  
(Chinese) \_\_\_\_\_

**Operating Address**

(English) \_\_\_\_\_  
(Chinese) \_\_\_\_\_

**Website** \_\_\_\_\_

**Name of Holding Company/Parent Organisation** *(if the Operator is not a legal entity)*

(English) \_\_\_\_\_  
(Chinese) \_\_\_\_\_

**Name of Operator (2)**

(English) \_\_\_\_\_  
(Chinese) \_\_\_\_\_

**Operator's status**

- Self-Accrediting
- Relevant PAA status
- Valid IE/IR status

**Name of Award Granting Body**

*(award(s) of the joint programme(s) to be granted by:)*

(English) \_\_\_\_\_  
(Chinese) \_\_\_\_\_

**Operating Address**

(English) \_\_\_\_\_  
(Chinese) \_\_\_\_\_

**Website** \_\_\_\_\_

**Name of Holding Company/Parent Organisation** *(if the Operator is not a legal entity)*

(English) \_\_\_\_\_  
(Chinese) \_\_\_\_\_

**Relevant appendices:**

- Business Registration or Certificate of Incorporation or relevant registration documents Appendix: \_\_\_\_\_
- Lease agreement or proof of property ownership of the Operating Address Appendix: \_\_\_\_\_
- Documentary proof of the Operator's status Appendix: \_\_\_\_\_
- Others: Appendix: \_\_\_\_\_

**Relevant appendices:**

- Business Registration or Certificate of Incorporation or relevant registration documents Appendix: \_\_\_\_\_
- Lease agreement or proof of property ownership of the Operating Address Appendix: \_\_\_\_\_
- Documentary proof of the Operator's status Appendix: \_\_\_\_\_
- Others: Appendix: \_\_\_\_\_

Accreditation Standard

The governing body of the operator has clearly defined and appropriate educational/ training objectives, and has implemented a management structure to realise those objectives, for the delivery of learning programme(s) that fall within the scope of the QF level(s) sought.

Background of the Operator

(For IE only)

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

---

1.2 Do you consider your organisation a higher education/ academic programme operator, a vocational and professional programme operator, or both (dual-sector)? Please use '✓' to select the option(s) ( both options for dual-sector)

Higher education/ academic programme operator  
Which area(s)/ sub-area(s) of study do your programmes belong to?

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Vocational and professional programme operator  
Which industr(ies) do your programmes belong to?

---

1.3 Please use '✓' (multiple selections allowed) to select the legal status and business nature that best describes the core business of the Operator and the Holding Company/ Parent Organisation, if applicable:

- Government
- Statutory body
- Trade union
- Registered society
- An organisation registered under the Companies Ordinance (Cap. 622)
- Limited company
- Sole proprietorship
- Partnership
- An education institute having self-accrediting status (Operator listed under Schedule 2 in the Accreditation of Academic and Vocational Qualifications Ordinance, Cap. 592)
- An education institute registered under the Post-Secondary Colleges Ordinance (Cap. 320)
- An education institute registered under the Education Ordinance (Cap. 279)
- An education institute registered under the Non-Local Higher and Professional Education Ordinance (Cap. 493)
- An organisation exempted from tax under section 88 of the Inland Revenue Ordinance
- Others: \_\_\_\_\_

## Education/ Training Provision

(For IE only)

- 1.4 Please provide the Vision and Mission of the Operator and/or the Holding Company/ Parent Organisation, if applicable.
- 

- 1.5 Please describe the education/ training objectives and the scope of the education/ training provision.
- 

- 1.6 Please provide the following information about the existing operation of learning programmes:

<b>Year of establishment of the Operator</b>	
<b>Commencement year for operating learning programmes</b>	
<b>Number of learning programmes being operated</b>	
<b>Area(s)/sub-area(s) of study / Industr(ies) involved</b>	
<b>Target learners of existing programmes</b>	
<b>Total number of learners in the last 12 months</b>	

- 1.7 Please provide details of the learning programme(s) that is/are planning to seek for accreditation in the coming two years.

Type/Name of Programme	QF Level	Duration	Annual intake

**Relevant appendices:**

- Brief history of the Operator/ Annual reports of past 2 years Appendix: \_\_\_\_\_
- List of existing programmes Appendix: \_\_\_\_\_
- Strategic plan/ Training plan Appendix: \_\_\_\_\_
- Others: Appendix: \_\_\_\_\_

## Organisational Structure

(For IE only)

1.8 If a Holding Company/ Parent Organisation exists, please explain its relationship with the Operator.

---

1.9 Please provide an organisational chart and describe the hierarchical structure of the governance and management of the Operator, with clear indication of the chains of command and the reporting lines of staff in different functions/ departments/ units).

---

1.10 Please state the major functions and responsibilities of the key personnel in the governance and management structure related to training and educational service.

Position/Job Title	Employment (F/T, P/T)	Major Functions and Responsibilities
1.		
2.		
3.		

1.11 What are the channels used by the management to communicate with staff on policies and procedures?

---

### **Relevant appendices:**

- Documents showing job descriptions/ responsibilities of key personnel related to training and educational services Appendix: \_\_\_\_\_
- Documents showing management policies related to quality assurance Appendix: \_\_\_\_\_
- Staff/ Teaching Staff Handbook Appendix: \_\_\_\_\_
- Others: Appendix: \_\_\_\_\_

## Learners Record Management

(For IE only)

1.12 Please provide the policies/ guidelines/ methods for maintaining integrity, security, accuracy and currency of learner data and records (e.g. admission records, learners' personal details, assessment results, etc.)

a. Procedures of managing learner records: checking, inputting, retention period, etc.

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b. Method(s) used for storing and backup

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c. Policy/ guidelines for data privacy and security (e.g. access rights to learner records)

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d. Measures for maintaining data integrity, accuracy and currency

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### **Relevant appendices:**

- Guidelines on managing learner data including data privacy Appendix: \_\_\_\_\_
- Others: Appendix: \_\_\_\_\_

## Information for Learners

(For both IE and Partnership IE)

- 1.13 Please state the method(s)/ channels (e.g. website, electronic learning platform) used for providing programme and service information (e.g. timetables, learning support facilities and services, availability of training and support staff for learner consultations, etc.) to learners.

### **Relevant appendices:**

- Learner Handbook
- Others:

Appendix: \_\_\_\_\_

Appendix: \_\_\_\_\_

## Governance for Joint Programmes

(For Partnership IE only)

### **Additional appendices for Partnership IE:**

- Internal approval records for each partner in establishing the collaboration (e.g. approval records from the respective governing bodies) Appendix: \_\_\_\_\_
- Contractual documents (signed by authorised parties) concerning the collaboration to offer learning programmes which set out the following information: Appendix: \_\_\_\_\_
  - Scope of the collaboration
  - Validity period of the collaboration
  - Details relating to learning programme(s) offered through the collaboration
- Operational arrangement of the collaborative partnership, indicating the roles, responsibilities, and decision-making power of each partner in operating the learning programmes covered by the collaboration in areas including but not limited to: Appendix: \_\_\_\_\_
  - Financial and resources arrangement
  - Staffing
  - Student admission
  - Programme development and review
  - Teaching and assessment
  - Quality assurance
  - Learners support
  - Learners record management
- Minutes / Records demonstrating decision making processes of the collaborative partnership Appendix: \_\_\_\_\_
- Terms of reference, membership composition and current membership list of various decision-making and QA bodies governing the collaboration Appendix: \_\_\_\_\_
- Others: Appendix: \_\_\_\_\_

Accreditation Standard

The operator must have adequate financial and physical resources to achieve its educational/ training objectives, with well-defined systems and processes to manage its finances to support the quality and effectiveness of its operation.

Financial Resources

*(For IE only)*

The financial information and appendices provided in items 2.1-2.3 will only be reviewed by a Financial Expert appointed by HKCAAVQ for this accreditation exercise. Please provide the requested information and documents in a **SEPARATE folder / envelope**.

- 2.1 Please provide financial statements/ proof of the past two years' operation (e.g. audited financial statements and tax returns).  
[Appendix:        ]
- 2.2 Please provide financial projections, business plans showing the Operator's sustainability for meeting the training responsibilities.  
[Appendix:        ]
- 2.3 Please provide further details if the following situations apply.
- i. *[For new start-ups]* Please provide annual return or similar support document(s).  
[Appendix: \_\_\_\_\_]
  - ii. *[For operators who receive financial support from the Holding Company/ Parent Organisation]* Please provide evidence demonstrating the financial arrangement between the Operator and the Holding Company/ Parent Organisation.  
[Appendix: \_\_\_\_\_]
  - iii. *[For operators who receive financial support from the Holding Company/ Parent Organisation]* Please provide evidence demonstrating the Holding Company/ Parent Organisation's financial status, such as audited financial statements, cash flow statement and tax returns.  
[Appendix: \_\_\_\_\_]
  - iv. *[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 from the Director certified by a lawyer or Certified Public Accountant (CPA) together with evidence of financial proof of the guarantor)  
[Appendix: \_\_\_\_\_]

## Financial Resources for Partnership IE

(For Partnership IE only)

### **Additional appendices for Partnership IE:**

- Audited financial statements for the past two years covering the collaboration (or evidence of start-up funds for the collaboration) Appendix: \_\_\_\_\_
- Others: Appendix: \_\_\_\_\_

## Financial Planning, Budgeting and Allocation Policies

(For both IE and Partnership IE)

2.4 Please briefly explain the procedures for budgeting (including planning, vetting and approval and regular review) of the Operator / collaborative partnership.

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2.5 Please describe the financial allocation policies and/or internal financial control measures to ensure the availability of appropriate financial and physical resources of the Operator / collaborative partnership for the operation and the delivery of its learning programme(s).

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### **Additional appendices for Partnership IE:**

- Budgets and estimates for the collaboration in the next two years Appendix: \_\_\_\_\_
- Resources deployment agreement/plans indicating the obligations of different partners in the provision of resources Appendix: \_\_\_\_\_
- Decision making processes for financial matters
- Others: Appendix: \_\_\_\_\_

## Teaching/Training Venues, Facilities and Equipment

(For both IE and Partnership IE)

2.6 Please provide address of teaching/training venue(s)<sup>[1]</sup> for programmes offered by the Operator / collaborative partnership (if different from the operating address). If different teaching/training venues are used, please list them 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).*

2.7 Please list the facilities and equipment for each of the teaching/training venues mentioned above, which are necessary for operation of learning programme(s) within the scope of the education and training provision.

Type of Room <sup>[1]</sup>	No. of Room	Seating Capacity	Facilities/ Equipment

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

**Relevant appendices:**

- Lease/ Ownership agreement/ Terms of contract/ agreement of each teaching/ training venue Appendix: \_\_\_\_\_
- Others: Appendix: \_\_\_\_\_

**Maintenance**

*(For both IE and Partnership IE)*

- 2.8 Please provide the guideline(s)/ method(s) for the Operator(s) to regularly review the adequacy and appropriateness, in terms of quality, safety, quantity, accessibility, security and utility, of its facilities and equipment. When and how the follow-up action(s) have been/ will be taken?
-

## Domain: IE-3 Organisational Staffing

### Accreditation Standard

The operator must be able to engage staff who are competent to manage its operations, to lead programme planning and development, and to support the delivery of learning programme(s) up to the claimed QF level(s).

### Headcount and Appointment Criteria

(For both IE and Partnership IE)

3.1 Please provide the staffing information and the appointment criteria for staff at different positions/ job titles/ ranks.

Position/ Job Title/ Rank	Operator (For collaborative partnership only)	Head Count (existing – current staff number; planned – number of staff to be recruited in the near future)	Appointment Criteria (e.g. academic qualifications, professional qualifications, industry experience, teaching/ training experience, skills)	Name of existing staff fulfilling the appointment criteria	Employment term of the existing staff (Full-time, Part-time, Temporary, etc.) <sup>[1]</sup>
<b>Management Staff for the education and training provision</b>					
1.		Existing: Planned:			
2.		Existing: Planned:			
<b>Programme Development, Management, Quality Assurance Staff</b>					
3.		Existing: Planned:			
4.		Existing: Planned:			
<b>Programme Administrative and Support Staff<sup>[2]</sup></b>					
5.		Existing: Planned:			
6.		Existing: Planned:			

Number of teaching/ training staff<sup>[3]</sup> (existing): Full-time \_\_\_\_\_; Part-time \_\_\_\_\_

[1] Full-time – normally refers to appointment of service for not less than 35 hours a week

[2] Some examples of Programme Administrative and Support staff are workshop/ laboratory technicians, counsellors, learners support staff, etc.

[3] Teaching/ Training staff refers to staff who perform 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.

#### Additional appendices for Partnership IE:

- Arrangements for staff level liaison between partners, e.g. staff meetings Appendix: \_\_\_\_\_
- Others: Appendix: \_\_\_\_\_

## Human Resources Policies

(For IE only)

3.2 Please explain the human resources policies and procedures for recruitment, deployment, staff conduct and discipline (e.g. handling conflict of interest), induction, performance review and staff development (e.g. formulation of individual development plan, requirements on continuous professional development hours) for the education and training services.

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

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***Relevant appendices:***

- Guidelines/ Staff Handbook showing relevant human resources policies and procedures Appendix: \_\_\_\_\_
- Others: Appendix: \_\_\_\_\_

**Domain: IE-4 Organisational Quality Assurance**

**Accreditation Standard**

The operator must have an internal quality assurance system that can support effective management and monitoring of the quality of its learning programme(s) in delivering learning outcomes that align with the GLDs of the QF, to meet its educational/ training objectives.

**Quality Assurance Mechanism**

*(For both IE and Partnership IE)*

★ *Helpful tips:* Operators are advised to compile all policies, guidelines, methods, tools, etc. relevant to the quality assurance mechanism into one Manual for ease of retrieval and progressive development of the quality assurance mechanism.

4.1 Please outline your quality assurance mechanism for programme development, approval, monitoring, review and modification of learning programmes(s) (e.g. committee structure and/or flowcharts delineating the approval and review processes).

4.2 Please provide details of the responsible personnel/ committees/ external members for programme development, approval, monitoring, review and modification of learning programme(s).

<b>Responsible Staff (Positions &amp; Names)/ Committees / Units (Operator)</b> (Please also specify the responsible Operator in the collaborative partnership)	<b>Major Responsibilities</b> (e.g. Programme Development, Approval, Monitoring, Review and Modification)

4.3 Please explain the procedures, frequency and responsible staff/ committee/ unit for reviewing the effectiveness of the quality assurance mechanism and for continuously improving the internal quality assurance capacity.

<b>Relevant appendices:</b>	
• Quality Assurance Manual	Appendix: _____
• Policy/ Procedures/ Framework/ Guidelines relevant to quality assurance for ensuring the quality of learning programmes	Appendix: _____
• Terms of reference of the committees responsible for programme development and management	Appendix: _____
• Membership composition and appointment criteria of the above committees	Appendix: _____
• Current membership lists of the above committees	Appendix: _____
• Sample meeting notes of the above committees demonstrating their roles in programme development and management	Appendix: _____
• Others:	Appendix: _____

<b>Additional appendices for Partnership IE:</b>	
<ul style="list-style-type: none"> <li>Documents showing the allocation of responsibilities in the quality assurance mechanism between each partner, including programme development, programme management, programme review and programme modification (if not covered in the contractual documents)</li> </ul>	Appendix: _____
<ul style="list-style-type: none"> <li>Minutes of joint meetings dealing with quality issues</li> </ul>	Appendix: _____
<ul style="list-style-type: none"> <li>Others:</li> </ul>	Appendix: _____

**Programme Development and Approval**  
(For both IE and Partnership IE)

4.4 Please specify mechanism/ methods used for ensuring the programme(s) can address the industry/ community needs and can meet the QF objectives and standards (e.g. consulting external stakeholders to collect information on community/ industry needs of the learning programme(s) seeking accreditation).

4.5 Please describe the programme vetting/ validation/ approval procedures and the associate approval criteria (the standards of quality) at programme and/or organisational levels that guide the review and approval of its learning programmes to ensure that the QF standards, educational/training and programme objectives are met.

<b>Relevant appendices:</b>	
<ul style="list-style-type: none"> <li>Templates/ Tools and records for collecting information on community/ industry needs for programme development and approval</li> </ul>	Appendix: _____
<ul style="list-style-type: none"> <li>Templates of Feasibility and/or Benchmarking Study</li> </ul>	Appendix: _____
<ul style="list-style-type: none"> <li>Methods/ Tools and records for programme development (e.g. sample programme proposals/ plans)</li> </ul>	Appendix: _____
<ul style="list-style-type: none"> <li>Methods/ Tools and records for programme vetting and approval/ internal validation and follow up actions</li> </ul>	Appendix: _____
<ul style="list-style-type: none"> <li>Others:</li> </ul>	Appendix: _____

**Programme Management and Monitoring**  
(For both IE and Partnership IE)

4.6 Please describe the approach used to monitor programme delivery (e.g. class observation, internal review meetings, interim course/ module/ subject evaluation, irregularity report, etc.).

<b>Programme Management and Monitoring Activities</b>	<b>Responsible Unit/ Person (Operator)</b>	<b>Frequency</b>	<b>Review Focus</b> (e.g. quality of module/ programme delivery)	<b>Tools Employed</b> (e.g. class observation form)	<b>Follow-Up Procedures</b>

4.7 Please explain the procedures for handling learners' complaints to ensure that there are available channels for learners to file their complaints, and the complaints are handled in a reasonable timeframe by appropriate staff/ committees/ units.

<b>Relevant appendices:</b>	
• Methods/ Templates/ Tools and records for programme monitoring, e.g. class observation form	Appendix: _____
• Guidelines/ Learner Handbook	Appendix: _____
• Others:	Appendix: _____

### Programme Review and Continuous Improvement Measures

(For both IE and Partnership IE)

4.8 Please explain the programme review process and continuous improvement measures:

- Programme Review Procedures/ Activities for programme evaluation, enhancement: *e.g. collect feedback from various stakeholders (graduates, learners, teaching staff, external members, employers, etc.); collect relevant sources (statistical information, programme performance, etc.); programme re-validation, etc.*
- Responsible staff/ committee/ unit for programme/ course/ module/ subject review
- Frequency of the activities/ meetings
- Review focus (the standards of quality and performance indicators/ requirements) at programme and/or organisational levels: *e.g. learning outcomes, programme structure, admission requirement, QF credits, graduation rate, completion rate, etc.*
- Tools Employed: *e.g. questionnaire, statistical records*
- Follow-Up Procedures: *e.g. continuous improvement measures at programme and/or organisational levels, modification (learning and teaching materials, teaching venues, etc.)*

Programme Review Procedures/ Activities	Responsible Unit/ Person (Operator)	Frequency	Review Focus	Tools Employed	Follow-Up Procedures

<b>Relevant appendices:</b>	
• Methods/ Templates/ Tools and records for collecting feedback and evidence from various stakeholders and relevant sources for programme evaluation, continuous improvement and enhancement , e.g. questionnaires and summary statistics	Appendix: _____
• Methods/ Tools and records for programme review, continuous improvement measures and follow-up actions taken, e.g. meeting minutes	Appendix: _____
• Template or Sample Annual/ Periodic Programme Review Report	Appendix: _____
• Summary of changes made to the programmes and follow up actions taken, if any.	Appendix: _____
• Others:	Appendix: _____

### 3. Learning Programme Accreditation/ Learning Programme Re-accreditation

#### **Submission Form**

(For accreditation/ re-accreditation of more than one learning programme in an exercise, please use a separate Submission Form for each learning programme.)

① *The Operator should refer to the policies/ guidance under the EDB and HKQF ([www.hkqf.gov.hk](http://www.hkqf.gov.hk)) that are relevant to learning programme accreditation/ re-accreditation, e.g.:*

- ☞ Award Title Scheme (ATS)
- ☞ Generic Level Descriptors (GLD)
- ☞ Use of QF Credits
- ☞ Credit Accumulation and Transfer (CAT) under the HKQF
- ☞ Practical Guide to the GLD under the HKQF (Reference for Operators of Learning Programmes)
- ☞ The Qualifications Guidelines (QG) for SCS-based and SGC-based Courses under HKQF
- ☞ Relevant Specification of Competency Standards (SCS)/ Specification of Generic (Foundation) Competencies (SGC)
- ☞ Updated Revised Common Descriptors for Associate Degree and Higher Diploma Programmes under the New Academic Structure

#### **Programme Information**

##### **Name of Operator(s)**

Operator 1

(English) \_\_\_\_\_

(Chinese) \_\_\_\_\_

Operator 2 (for joint programme only)

(English) \_\_\_\_\_

(Chinese) \_\_\_\_\_

##### **Name of Award Granting Body(ies)**

Award Granting Body 1

(English) \_\_\_\_\_

(Chinese) \_\_\_\_\_

Award Granting Body 2 (for joint programme only)

(English) \_\_\_\_\_

(Chinese) \_\_\_\_\_

##### **Programme Title**

(English) \_\_\_\_\_

(Chinese) \_\_\_\_\_

##### **Qualification Title (Exit Award)**

(English) \_\_\_\_\_

(Chinese) \_\_\_\_\_

**Qualification Title of Intermediate Exit Award(s) (if applicable)**

(English) \_\_\_\_\_

(Chinese) \_\_\_\_\_

**Name of Stream(s) (if applicable)**

(English) \_\_\_\_\_

(Chinese) \_\_\_\_\_

**Target learners of the programme** (Please use  to select the option): Learning programmes to be offered to the local public (In-house training) Learning programmes to be offered only to the staff of the Operator and/or the Holding Company/Parent Organisation of the Operator in Hong Kong

<b>Proposed QF Level</b>	<p><b><u>For Terminal Exit Award:</u></b> QF Level _____</p> <p><b><u>For Intermediate Exit Award: (if applicable)</u></b> QF Level _____</p>
<b>Notional Learning Hours</b>	<p><b><u>For Terminal Exit Award:</u></b></p> <ul style="list-style-type: none"> <li>• Contact hours (face-to-face): _____</li> <li>• Online learning hours: _____</li> <li>• Self-study hours: _____</li> <li>• Total (contact hours + online learning + self-study hours): _____</li> <li>• % of instruction delivered online: _____%</li> <li>• QF credits: _____</li> </ul> <p><i>Note: If % of instruction delivered online is larger than 50%, please refer to the Evidence Guide for Vocational and Professional Programmes Accreditation (Online Learning Programmes).</i></p> <p><b><u>For Intermediate Exit Award: (if applicable)</u></b></p> <ul style="list-style-type: none"> <li>• Contact hours (face-to-face): _____</li> <li>• Online learning hours: _____</li> <li>• Self-study hours: _____</li> <li>• Total (contact + online learning + self-study hours): _____</li> <li>• % of instruction delivered online: _____%</li> <li>• QF credits: _____</li> </ul>
<p><b>Mode(s) of Delivery &amp; Programme Length</b> (Can check more than one box and cross out the classifications that are not appropriate)</p>	<p><b><u>For Terminal Exit Award:</u></b></p> <p><input type="checkbox"/> Full-time: _____ Months/weeks/days</p> <p><input type="checkbox"/> Part-time: _____ Months/weeks/days</p> <p><input type="checkbox"/> Workplace attachment/On-the-job training: _____ Months/weeks/days/hours</p> <p><input type="checkbox"/> In-house training programme</p> <p><input type="checkbox"/> Others (Please specify) _____ ( _____ Months/weeks/days/hours)</p>

	<p><b>For Intermediate Exit Award:</b> <i>(if applicable)</i></p> <p><input type="checkbox"/> Full-time: _____ Months/weeks/days</p> <p><input type="checkbox"/> Part-time: _____ Months/weeks/days</p> <p><input type="checkbox"/> Workplace attachment/On-the-job training: _____ Months/weeks/days/hours</p> <p><input type="checkbox"/> In-house training programme</p> <p><input type="checkbox"/> Others (Please specify) _____ ( _____ Months/weeks/days/hours)</p>
<b>Number of Enrolment</b>	<p><input type="checkbox"/> Number of enrolment per year: _____</p> <p><input type="checkbox"/> Others (please specify) _____</p>
<b>Maximum Number of New Learners</b>	<p><input type="checkbox"/> Maximum number of new learners per year: _____</p> <p><input type="checkbox"/> Maximum number of learners per class: _____</p> <p><input type="checkbox"/> Others (please specify) _____</p>
<b>Specification of Competency Standards Based (SCS-based) Programme</b>	<p><b>For Terminal Exit Award:</b></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p><b>For Intermediate Exit Award:</b> <i>(if applicable)</i></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>
<b>Specification of Generic (Foundation) Competencies Based (SGC-based) programme</b>	<p><b>For Terminal Exit Award:</b></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p><b>For Intermediate Exit Award:</b> <i>(if applicable)</i></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>
<p><b>Vocational Qualifications Pathway (VQP) programme</b></p> <p><i>(Vocational Qualifications Pathway (VQP) programmes are designed to meet the competencies requirements of specific job roles defined by an Industry Training Advisory Committee (ITAC). For details, please refer to: <a href="https://www.hkqf.gov.hk/en/vqp/index.html">https://www.hkqf.gov.hk/en/vqp/index.html</a>)</i></p>	<p><b>For Terminal Exit Award:</b></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p><b>For Intermediate Exit Award:</b> <i>(if applicable)</i></p> <p><input type="checkbox"/> Yes      <input type="checkbox"/> No</p>
<p><b>Programme adopting SCS-based Training Package</b></p> <p><i>(SCS-based Training Package (Training Package) is an integrated set of learning &amp; teaching, assessment, and support materials developed with reference to the relevant UoC contained in the SCS of an industry.</i></p> <p><i>Differentiation may be applied for programmes adopting Training Package. For the list of Training Packages, please refer to: <a href="https://www.hkqf.gov.hk/en/scs/scs_training_packages/index.html">https://www.hkqf.gov.hk/en/scs/scs_training_packages/index.html</a> )</i></p>	<p><b>For Terminal Exit Award:</b></p> <p><input type="checkbox"/> Yes</p> <ul style="list-style-type: none"> <li>• Please specify the Package(s) adopted: _____</li> <li>• Please specify the % of content (in terms of QF credits) developed based on the above Package(s): _____%</li> </ul> <p><input type="checkbox"/> No</p> <p><b>For Intermediate Exit Award:</b> <i>(if applicable)</i></p> <p><input type="checkbox"/> Yes</p> <ul style="list-style-type: none"> <li>• Please specify the Package(s) adopted: _____</li> <li>• Please specify the % of content (in terms of QF credits) developed based on the above</li> </ul>

	Package(s): _____%  <input type="checkbox"/> No
<b>Primary Area of Study and Training</b>  <i>(Mandatory for all 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':</i> <a href="http://www.hkcaavq.edu.hk/en/services/accreditation/four-stage-qa-process">www.hkcaavq.edu.hk/en/services/accreditation/four-stage-qa-process</a> )	<b><u>For Terminal Exit Award:</u></b>  Area: _____  Sub-area: _____  <b><u>For Intermediate Exit Award: (if applicable)</u></b>  Area: _____  Sub-area: _____
<b>Other Area of Study and Training (Optional)</b>	<b><u>For Terminal Exit Award:</u></b>  Area: _____  Sub-area: _____  <b><u>For Intermediate Exit Award: (if applicable)</u></b>  Area: _____  Sub-area: _____
<b>Industry</b>  <i>(Mandatory for SCS-based programmes. Please refer to the Area of Study and Industry / Branch Mapping Table on QR: <a href="http://www.hkqr.gov.hk/HKQRPRD/web/hkqr-en/operators/Guidelines_Forms/index.html">www.hkqr.gov.hk/HKQRPRD/web/hkqr-en/operators/Guidelines_Forms/index.html</a>. The Industry must be consistent with those of the programme's SCS components.)</i>	<b><u>For Terminal Exit Award:</u></b>  _____  <b><u>For Intermediate Exit Award: (if applicable)</u></b>  _____
<b>Branch</b>  <i>(Mandatory for SCS-based programmes. Please refer to the Area of Study and Industry / Branch Mapping Table on QR: <a href="http://www.hkqr.gov.hk/HKQRPRD/web/hkqr-en/operators/Guidelines_Forms/index.html">www.hkqr.gov.hk/HKQRPRD/web/hkqr-en/operators/Guidelines_Forms/index.html</a>. The Branch must be consistent with those of the programme's SCS components.)</i>	<b><u>For Terminal Exit Award:</u></b>  _____  <b><u>For Intermediate Exit Award: (if applicable)</u></b>  _____
<b>Planned programme launch date</b>	_____
<i>(The following applies to Higher Diploma Programme only)</i>	
<b>Hosting Department/Unit</b>	_____
<b>Proportion of Generic and Specialised Contents of Terminal Exit Award</b>	Generic contents: _____% Specialised contents: _____%
<b>Proportion of Generic and Specialised Contents of Intermediate Exit Award (if applicable)</b>	Generic contents: _____% Specialised contents: _____%

## Additional Evidence for Re-LPA

1. Please list any recommendation(s) made by HKCAAVQ in the accreditation report in the last (re-)accreditation exercise and the follow up actions taken, if any. Please provide explanation(s) if no action has been taken.

Recommendation(s)	Follow-up Action(s)

2. Please provide information on Substantial Change(s) approved by HKCAAVQ during the validity period, if any.

Details of Substantial Change(s)	Date of Approval

## Domain: LPA-1 Programme Objectives and Learning Outcomes

### Accreditation Standard

The learning programme must have objectives that address community, education and/or industry needs, with learning outcomes that meet the relevant QF standards, for all exit qualifications from the programme.

### Programme Objectives

1.1 Programme objectives:

---

1.2 Intended career pathways and/or further education opportunities of learners:

- *Employment:*
- *Education:*

Please provide justifications for the intended pathways listed above.

---

1.3 Details of professional recognition/ licensing or registration requirement, if applicable:

---

#### **Relevant appendices:**

- Relevant information/ evidence of market demand (e.g. market/ employer/ learner survey) 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: \_\_\_\_\_

### Programme Intended Learning Outcomes

1.4 Programme Intended Learning Outcomes (PILOs) and Stream-specific Intended Learning Outcomes (SILOs), if any:

*(For terminal exit award)*

<b>Programme Intended Learning Outcomes (PILOs)</b>	<b>Upon completion of the Programme, learners should be able to:</b> PILO-1. PILO-2. PILO-3.
---	---

<b>ILOs of Specific Stream(s) (SILOs), if any</b>	<b>Stream 1:</b> _____ SILO-1. SILO-2. SILO-3.
	<b>Stream 2:</b> _____ SILO-1. SILO-2. SILO-3.
	<b>Stream 3:</b> _____ SILO-1. SILO-2.

*(For intermediate exit award, if applicable)*

<b>Programme Intended Learning Outcomes (PILOs)</b>	<b>Upon completion of the Programme, learners should be able to:</b> PILO-1. PILO-2. PILO-3.
<b>ILOs of Specific Stream(s) (SILOs), if any</b>	<b>Stream 1:</b> _____ SILO-1. SILO-2. SILO-3.  <b>Stream 2:</b> _____ SILO-1. SILO-2. SILO-3.  <b>Stream 3:</b> _____ SILO-1. SILO-2.

1.5 Analysis table for checking how the programme is pitched at the claimed QF Level:

MILOs	GLD (QF Level _____)			
	Knowledge and Intellectual Skills	Processes	Autonomy and Accountability	Communication, ICT and Numeracy
<i>Module Title:</i>				
1.				
2.				
3.				
4.				
5.				
6.				

## Possible Evidence for Re-LPA

1.6 Change(s) made since the last (re-)accreditation exercise:

Items	Change(s) Made and Reasons	Appendix
Programme Title		
Programme Objectives		
PILOs		
Others		

<b>Relevant appendices:</b>	
• Results of graduate survey	Appendix: _____
• Employer survey/ feedback related to employability/ job performance of graduates	Appendix: _____
• Records showing the changes have gone through the internal quality assurance review and approval process	Appendix: _____
• Others:	Appendix: _____

Accreditation Standard

The minimum admission requirements of the learning programme must be clearly outlined for staff and prospective learners. These requirements and the learner selection processes must be effective for recruitment of learners with the necessary skills and knowledge to undertake the programme.

Admission Requirements

2.1 Admission requirements (e.g. work experience, academic qualifications, and specific skills):

---

2.2 Details (e.g. coverage, selection criteria, screening process, approval) of admission tests or entrance examinations (e.g. interview and skill test), if any:

---

**Relevant appendices:**

- Application form Appendix: \_\_\_\_\_
- Admission test paper and/or Interview questions and selection criteria Appendix: \_\_\_\_\_
- Others: Appendix: \_\_\_\_\_

Policies and Procedures on Admission and Credit Accumulation and Transfer

2.3 Admission policy (e.g. special admission/ non-standard entry, considerations for learner selection, etc.), if applicable:

---

2.4 Policies on Credit Accumulation and Transfer (CAT) at institutional and/or programme level (e.g. exemption, advanced standing, etc.), if applicable:

---

2.5 Please explain the methods/ procedures for checking the submitted document provided by the applicants and for making verification about the applicants' qualifications.

---

**Relevant appendices:**

- Guidelines/ Learner Handbook showing relevant policies and procedures on admission and credit accumulation and transfer Appendix: \_\_\_\_\_
- Others: Appendix: \_\_\_\_\_

## Additional Evidence for Re-LPA

2.6 Please provide the admission statistics during the validity period (including admission based on other equivalent qualifications, number of special admission and mature learners, if any).

Year/ Cohort	Stream/ Module	Approval in Last (re-) Accreditation		Learners Intake During Validity Period			No. of Special Admission <i>(please specify the nature)</i>
		Maximum Class Size	Maximum Yearly Intake	No. of Classes	No. of Learners per Class	Total No. of Learners Admitted	

**Relevant appendices:**

- Admission record (e.g. learners' profile including qualifications and experience) Appendix: \_\_\_\_\_
- Others: Appendix: \_\_\_\_\_

2.7 Change(s) made since the last (re-)accreditation exercise:

Items	Change(s) Made and Reasons	Appendix
Admission Requirements		
Selection Procedures		
Policy on admission		
Policy on Credit Accumulation and Transfer		
Others		

**Relevant appendices:**

- Records showing the changes have gone through the internal quality assurance review and approval process Appendix: \_\_\_\_\_
- Others: Appendix: \_\_\_\_\_

## Domain: LPA-3 Programme Structure and Content

### Accreditation Standard

The structure and content of the learning programmes must be up-to-date, coherent, balanced and integrated to facilitate progression in order to enable learners to achieve the stated learning outcomes and to meet the programme objectives.

### Programme Structure

3.1 Please list all Module Titles/ Topics in the sequence of delivery and provide the related information.

Module Title/ Major Topic	QF Level	Core/ Elective (if applicable)	Generic/ Specialised (for Higher Diploma Programme only)	A					B	C	A+B+C	QF Credit	For SCS /SGC-based Programme	
				Contact Hour <sup>[1]</sup>					Online Learning Hour <sup>[2]</sup>	Self-study Hour	Notional Learning Hour		UoC Code	% UoC Content <sup>[3]</sup>
				a	b	c	d	Sub-total						
<b>Total</b>													/	

[1] **a** = Lecture, **b** = Workshop/tutorial, **c** = Examination and/or assessment **d** = Others

[2] Online learning refers to instruction delivered through a digital learning platform to provide structured teaching, learning and assessment.

[3] Please specify the percentage or the number of Notional Learning Hours/ QF Credits that the selected UoC(s) has/have been adopted in the module/ topic.

#### Relevant appendices:

- Module/ Course/ Subject/ Topic outline/ syllabus:  
Each individual module/ course/ subject/ topic shall cover information on (i) MILOs, (ii) QF level, (iii) QF credits, contact hours and self-study hours, (iv) major learning contents, (v) teaching/ training and learning methods, (vi) assessment methods and mapping with MILOs, (vii) textbooks and references and (viii) pre-requisites/ co-requisites (if any), etc.
Appendix: \_\_\_\_\_
- Sample teaching/ training materials to demonstrate the Operator's capability in developing the programme and module/ course/ subject/ topic that meet the accreditation standard and the claimed QF Level(s). (e.g. PowerPoint, textbooks, worksheets)
Appendix: \_\_\_\_\_
- Others:
Appendix: \_\_\_\_\_

- 3.2 The following analysis tables can be used for checking the alignment between PILOs and the programme components:  
 (Please put a “✓” in appropriate box(es) to indicate the linkage between each module and PILOs or SILOs.)

(For terminal exit award)

PILO <sup>[1]</sup> Module Title/Topic	QF Credit	PILO-1	PILO-2	PILO-3	PILO-4	PILO-5

[1]: Please use the same numbering for the PILOs as presented in **Domain: LPA-1**.

(For intermediate exit award)

PILO <sup>[1]</sup> Module Title	QF Credit	PILO-1	PILO-2	PILO-3	PILO-4	PILO-5

[1]: Please use the same numbering for the PILOs as presented in **Domain: LPA-1**.

(For learning programmes with specific streams)

**Name of the Stream:**

SILO <sup>[1]</sup> Module Title	QF Credit	SILO-1	SILO-2	SILO-3	SILO-4	SILO-5

[1]: Please use the same numbering for the SILOs as presented in **Domain: LPA-1**.

### Possible Evidence for Re-LPA

- 3.3 Change(s) made since the last (re-)accreditation exercise:

Items	Change(s) Made and Reasons	Appendix
Programme Structure		
Programme Content		
MILOs		
Others		

**Relevant appendices:**

- Records showing the changes have gone through the internal quality assurance review and approval process Appendix: \_\_\_\_\_
- Others: Appendix: \_\_\_\_\_

**Accreditation Standard**

**The learning, teaching and assessment activities designed for the learning programme must be effective in delivering the programme content and assessing the attainment of the intended learning outcomes.**

**Learning and Teaching Activities**

4.1 Medium of Instruction (MOI) at programme level:

<b>Class/Online delivery</b>	<input type="checkbox"/> English <input type="checkbox"/> Chinese/ Cantonese <input type="checkbox"/> Chinese/ Putonghua <input type="checkbox"/> Others (please specify) _____
<b>Learning and teaching materials; Assessment</b>	<input type="checkbox"/> English <input type="checkbox"/> Chinese <input type="checkbox"/> Others (please specify) _____

4.2 Summary of the learning and teaching activities:

Module Title/ Major Topic	MOI <sup>[1]</sup>	Learning and Teaching Activities	
		For Contact Hours <i>(e.g. lecture, workshop, etc.)</i>	For Self-Study Hours <i>(e.g. reading textbook, etc.)</i>

[1] Please provide details of the MOI if the MOI used in teaching/ training materials and assessment in each module is different from the MOI at programme level.

4.3 Teaching/ training staff-to-learner ratio:

Delivery Modes	Maximum Class Size	Teacher/Trainer-to-Learner Ratio
Lecture	_____	1: _____
Tutorial	_____	1: _____
Workshop	_____	1: _____
Laboratory Session	_____	1: _____
Practicum/ Placement/ Work Attachment	_____	1: _____
Others (Please Specify: _____ )	_____	1: _____

<b>Relevant appendices:</b>	
<ul style="list-style-type: none"> <li>• Sample lesson/teaching plans to demonstrate the Operator's capability in developing appropriate learning and teaching activities that meet the accreditation standard.</li> </ul>	Appendix: _____
<ul style="list-style-type: none"> <li>• Sample self-study learning materials (e.g. guidelines, records, reports) to demonstrate the Operator's capability in developing appropriate learning and teaching activities that meet the accreditation standard.</li> </ul>	Appendix: _____
<ul style="list-style-type: none"> <li>• Others:</li> </ul>	Appendix: _____

## Assessment Tasks

4.4 The following analysis tables can be used for checking the alignment between MILOs and individual assessment tasks in each module/ topic:

*(For each module, please specify the assessment tasks employed to measure learners' achievement of the intended learning outcomes and put a "✓" in appropriate box(es) to indicate the linkage between each assessment task and MILOs.)*

### Module/ Major Topic Title:

Assessment Task <sup>[1]</sup>	CA <sup>[2]</sup> / FA <sup>[3]</sup>	Weighting <sup>[4]</sup> (%)	MILO-1	MILO-2	MILO-3	MILO-...

[1] Examples of Assessment Task include Test, Exam, Individual/ Group Written Assignment/ Project, Practical Test/ Exam, etc.)

[2] Continuous Assessment (CA) is normally used for evaluation of learners' progress and for measurement of learners' attainment of particular/ some intended learning outcome(s).

[3] Final Assessment (FA) is normally used for measurement of learners' attainment of the majority of/ all intended learning outcomes.

[4] Weighting of an individual assessment marks in percentage of the total assessment marks of a module/ topic

4.5 Methods for providing timely feedback to learners and for checking learners' progression:

---

4.6 Passing requirement of individual course/ module/ subject, if any:

---

#### **Relevant appendices:**

- Assessment policy Appendix: \_\_\_\_\_
- Sample assessment papers and associated assessment criteria/ rubrics to demonstrate the Operator's capability in developing appropriate assessments that meet the accreditation standard and the claimed QF Level(s). Appendix: \_\_\_\_\_
- Others: Appendix: \_\_\_\_\_

## Graduation Requirements

4.7 Graduation requirements (e.g. pass mark/ grade for individual modules, overall pass mark/ grade, attendance and other specific requirements):

i) Terminal exit award:

---

ii) Intermediate exit award (if any):

---

## Workplace Attachment

- 4.8 Please provide details about workplace attachment (e.g. placement, practicum, internship, fieldwork, etc.) and/or on-the-job training, if applicable.

<b>Objectives</b>	
<b>Intended Learning Outcomes</b>	
<b>Duration</b>	(days/weeks)
<b>Number of Hours Per Day/Week</b>	
<b>Total Number of Attachment Hours</b>	
<b>QF Credits</b>	
<b>Assessment Method(s)</b>	
<b>Supervision Arrangement</b>	

### **Relevant appendices:**

- List of (potential) employers offering work attachment Appendix: \_\_\_\_\_
- Agreement with (potential) employers offering work attachment Appendix: \_\_\_\_\_
- Workplace attachment policy and/or guidelines (to learners, supervisors, employers, etc.) Appendix: \_\_\_\_\_
- Workplace attachment outline and/or class schedule Appendix: \_\_\_\_\_
- Assessment for workplace attachment Appendix: \_\_\_\_\_
- Templates for keeping records of learners' activities Appendix: \_\_\_\_\_
- Insurance coverage for learners during work attachment Appendix: \_\_\_\_\_
- Others: Appendix: \_\_\_\_\_

## Integrity, Validity and Reliability of Assessments

- 4.9 Please describe the policies and mechanism/ quality assurance measures to ensure the integrity, validity and reliability of assessments (some examples are listed below).

- Assessment handling and recording (e.g. photographing/ recording of practical assessments):  
\_\_\_\_\_
- Avoidance and detection of plagiarism:  
\_\_\_\_\_
- Authentication of the identity of learners:  
\_\_\_\_\_
- Internal and/or external vetting of assessment papers and/or answer scripts:  
\_\_\_\_\_
- Moderation of assessments results to ensure the consistency of standard and marking:  
\_\_\_\_\_

- 4.10 List of external examiners/ moderators/ reviewers appointed for the programme:

Modules	Roles	Appointment Period	Name (Position and Organisation)	Remarks (if any)

<b>Relevant appendices:</b>	
• Appointment criteria and term of appointment for external examiners/ moderators/ reviewers	Appendix: _____
• Guidelines to external examiners/ moderators/ reviewers	Appendix: _____
• Methods/ Templates/ Tools and records for internal and/or external vetting of assessment papers and/or answer scripts	Appendix: _____
• Staff guidelines/ learner handbook showing the policy on plagiarism	Appendix: _____
• Others:	Appendix: _____

## Possible Evidence for Re-LPA

4.11 Case(s) on plagiarism, appeal and irregularity during the validity period:

	Case	Date (mm/yyyy)	Module and Assessment Concerned	Brief Description	Final Decision
1					

4.12 Change(s) made since the last (re-)accreditation exercise:

Items	Change(s) Made and Reasons	Appendix
Strategy/ Policy/ Method on learning and teaching and assessment		
Staff-to-Learner Ratio		
Graduation Requirement		
Assessment Scheme		
Others		

<b>Relevant appendices:</b>	
• Feedback on teaching/ training methodology (e.g. learner surveys, class observations report)	Appendix: _____
• Records showing learners/ stakeholders' feedback are considered when reviewing the learning, teaching and assessment activities	Appendix: _____
• Record of assessment results including the passing rate and graduation rate for each module during the validity period	Appendix: _____
• Records showing the endorsement of assessment results (e.g. meeting minutes/ records related to discussion/ endorsement of assessment results)	Appendix: _____
• Sample marked scripts (at least two *samples graded/marked "above average", "average", and "below average" of the recent two cohorts of learners during the validity period (e.g. modules at exit level, capstone, final practical assessments) together with the (i) assessment paper/ brief/ guidelines, (ii) assessment criteria/ marking scheme/ rubrics or grade descriptors, (iii) grade distribution reports, and (iv) records for internal and/or external vetting of assessment papers and/or answer scripts * Samples can be presented in digital format, in the form of photos or videos or by other means deemed appropriate	Appendix: _____
• External examiners/ Moderators/ Reviewers reports	Appendix: _____
• Records showing the changes have gone through the internal quality assurance review and approval process	Appendix: _____
• Others:	Appendix: _____

## Domain: LPA - 5 Programme Leadership and Staffing

### Accreditation Standard

The operator must have adequate programme leader(s), teaching/ training and support staff with the qualities, competence, qualifications and experience necessary for effective programme management, i.e. planning, development, delivery and monitoring of the programme. There must be an adequate staff development scheme and activities to ensure that staff are kept updated for the quality delivery of the programme.

### Headcount and Appointment Criteria

\* (for accreditation using the standard route only) The Operator affirms the staffing information and the appointment criteria for staff specific to the programme seeking accreditation are the same as the evidence provided in the Domain: IE-3 Organisational Staffing (In this case, please use  to select this option. The Operator does not need to provide the evidence for Item 5.1 again).

5.1 \*Please provide the existing and planned headcount and state the appointment criteria for staff specific to the programme seeking accreditation.

Position/ Job Title/ Rank	Operator (for joint programme only)	Head Count (existing – current staff number; planned – number of staff to be recruited in the near future)	Appointment Criteria (e.g. academic qualifications, professional qualifications, industry experience, teaching/ training experience, skills)
<b>Programme Leader and/or Coordinator</b>			
1.		Existing: Planned:	
2.		Existing: Planned:	
<b>Teaching/ Training Staff<sup>[1]</sup></b>			
3.		Existing: Planned:	
4.		Existing: Planned:	
<b>Programme Administrative and Support Staff<sup>[2]</sup></b>			
5.		Existing: Planned:	
6.		Existing: Planned:	

[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.

[2] Some examples of Programme Administrative and Support staff are workshop/ laboratory technicians, counsellors, officers to learners support, etc.

Staff number: Full-time staff \_\_\_\_\_ Part-time staff \_\_\_\_\_

5.2 Please explain the policy/ method and procedure for maintaining sufficient and competent teaching, training and support staff for conducting the learning and teaching and assessment activities designed for the programme seeking accreditation.

### Staff Profile

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

The personal information provided in items 5.3 will only be reviewed by HKCAAVQ for this accreditation exercise. Please provide the requested information and documents in a **SEPARATE folder / envelope**.

<b>Position (Operator)</b> <i>(For JOINT programme, please also indicate the Operator)</i>	<b>Staff</b>	<b>Full-Time/ Part-Time</b> <i>(FT/P T)<sup>[1]</sup></i>	<b>Relevant Qualifications</b> <i>(academic and/or professional with awarding body and year of awarding)</i>	<b>Relevant Work Experience</b> <i>(industry and teaching/ training)</i>	<b>Other Skills</b> <i>(if any)</i>	<b>Modules Teaching</b> <i>(if applicable)</i>
<b>Programme Leader and/or Coordinator</b>						
1.						
2.						
<b>Teaching/ Training Staff</b>						
3.						
4.						
<b>Programme Administrative and Support Staff</b>						
5.						
6.						

[1] Full-time – normally refers to appointment of service for not less than 35 hours a week

5.4 Please state the channel/ process/ method that the programme team (e.g. among part-time and full-time staff, among teaching/ training staff of different delivery modes, if applicable) uses that allows them to work collaboratively to ensure consistent delivery of the learning programme, alignment of expectations and achieving the programme objectives.

**Relevant appendices:**

- Teachers'/ Trainers' handbook or teaching/ training guides Appendix: \_\_\_\_\_
- Programme team meeting minutes Appendix: \_\_\_\_\_
- Others: Appendix: \_\_\_\_\_

## Staff Training and Development

- 5.5 Please list the staff development plans (for the future years) and activities (of the last two years) (e.g. staff induction/ orientation programmes, seminars, professional courses, academic programmes, briefings).

<b>Nature/ Scope of Training</b> <i>(e.g. professional development, building up industry experience, enhancement of knowledge or skills about learning and teaching and assessment, familiarise with QF standards and development)</i>	<b>Name of activity (Organizer/ Provider)</b>	<b>Name of Participant</b>	<b>Duration</b>	<b>Activity Date (mm/yy)</b>
1.				
2.				

<p><b>Relevant appendices:</b></p> <ul style="list-style-type: none"> <li>Materials of staff induction/ orientation programmes Appendix: _____</li> <li>Others: Appendix: _____</li> </ul>
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## Possible Evidence for Re-LPA

- 5.6 Change(s) made since the last (re-)accreditation exercise:

<b>Items</b>	<b>Change(s) Made and Reasons</b>	<b>Appendix</b>
Staff appointment criteria		
Human resources policies and procedures		
Key personnel relevant to programme development, management and quality assurance		
Others		

<p><b>Relevant appendices:</b></p> <ul style="list-style-type: none"> <li>Records showing the changes have gone through the internal quality assurance review and approval process Appendix: _____</li> <li>Others: Appendix: _____</li> </ul>
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**Accreditation Standard**

**The operator must be able to provide learning, teaching and enabling resources/ services that are appropriate and sufficient for the learning, teaching and assessment activities of the learning programme, regardless of location and mode of delivery.**

**Financial Resources and Budgeting**

6.1 Please list the sources of finance available to support the operation of the learning programme seeking accreditation.

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

<b>Tuition Fee Per Learner (for the whole programme)</b>	<input type="checkbox"/> Full time HK\$ _____
	<input type="checkbox"/> Part time HK\$ _____
	<input type="checkbox"/> Others HK\$ _____
<b>Breakeven Learner Number</b>	

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

	<b>Each Class</b>	<b>Each Year</b>
<b>Incomes</b>		
Tuition Fee		
Other Incomes (if applicable)		
Other Subsidisation (if applicable, please provide evidence)		
<b>Total Incomes</b>		
<b>Expenses</b>		
Staff Cost		
Staff Development & Training Expenses		
Accommodation, Facility & Equipment		
Teaching/ Training Support, e.g. Library, training materials		
Others		
<b>Total Expenses</b>		
<b>Surplus / (Deficit)</b>		

6.4 In case of under enrolment, please describe the contingency plan for the programme and for the learners/ applicants who have been enrolled to the programme.

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6.5 If the programme runs in a deficit, please explain how it can be sustainable and/or the future plan of the programme.

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## Teaching/ Training Venues, Facilities and Equipment

- 6.6 \*Please provide address of teaching/ training venue(s) <sup>[1]</sup>. If different teaching/ training venues are used, please list separately.

\* (for accreditation using the standard route only) The Operator affirms the address of teaching/ training venue(s) specific to the programme seeking accreditation are the same as the evidence provided in the Domain: IE-2 Financial Viability and Resources Management (In this case, please use  to select this option. The Operator does not need to provide the evidence again).

(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).*

- 6.7 Please provide the list of teaching/ training materials, equipment, facilities, licensed computer software/ applications, etc., that are specifically for delivery of the programme seeking accreditation.

Type of Room <sup>[1]</sup>	No. of Room	Seating Capacity	Facilities/ Equipment	Facilities/ Equipment to Learner Ratio	Relevant Module/ Subject/ Topic

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

Name of the licensed computer applications and software	Quantity	Expiry date	Relevant Module/ Subject/ Topic

- 6.8 If an external party is engaged in supplying teaching/ training venue, materials and equipment for the programme, please provide terms of contact/ agreement showing the required details of the contractual arrangements about the accessibility and availability of the intellectual property, premises, materials and equipment.
- 

- 6.9 Please list the learning programme(s) that will be delivered in the abovementioned teaching/ training venues, facilities and equipment.
- 

- 6.10 When and how the Operator regularly reviews the adequacy and appropriateness, in terms of quality, safety, quantity and utility, of its educational and training resources and services for the programme seeking accreditation (e.g. facilities and equipment, computer applications and software, library and online learning materials, etc.)? When and how the follow-up action(s) had been/ will be taken?
-

**Relevant appendices:**

- Lease/ Ownership agreement/ Terms of contract/ agreement with relevant external organisation(s) of each teaching/ training venue Appendix: \_\_\_\_\_
- Others: Appendix: \_\_\_\_\_

## Learner Support

6.11 Please describe the learner support services (e.g. special learning needs of learner, personal counselling, career planning).

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6.12 Please describe the channel/ method to provide learners and staff with necessary training and information to ensure that they are aware of and know how to use the learning and teaching and enabling resources/ services.

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6.13 Please list the channels for learners to provide feedback on the quality of learning and teaching and enabling resources/ services for analysis and enhancement.

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**Relevant appendices:**

- Documents outlining learner support services, e.g. handbook, brochure, website Appendix: \_\_\_\_\_
- Others: Appendix: \_\_\_\_\_

## Additional Evidence for Re-LPA

6.14 Please provide the enrolment number, attrition rate and completion/ graduation rate for each cohort of the learning programme during the validity period.

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6.15 If the programme has been operated with shrinking number of learners and/or the number of learners was below the breakeven point for more than one cohort, please explain what had been done by the Operator to learn about the reasons of the drop and/or insufficient enrolment of learners? What follow-up actions have been/ will be taken?

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6.16 If the Operator has continued to operate and finance classes that are below the breakeven learner number, please provide details about the strategy of the Operator to ensure enough enrolments, and the policy and plan for programme that runs in a deficit.

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6.17 Change(s) made since the last (re-)accreditation exercise:

Items	Change(s) Made and Reasons	Appendix
Teaching/ Training Venues		
Facilities and Equipment		
Others		

<b>Relevant appendices:</b>		
• Policy on Cessation of Operations and Teach-out Arrangements for Cessation of Accredited Programmes		Appendix: _____
• Records showing the changes have gone through the internal quality assurance review and approval process		Appendix: _____
• Others:		Appendix: _____

**Accreditation Standard**

**The operator must monitor and review the development and performance of the learning programme on an on-going basis to ensure that the programme remains current and valid and that the learning outcomes, learning and teaching activities and learner assessments are effective to meet the programme objectives.**

**Quality Assurance Mechanism**

★ *Helpful tips:* Operators are advised to compile all policies, guidelines, methods, tools, etc. relevant to the quality assurance mechanism into one Manual for ease of retrieval and for progressive development of the quality assurance mechanism.

\* (for accreditation using the standard route only) The Operator affirms the quality assurance mechanism for programme development, approval, monitoring, review, modification specific to the programme seeking accreditation are the same as the evidence provided in the Domain: IE-4 Organisational Quality Assurance (In this case, please use  to select this option. The Operator does not need to provide the evidence again for items 7.1, 7.2 and the approaches in 7.3, 7.5, 7.6 and 7.7).

7.1 \*Please provide the details of the quality assurance mechanism for programme development, approval, monitoring, review and modification of its learning programme(s) (e.g. the committee structure and/or the flowcharts delineating the processes with details of the responsible personnel/ committees/ external members involved in the quality assurance activities).

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7.2 \*Please provide a list of external members (e.g. external advisors, external examiners, etc.) who are/ will be engaged in the quality assurance mechanism for programme development, approval, monitoring, review and modification of the learning programme seeking accreditation, if applicable.

**List of External Members:**

<b>Appointment</b> (e.g. External Advisors, External Examiners, etc.)	<b>Name</b>	<b>Appointment Period</b>	<b>Relevant Background Information</b> (e.g. Position title and Organisation)

7.3 Please provide evidence to demonstrate the \*approach taken for reviewing the effectiveness of the quality assurance mechanism and for continuously improving the internal quality assurance capacity. For Re-LPA, please provide evidence of the implementation.

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<b>*Relevant appendices:</b>	
• Quality Assurance Manual	Appendix: _____
• Policy/ Procedures/ Framework/ Guidelines relevant to quality assurance	Appendix: _____
• Terms of reference of the above committees stating the role and responsibilities	Appendix: _____
• Membership composition and appointment criteria of the above committees	Appendix: _____
• Current membership of the above committees	Appendix: _____
• Sample meeting notes of the major committees	Appendix: _____
• Others:	Appendix: _____

<b>Additional appendices for joint programme:</b>	
• The latest contractual documents (signed by authorised parties) concerning the collaboration to offer learning programmes	Appendix: _____
• Operational arrangement of the collaborative partnership, indicating the roles, responsibilities, and decision-making power of each partner in operating the learning programme in areas including but not limited to <ul style="list-style-type: none"> <li>○ Financial and resources arrangement</li> <li>○ Staffing</li> <li>○ Student admission</li> <li>○ Programme development and review</li> <li>○ Teaching and assessment</li> <li>○ Quality assurance</li> <li>○ Student support</li> </ul>	Appendix: _____
• Documents showing inputs from the collaborative partners in the development of the curriculum and teaching materials	Appendix: _____
• Others:	Appendix: _____

## Programme Development and Approval

- 7.4 Please provide evidence to demonstrate that the quality assurance policy and mechanism of programme development, validation and approval have been implemented to ensure the programme seeking accreditation can address the community/ industry needs and meet the QF objectives and standards.

<b>Relevant appendices:</b>	
• Flowchart showing the process for programme development and approval with the information about the responsible personnel/committees for the programme seeking accreditation	Appendix: _____
• Records for benchmarking programmes against the industry/ community standards and the relevant QF levels	Appendix: _____
• Records showing the external inputs collected for the programme seeking accreditation	Appendix: _____
• Methods for assigning QF credits to learning programmes, and for assessing and reviewing the appropriateness of the QF credit value (Operators may refer to the 'Operational Guidelines on Use of Credit' issued by the Education Bureau for details)	Appendix: _____
• Records showing the programme seeking accreditation has gone through the internal programme development and approval/ internal validation process (including sample programme proposals/ plans with vetting and approval records)	Appendix: _____
• Others:	Appendix: _____

## Programme Management and Monitoring

- 7.5 Please provide evidence to demonstrate the \*approach taken for monitoring the delivery of the programme seeking accreditation (e.g. class observation, internal review meetings, interim course/ module/ subject evaluation, irregularity report, etc.). For Re-LPA, please provide evidence of the implementation.

Programme Management and Monitoring Activities	Responsible Unit/ Person (Operator)	Frequency	Review Focus (e.g. quality of module/ programme delivery)	Tools Employed (e.g. class observation form)	Follow-Up Procedures

## Programme Review and Continuous Improvement Measures

- 7.6 Please provide evidence to demonstrate the \*approach taken for conducting programme review. For Re-LPA, please provide evidence of the implementation.

- 7.7 Please provide evidence to demonstrate the \*approach taken for programme/ course/ module/ subject modification. For Re-LPA, please provide evidence of the implementation.

Programme Review Activities	Responsible Unit/ Person (Operator)	Frequency	Review Focus (e.g. learning outcomes, programme structure, admission requirement, QF credits)	Tools Employed (e.g. questionnaire, statistical records)	Follow-Up Procedures

### **Relevant appendices:**

- Methods/ Templates/ Tools and records for collecting feedback and evidence from various stakeholders and relevant sources for programme evaluation, continuous improvement and enhancement, e.g. questionnaires and summary statistics Appendix: \_\_\_\_\_
- Methods/ Templates/ Tools and records for programme monitoring, e.g. class observation form Appendix: \_\_\_\_\_
- Methods/ Tools and records for programme review, continuous improvement measures and follow-up actions taken, e.g. meeting minutes Appendix: \_\_\_\_\_
- Records showing the programme seeking accreditation has gone through the internal programme monitoring and review process (including annual/ periodic programme review report/ meeting minutes) Appendix: \_\_\_\_\_
- Summary of changes made to the programmes and follow-up actions taken Appendix: \_\_\_\_\_
- Others: Appendix: \_\_\_\_\_

## Possible Evidence for Re-LPA

7.8 Please provide cases of learners' complaints and irregularity in the operation of the learning programme during the validity period, and describe the final decision and actions taken, if applicable.

	Date (mm/yyyy)	Brief Description	Action(s) Taken	Final Decision	Party(ies) Involved in the Review Process
1					
2					

7.9 Change(s) made since the last (re-)accreditation exercise:

Items	Change(s) Made and Reasons	Appendix
Quality Assurance Mechanism		
Others		

### **Relevant appendices:**

- Statistical information on the programme (e.g. retention rate, graduation rate, attendance and grade distribution) Appendix: \_\_\_\_\_
- Statistics regarding graduate destination (e.g. further studies and employment status) and feedback from various stakeholders (e.g. graduates, employers, etc.) gathered in support of the evaluation of programme effectiveness Appendix: \_\_\_\_\_
- Records/ Findings of review activities conducted Appendix: \_\_\_\_\_
- Records (e.g. survey results, minutes) of external input (e.g. External Advisors, External Examiners, etc.) gathered in support of the evaluation of programme effectiveness Appendix: \_\_\_\_\_
- Feedback collected for verifying QF credits assignment Appendix: \_\_\_\_\_
- Feedback on programme content and structure from learners, trainers, external advisors, etc. Appendix: \_\_\_\_\_
- Records of class observations conducted during the validity period Appendix: \_\_\_\_\_
- Records of learners' complaints and/or appeals handling
- Programme review report/ relevant programme review meeting minutes Appendix: \_\_\_\_\_
- Records showing follow-up actions taken Appendix: \_\_\_\_\_
- Records of internal programme re-validation (For Higher Diploma) Appendix: \_\_\_\_\_
- Records showing the changes have gone through the internal quality assurance review and approval process Appendix: \_\_\_\_\_
- Others: Appendix: \_\_\_\_\_

## 4. Programme Area Accreditation

### Self-evaluation for PAA

4.1 Operators are requested to complete a critical and comprehensive self-evaluation before undertaking PAA. The purpose of the self-evaluation is for the Operator to assess its own readiness to meet the PAA standards, and to explore potential avenues where further improvement/ enhancement can be made. Based on the findings of the self-evaluation, the Operator should implement the necessary improvement and changes to its structure, policies and process. It is important to note that PAA is conducted by HKCAAVQ on the basis that the Operator concerned undertakes self-evaluation, as part of its regular internal quality assurance process, on an on-going basis. The self-evaluation process provides the basis of an Accreditation Document for HKCAAVQ's external quality assurance exercise.

### Suggestions for Conducting Self-evaluation

4.2 Self-evaluation lies at the heart of quality assurance processes, whether at the institutional level, programme area management or individual programme level. In the self-evaluation process, an Operator should evaluate its policies and processes, its performance and the effectiveness of its internal quality assurance at institutional and programme area levels. The process should be constructive with a view to identifying strengths and weaknesses, formulating improvement plans, and instituting enhancement.

4.3 It is advised that the process involves personnel at senior management and programme area levels, senior staff responsible for quality assurance, and other staff members who are involved in or may be affected by any changes brought about by the PAA. It is always a good practice to involve external stakeholders, as well as advisers, learners and employers in the self-evaluation. The duration of the self-evaluation stage depends on the circumstances of individual Operators.

4.4 The self-evaluation provides an opportunity for an Operator to reflect on key questions such as:

- What are the purposes/ objectives and outcomes of its education and training provision? (What does it want to achieve?)
- What are the processes and activities to support the achievement of its purposes and outcomes? (How does it achieve them?)

- What are the indicators of success? (What outcomes have been achieved? How does it know it is doing well and let others know too?)
- How does it seek feedback and adjust itself for its future performance so as to ensure continuous enhancement at both the institutional and programme area levels? (How does it apply what it knows?)

## **Initial Consultation**

4.5 In applying for PAA, Operators should prepare and define the scope of the proposed programme area(s) and consult HKCAAVQ at least six months before submitting the formal application for PAA.

## **Accreditation Document**

4.6 The purpose of PAA is to determine whether Operators have well-balanced and robust internal systems to assure and self-monitor the quality of their own learning programmes. This assessment will be based on Operators' track record of developing and delivering their accredited learning programmes, and self-monitoring and assuring the standards of those programmes within the defined scope of the programme area.

4.7 Operators are advised to structure the Accreditation Document so as to address the accreditation standard of each domain. The Accreditation Document should provide background information relevant to the accreditation standard, present the findings of the self-evaluation, and incorporate documentary evidence to support the findings.

4.8 When preparing the Accreditation Document, the Operator is expected to enclose what it has been using for management purposes on a daily operational basis as evidence to support the analysis in the Accreditation Document. Documentary evidence with regard to each accreditation standard should also include review procedures and mechanisms employed for continuous improvement.

4.9 The Accreditation Document should be presented in 2 parts: a Main Submission and Supporting Materials. As a rule of thumb, the document should be self-contained, include key facts and make cross references to data in supporting documents, with clear indication of the relevant parts in the supporting documents from which reference is drawn. It should also be analytical using the supporting materials to support the finding and claims as to how the standards are met and the enhancement initiatives planned.

4.10 The onus of providing sufficient and appropriate documentary evidence lies with the Operator. In preparing evidence, the emphasis should be put on the quality and relevance of the evidence and not on the quantity. The following suggestions are for reference only, and are not meant to be exhaustive. As Operators are diverse in nature and adopt different operational modes, it is likely that their documentation also differs. It is important that Operators provide evidence to demonstrate the implementation of the policies and processes and their effectiveness.

## Domain PAA-1: Organisational Governance and Management

### Accreditation Standard

The operator must have a governing body that defines the operator's vision and mission and establishes educational/ training objectives aligned with the vision and mission. The governing body has set a clear and explicit direction for development based on the operator's values and characteristics, and has implemented a management system which is fit-for-purpose and effective in meeting the educational/ training objectives.

### Possible Sources of Evidence

- Vision and mission statements of the Operator
- Regulations, statutes or other instruments relevant to institutional governance
- The latest Annual Reports or similar official publications
- Organisational and management structures
- Roles and responsibilities of key management personnel
- Institutional governance structure:
  - Interrelationship between governing body and its committees
  - Terms of reference
  - Composition
  - Membership
  - Delegations schedules
  - Examples of decision-making, i.e. minutes and notes
- Policies relating to the management of the education and training provision
- Reporting mechanism among the various functions within the Operator, including governance, management and QA
- Enhancement initiatives for governance, management and QA
- Meeting minutes of the governing bodies showing their discussion on various reviews conducted, including the follow-up actions arising from the reviews

## Domain PAA-2: Strategic Planning and Development

### Accreditation Standard

The operator must have formal processes at organisational level for developing its strategic plan, which are effective in driving achievement of educational/ training objectives. The strategic plan should focus on the analyses, decisions and actions needed to sustain and enhance the operation of its learning programmes.

### Possible Sources of Evidence

- Strategic plan of the Operator for the next five years
- Meeting minutes of the governing bodies and senior management showing their discussion on the formulation and implementation of the strategic plan
- Annual Reports or similar official publications
- Process for strategic planning
- Needs analysis in support of the strategic plans

- Considerations of external feedback in setting the strategic plan
- Policy and procedures for addressing new educational developments (e.g. employability of graduates, credit accumulation and transfer, etc.)
- Resource plans in support of the strategic plans
- Implementation/ Action plan underpinning the strategic plan, including targets, strategies, key performance indicators, timeline, etc.
- Mechanism for monitoring and reviewing implementation of the strategic plans
- Evidence of external feedback collected in assessing the Operator's strategic positioning and alignment of purposes, objectives and actions
- Quantitative and/or qualitative performance indicators
- Periodic planning process
- Reports on achievements/ outcomes of implementing the strategic plans
- Findings from the needs analysis in support of the periodic planning
- Internal and external feedback incorporated in the periodic planning process

### Domain PAA-3: Financial Management and Viability

#### Accreditation Standard

**The operator must have an established financial management approach which is effective in ensuring the operator's short-term and long-term viability to sustain its operation in alignment with the current strategic plan, and enables it to meet its educational/ training objectives.**

#### Possible Sources of Evidence

- Policies and mechanism relating to financial management, financial control and budgeting of the education and training provision
- Policy on deployment of resources
- Resource plans in support of the strategic plans
- Audited financial statements of the Operator for the past three years
- Budget of the current year
- Latest management accounts
- Financial projections for the next five years
- Meeting minutes of the governing bodies and senior management showing their discussion on and approval of the budgets/ financial plans and resource allocation
- Meeting minutes of the governing bodies and senior management showing their discussion on and decisions made to the monitoring of the Operator's finances
- Approved budgets for learning programme(s) in relevant programme area(s)
- Priorities for programme development as set out by the Operator
- Meeting minutes of the governing bodies and senior management showing their discussion on and decisions made to the finance/ budget of the Operator for programme development/ operation
- Review mechanisms for financial planning
- Meeting minutes of the governing bodies and senior management showing their discussion on and decisions made to the reviews on financial planning
- Key performance indicators for financial sustainability
- Records showing the achievement of the key performance indicators for financial sustainability
- Records showing the follow-up actions identified/ taken for the improvement of financial planning

### Accreditation Standard

**The operator must have established an effective internal quality assurance system with well-defined policies and procedures in place to determine and monitor the quality and standards of its learning programmes, and to ensure alignment with its educational/ training objectives and the stated QF level(s).**

### Possible Sources of Evidence

- Policies on QA relevant to the education and training provision
- Terms of reference of the relevant committee(s) responsible for planning, operation and review
- Examples showing that quality is embedded in the planning, operational and review processes
- Terms of reference, composition and membership of the committee(s) responsible for monitoring and reviewing organisational performance
- Process and procedures for monitoring and reviewing organisational performance
- Meeting minutes of the relevant committee(s) showing their discussion on the organisational performance and the examples of evidence being considered by the relevant committees in decision-making process
- Policies on programme development
- Programme development processes showing the procedures of applying GLD in developing programmes in the programme area
- \*Selected programmes in the programme area to demonstrate the Operator's capability in developing programmes within the programme area that meet the claimed QF level(s) and quality standards
- Track record of successfully developing and delivering accredited learning programme(s) in the programme area
- Records for benchmarking programmes against the industry/ community standards and the relevant QF levels
- Process and procedures for approving, monitoring and reviewing of programmes
- Records showing the review on learners learning experience and on quality and effectiveness of programmes
- Mechanism/ tools for designing outcome-based programmes and determining QF levels
- Statistics of the programmes in the programme area, including retention rate, drop-out rates, pass rate, graduation rate, etc.
- Learner survey results, including satisfaction on learning experience, teaching staff performance, programme content and assessment, etc.
- Graduate survey results, including education/ career pathways, attainment of professional qualifications, and employment for graduates of the programmes in the programme area
- Policy and QA measures for collaborative arrangements with partners within and/or outside the organisation
- Records showing discussion on the learning outcomes of and enhancements made to the programmes in the programme area review mechanisms for QA system
- Meeting minutes of the governing bodies and senior management showing their discussion on and decisions made to the reviews on QA
- Key performance indicators for QA
- Records showing the achievement of the key performance indicators for QA
- Records showing the follow-up actions identified/ taken for the improvement of QA

\* Selected programme(s) – The appropriate number of selected programme(s) will vary depending on the size and nature of Operators and the Programme Area(s) seeking accreditation. Operators may discuss the number of selected programme(s) with Case Officers.

## Domain PAA-5: Programme Area Development and Management

### Accreditation Standard

**The operator must substantiate the proposed programme area by its track record of operation of QF-recognised learning programmes in relevant discipline or industry areas, in alignment with organisational objectives and planned resources.**

### Possible Sources of Evidence

- Scope of and rationale for the programme area with reference to the Classification of Areas of Study and Training in the Qualifications Register (QR), List of Sub-areas and Illustrative Scope Statements in the HKCAAVQ website
- Track record of successfully developing and delivering accredited programme(s) in the programme area
- Five-year plan for developing the programme area, including offering new programmes
- Appointment criteria and roles and responsibilities for staff performing leadership roles in the programme and in the programme area
- Profile(s) of the existing and potential staff performing leadership roles in the programme and in the programme area
- Development initiatives specific for staff performing leadership roles in the programme and in the programme area
- Examples of the initiatives in the development plan that underpin the strategic and programme area plans of the Operator
- Examples of the initiatives in the development plan that create synergy within and across the proposed programme area
- Policy, process and procedures on teach-out arrangements for cessation of programmes
- Indicators adopted in the programme development process for identifying the needs of the programmes in the programme area

## Domain PAA-6: Learning, Teaching and Assessment

### Accreditation Standard

**The operator must have developed and implemented effective policies for the development of learner-centred strategies for achievement of learning outcomes through alignment of educational/ training objectives, learning experiences, assessment, and learning support.**

### Possible Sources of Evidence

- Profiles of learners admitted to the programmes in the programme area
- Analysis of learner admission profile
- Mechanism to track learners' performance
- Award classification and GPA distribution
- External Examiner reports
- Feedback mechanisms to collect data from stakeholders including learners and teaching staff
- Policies on learning, teaching and assessment, including support for workplace attachment
- Learning, teaching and assessment activities provided to learners, including workplace learning/ placement
- Ratio of teaching staff to learners
- Findings from learner survey and graduate survey on learner learning experience
- Major improvements made to the quality of learners learning experience in the past three years
- Development plan for the programme area
- Programme development processes and procedures to ensure alignment of learning outcomes, learning and teaching activities and assessments
- Meeting minutes of the programme management team showing their discussion and review on the effectiveness of the learning and teaching and assessment strategies
- Programme information contained in the programme brochure, Operator's website, e-learning platform, etc.
- Agreements with workplace learning/ placement providers

## Domain PAA-7: Staffing and Staff Development

### Accreditation Standard

**The operator must have a suitably qualified and competent workforce which is capable to develop and deliver learning programmes in the proposed programme area, and can ensure sustainable development of the proposed programme area.**

### Possible Sources of Evidence

- Appointment criteria for staff with different capacities and at different ranks
- Profile of staff in education and training provision (including quality assurance, teaching/ training, administrative and support staff)
- Number of staff across different ranks (including quality assurance, teaching/ training, administrative and support staff)
- Roles and responsibilities of staff with different capacities and at different ranks
- Staffing plan for the next five years underpinning the development plan of the programme area
- Policy and procedures for staff recruitment, deployment, appraisal, promotion and dismissal
- Policy on teaching staff workload and teaching staff-to-learner ratio
- Policy on staff engagement in research activities
- Staff Handbook
- Processes and procedures for evaluating and enhancing teaching effectiveness in the programme area
- Findings of teaching performance in learner survey
- Feedback mechanism to teaching staff about their teaching performance
- Policy on staff development and support

- Processes and procedures for identifying the development needs of staff in pedagogy and assessment design
- Staff development activities relating to pedagogy and assessment design in the past three years and a plan for the next five years
- List of continuous professional development activities that staff have been participated in the past three years

## Domain PAA-8: Programme Area Resources and Services

### Accreditation Standard

**The operator must have implemented a well-managed approach to its provision of learning, teaching and enabling resources which aligns with the current and planned development of the proposed programme area.**

### Possible Sources of Evidence

- Procedures of identifying needs of resources in the development plan of the programme area
- Policies and procedures for procurement and acquisition of resources
- Policy on deployment of resources for ensuring their effective allocation
- Financial plan underpinning the development of the programme area
- Policy and processes for resource planning at programme area level
- Terms of reference, composition and membership of the committee(s) responsible for resource planning
- Meeting minutes/ records of the committee(s) responsible for resource planning
- Records showing engagement of key stakeholders in resource planning
- Overall learner capacity of campus(es)
- Overview of facilities and equipment for the programme in the programme area
- Current and projected utilisation rate of key facilities and equipment of the existing programmes in the programme area
- Mechanisms for reviewing the adequacy/ effective use of facilities
- Procurement plan for key facilities and equipment to support the development of the programme area
- Mechanism for deployment of resources
- Policy on learner support services
- Overview of learner support services at institutional level (e.g. counselling, career guidance, academic support and mentoring, online learning system, learner amenities, financial aid and scholarship)
- Overview of learner support services at programme area level (e.g. academic support, mentoring scheme and workplace learning)
- Learner Handbook
- Mechanisms for reviewing the adequacy/ effectiveness of learner support services

## 5. Periodic Institutional Review

- 5.1 The purpose of Periodic Institutional Review (PIR) is to determine whether Operators with valid Programme Area Accreditation (PAA) status continue to maintain robust internal quality assurance systems to self-monitor and ensure that their operations meet stated objectives, and whether they have internal processes in place that ensure that their learning programmes meet the QF standards. The focus of a PIR is the functions and activities that relate directly to improving the quality of learning experience for learners.
- 5.2 Operators are requested to complete a critical and comprehensive self-evaluation before undertaking PIR. The self-evaluation should be conducted based on qualitative data, quantitative data on learner outcomes and stakeholders' feedback collected during the validity period. Its purpose is for the Operator to assess its effectiveness of operation in relation to the PIR accreditation standards, and to identify strengths and areas of improvement/ enhancement. The self-evaluation provides the basis of an Accreditation Document for the HKCAAVQ's accreditation exercise.

### Accreditation Document

- 5.3 When applying for PIR, Operators are expected to provide a self-contained and evaluative document that addresses the accreditation standard in each domain. The Accreditation Document should provide background information relevant to the accreditation standard (including the review procedures and mechanisms employed for continuous improvement), present the findings of the self-evaluation, incorporate documentary evidence to support the findings, and explain how the recommendations made in the previous accreditation exercise have been addressed.
- 5.4 The focus should be placed on providing explanations/ analysis of evidence arising from the operation of the learning programme(s) within the approved programme area throughout the validity period to show how the accreditation standards are met. Where necessary, existing programme area information shall be presented as supporting materials to facilitate the Accreditation Panel to understand the explanations/ analysis of evidence. The Operator is expected to enclose what it has been using for management purposes on a daily operational basis as evidence to support the analysis in the Accreditation Document.

- 5.5 Operators are advised to structure the Accreditation Document so as to address the accreditation standard of each domain. The Accreditation Document should be presented in 2 parts: a Main Submission and Supporting Materials. As a rule of thumb, the document should be self-contained, include key facts and make cross references to data in supporting documents, with clear indication of the relevant parts in the supporting documents from which reference is drawn.
- 5.6 The onus of providing sufficient and appropriate documentary evidence lies with the Operator. In preparing evidence, the emphasis should be put on the quality and relevance of the evidence and not on the quantity. The following suggestions are for reference only, and are not meant to be exhaustive. As Operators are diverse in nature and adopt different operational modes, it is likely that their documentation also differs. It is important that Operators provide evidence to demonstrate the implementation of the policies and processes and their effectiveness.

### Accreditation Standard

**The operator must demonstrate that it is meeting its educational/training objectives, aligned with its vision and mission, and informed by comprehensive review of organisational effectiveness and implementation of strategically planned initiatives.**

### Possible Sources of Evidence

- Vision and mission of the Operator
- Strategic plan of the Operator for the next five years
- Overview of the implementation of the strategic plan in the past five years
- Quantitative and/or qualitative indicators used to measure the effectiveness in implementing the strategic plan
- Records of review of the strategic plan in the past five years to show the effectiveness of the strategic planning and adjustments in response to changes
- Evaluation of the alignment of the strategic plan with the organisational missions, aims and objectives
- Governance and management structures, and corresponding organisational charts, terms of reference, and memberships
- Meeting minutes showing the oversight of the governing body on organisational effectiveness
- Management records showing oversight of the senior management on operational effectiveness
- Meeting minutes showing the discussion of the governing body on the reports submitted by the senior management
- Evaluation of the attainment of education and training objectives in the approved programme area
- Mapping of the attainment of education and training objectives in the approved programme area against the organisational outcomes and/or performance indicators
- Meeting minutes of the governing body /senior management showing its discussion on the attainment of education and training objectives in the approved programme area
- Areas of improvement identified in the quality assurance processes
- Enhancement initiatives planned and/or implemented to the approved programme area
- Feedback collected from the stakeholders for assessing the effectiveness of the enhancement initiatives
- Meeting minutes of the relevant committee(s) showing its monitoring on the effectiveness of the enhancement initiatives
- Research on trends in the programme area to support the programme development plan
- Mechanisms for collecting feedback from stakeholders
- Records showing the feedback from stakeholders are discussed and incorporated in the enhancement initiatives
- Examples of enhancement initiatives that are driven by the feedback collected from the stakeholders

**Accreditation Standard**

**The operator must demonstrate that it continues to have a sufficient number of qualified and competent programme leaders, teaching and support staff, as a result of effective staff planning and development, and that these arrangements align with the development of the programme area(s).**

**Possible Sources of Evidence**

- Meeting minutes of the programme management team showing its discussion on and decision made in programme planning, development and review in the approved programme area
- Meeting minutes of the programme management team showing its discussion on and decision made in staff management/ deployment and resource allocation
- Meeting minutes of the programme management team showing its discussion on and decision made in quality assurance
- Staff policy including appointment, appraisal, promotion, dismissal, and staff development
- Evaluation of staff development plan to show the effectiveness of staff development policy
- Evaluation of the effectiveness of staff appraisal in identifying staff development needs
- Staff development activities undertaken by staff to show the implementation of staff development plan
- Annual budget for staff development to show its sustainability
- Staff Handbook
- Policy on teaching load
- Policy on staff engagement in research activities (mainly for staff who teach programmes at QF Level 5 or above)
- Staff time spent in teaching, learner consultation, project supervision, researches, consultancy work etc.
- List of staff development and/or professional activities in the past three years
- Staff appointment criteria for different capacities and at different ranks
- Staff profiles including programme development, quality assurance, teaching, administrative, and support staff of the programme area to show the staff have appropriate qualifications and experience
- Staff statistics, including number of staff at different ranks in the programme area/ organisation, and indicators such as full-time to part-time staff ratio, staff turnover/ retention rate, and teaching staff-to-learner ratio to demonstrate the adequacy and stability of staff
- Identification of the expertise required for the development of the programme area with reference to the analysis of the expertise of the existing staff
- Staffing plan for the next five years to show the adequacy of staff for supporting the development of the approved programme area
- Examples of staff deployment demonstrating its effectiveness

## Domain PIR-3: Programme Area Development and Management

### Accreditation Standard

The operator must demonstrate that the processes for programme approval, development, review, as well as the formulation of strategic plans at both the organisational and programme area levels, are linked and continue to remain effective to meet its educational/training objectives within the approved programme area(s).

### Possible Sources of Evidence

- New programme(s) developed in the approved programme area (\*Selected programme(s) for detailed review)
- Records showing that the level and coherence of the new programme(s) are affirmed in the internal approval processes
- Samples of teaching and learning materials as well as assessments of \*selected programmes
- Overview of the development of the programme area
- Consultation with the industries and/or professions
- Accreditation/ validation/ recognition of the programmes by the professional bodies
- Overview of the learning, teaching and assessment activities of the programme in the approved programme area
- Meeting minutes of the programme management teams showing its discussion on the effectiveness of the learning, teaching and assessment activities of the programmes in the approved programme area
- \*Selected programmes to demonstrate the effectiveness of programme development and management, and the implementation of the relevant processes

\* Selected programme(s) – The appropriate number of selected programme(s) will vary depending on the size and nature of Operators and approved Programme Area(s). Operators may discuss the number of selected programme(s) with Case Officers.

**Accreditation Standard**

**The operator must demonstrate that, within the approved programme area(s), the mechanisms for management and deployment of resources and services continue to be effective to meet the educational/training objectives, as a result of implementing organisational resource allocation policies and financial budgets.**

**Possible Sources of Evidence**

- Policy and processes on resource planning
- Overview of human, financial, physical and information resources
- Key performance indicators used for assessing the adequacy of resources
- Meeting minutes of relevant committee(s) showing the discussion on the resource planning
- Summary of enhancements made to resources
- Resource plans including finance and the procurement plan of key facilities and equipment for the next five years to support the implementation of the strategic plan, academic plan, and development of the approved programme area
- Audited financial statements for the past three years
- Budget for the current year and next five years
- Overview of the financial resources to support the development of the programme area
- Meeting minutes of the relevant committee(s) showing the financial decisions made with considerations of the financial data and information available to the Operator
- Resource allocation mechanism
- Overview of the decisions on resource allocation to support learning, teaching and assessment activities of the programmes in the approved programme area
- Feedback received from stakeholders that affected the decision on resource allocation in the past three years
- Meeting minutes of the relevant committee(s) showing the discussion on resource allocation
- Overview of the mechanisms for collecting feedback from stakeholders
- Processes of considering the feedback collected for planning
- Examples of using feedback from stakeholders for planning
- Meeting minutes of the relevant committee(s) showing the discussion on the feedback from stakeholders
- Policy on learner support services
- Summary of provision of learner support services in the past three years, including financial aid and scholarship, educational and/or career and pastoral counselling, career planning, etc.
- Mechanisms for reviewing adequacy and effectiveness of learner support services
- Improvements made to enhance learner support services with reference to the analysis of the characteristics of learners who have used the support services
- Learner Handbook

**Accreditation Standard**

**The operator must demonstrate its on-going maintenance of an effective quality assurance system for ensuring the quality and standards of its learning programmes at the stated QF level(s) in the approved programme area(s), aligning with its educational/training objectives.**

**Possible Sources of Evidence**

- Policy on learner admission
- Policy on/ model of curriculum design including internship / placement / attachment
- Policy on learning and teaching
- Policy on assessment and progression
- Policy on staffing
- Committee structure for and processes of QA, including programme development, management, and review
- \*Selected learning programmes to demonstrate the implementation of the QA mechanism related to programme quality and the quality of the learner learning experience
- Samples of programme review reports to show the effectiveness of the programme review process
- Statistics of the learning programmes in the programme area, including number of applications, enrolment rate, retention rate, pass rate, and graduation rate to show the demand for and quality of the learning programmes
- Statistics of education and employment pathways of graduates in the programme area throughout the validity period to show the performance of the graduates
- QA policy and manual
- Samples of assessment papers, marking schemes and marked scripts of \*selected learning programmes to demonstrate the effectiveness of the assessment policies in ensuring the learning programmes meet the QF standard
- Findings of learner survey
- Findings of graduate survey
- External Examiner reports
- Annual programme review reports
- Accreditation/ validation /recognition of the programmes by the professional bodies
- Processes for approving new policies and procedures
- Approval record of new policies and procedures implemented in the past three years
- Records showing the implementation of new policies and procedures
- Samples of stakeholder feedback, including reports of external advisors/ examiners, learner surveys, graduate surveys, and consultation with employers to show the implementation of feedback mechanism
- Records showing participation of stakeholders in the governance/ management structure to ensure that feedback of stakeholders has been conveyed to the management
- Summary of improvements made to the learning programmes in the programme area in the past three years to demonstrate feedback from all sources/ channels has resulted in improvement actions
- Records of review of programme plan to show its effectiveness and possible adjustments in response to changes
- Overview of engaging staff in QA
- Meeting minutes showing the staff engagement in the QA processes

- Improvements initiated by staff to address weaknesses identified for quality enhancement
  - Weaknesses identified and follow-up actions proposed in the review/ monitoring reports at programme/ institutional level
- \* Selected programme(s) – The appropriate number of selected programme(s) will vary depending on the size and nature of Operators and approved Programme Area(s). Operators may discuss the number of selected programme(s) with Case Officers.

## 6. Explanatory Notes (For IE)

*Disclaimer: The explanatory notes are intended to help Operators to fill in the necessary information in the Submission Forms. Examples provided here demonstrate possible ways of presenting the evidence and are not meant to be exhaustive. The Accreditation Panel will evaluate the evidence with respect to the particular circumstances of the Operator.*

### Initial Evaluation

#### Domain: IE-1 Organisational Governance and Management

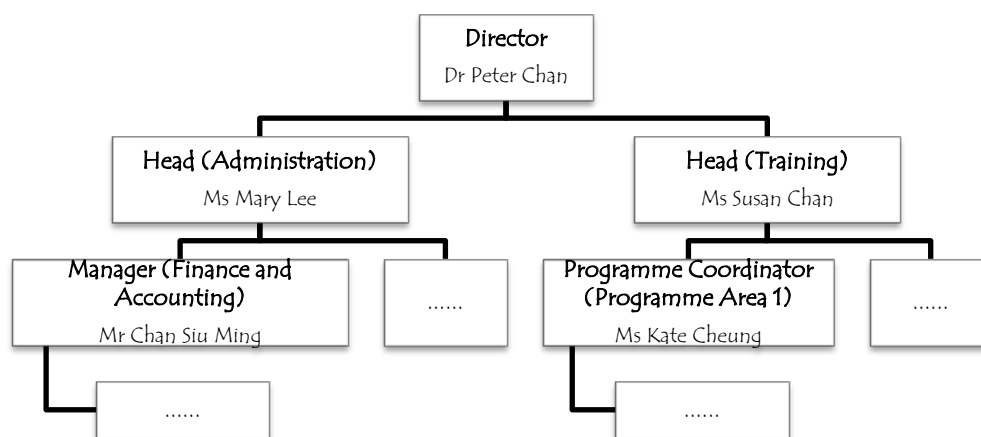
- 1.1:** Operators may provide the information according to the Business Registration, if applicable.
- 1.2-1.3:** Please choose the most appropriate answer(s) according to the nature of operations.
- 1.4:** If the Operator is a branch or a department/unit of an organisation, please provide the vision and mission of the branch or a department/unit.
- 1.5:** The information is for understanding the scale and nature of Operators' training and education services.

- 1.6-1.7:** It is to provide basic information on learning services offered by the Operators, below is an example of the presentation format:

<b>Year of establishment of the Operator</b>	2008
<b>Commencement year for operating learning programmes</b>	2008
<b>Number of learning programmes being operated</b>	3
<b>Area(s)/sub-area(s) of study / Industr(ies) involved</b>	IT programmes
<b>Target learners of existing programmes</b>	F.3 school leavers without work experience
<b>Total number of learners in the last 12 months</b>	168

- 1.8:** Where appropriate, Operators should specify the relationship with the Holding Company or Parent Organisation and their respective roles, if applicable.
- 1.9:** These are to illustrate Operators' scale of operation and the division of work within the organisation.

Operators may use an organisational chart to illustrate its structure (e.g. departments/units, job ranks and positions, headcount). Below is an example of the presentation format:



To facilitate better understanding, Operators may provide brief descriptions on the functions/ work scope of different departments/ units.

**1.10:** It is about the division of work among **individual staff**. Below is an example of the presentation format:

Position/Job Title	Employment (F/T, P/T)	Major Functions and Responsibilities
<b>Management Staff</b>		
Director	FT	• Strategic planning.....
Manager (Finance and Accounting)	FT	• Overseeing financial and accounting .....
...	...	...
<b>Programme Administration Staff</b>		
Programme Coordinator (Programme Area 1)	FT	• Programme development .... • Deliver learning programme.....
Administration Manager	FT	• Programme enrolment....
...	...	...

The categorisation of staff into “Management staff” and “Programme administrative staff” is for reference only. Operators may have a different categorisation according to their internal structure.

Operators may provide documents such as job descriptions as further elaboration.

**1.11:** Examples of common communication channels include staff orientation, staff handbook, staff meetings, email notifications, etc.

**1.12:** Examples of storing learners’ records include: computerized storage system, locked cabinet.

The policy should demonstrate only relevant staff is authorised to access the learners’ personal and training records. Example measures include: checking, employing security software, etc.

**Domain: IE-2 Financial Viability and Resources Management**

**2.1:** Holding companies/Parent organisation’s financial status may need to be verified.

**2.2:** The financial support evidence should be available at the time of application. The amount should be reasonably adequate when compared with the financial projection.

**2.3:** If the Operator is a new setup and the audited financial statements are not yet available, the management account information certified by the directors should be provided.

Please explain if other support documents are provided instead of the annual return.

The worst-case scenario in financial projections and the corresponding contingency plan should also be presented.

**2.4:** For in-house learning programmes, please also provide policies/ procedures on resource allocation from the company, if applicable.

### Domain: IE-3 Organisational Staffing

**3.1:** Below is an example of the presentation format:

Position/ Job Title/ Rank	Head Count	Appointment Criteria	Name of existing staff fulfilling the appointment criteria	Employment term of the existing staff (Full-time, Part-time, Temporary, etc.)
<b>Management Staff for the education and training provision</b>				
Director	Existing: 1 Planned: 0	<ul style="list-style-type: none"> <li>• Master Degree or above;</li> <li>• Certificate of Education holder or above;</li> <li>• Over 10 years relevant experience in Education Industry</li> <li>• At least 5 years work experience in management level .....</li> </ul>	Dr Peter Chan	Full-time
Head (Training)	Existing: 1 Planned: 1	<ul style="list-style-type: none"> <li>• Master Degree or above;</li> <li>• Over 8 years relevant experience in Education Industry;</li> <li>• At least 5 years work experience in programme quality assurance.....</li> </ul>	Ms Susan Chan	Full-time
...	...	...		
<b>Programme Development, Management, Quality Assurance Staff</b>				
Programme Coordinator (Programme Area 1)	Existing: 1 Planned: 2	<ul style="list-style-type: none"> <li>• Master Degree in relevant field or above;</li> <li>• Over 8 years relevant teaching/training experience.....</li> </ul>	Ms Kate Cheung	Full-time
...	...	• .....	•	•
...	...	...		
<b>Programme Administrative and Support Staff</b>				
Administration Manager	Existing: 1 Planned: 1	• .....		
...	...	...		

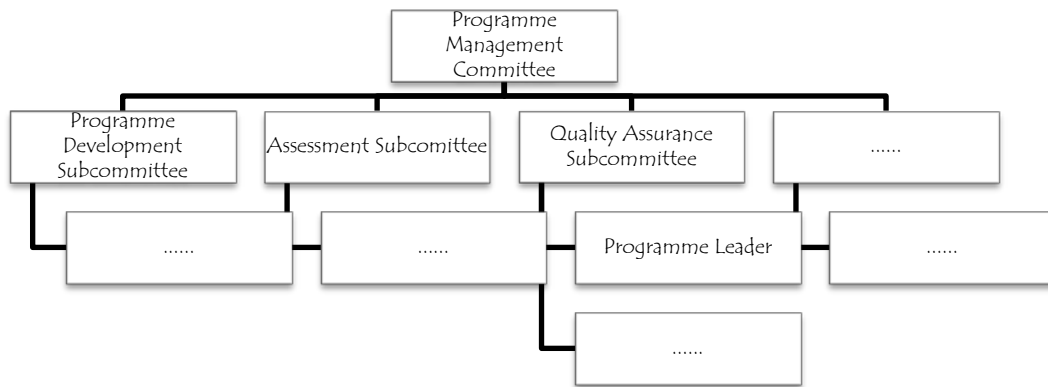
**3.2-3.3:** Policies mentioned should not be limited to teaching/ training staff and should cover both full-time and part-time staff.

This covers conflict of interests/ role conflicts policies applicable to all full-time/ part-time staff. Operators may provide information such as possible circumstances of conflicts of interests/ role conflicts, the declaration procedures and handling methods.

**Domain: IE-4 Organisational Quality Assurance**

**4.1:** It is essential that checks and balances are built into the various processes. However, depending on the scale and nature of operation, Operators may consider different types of governance structures, such as external advisors, governance boards/committees, etc. (For in-house learning programmes, Operators should only describe governance structures relating to the training and education services.)

For a clearer presentation, Operators may use a flow chart to demonstrate the interrelationship/reporting line of the abovementioned personnel and/or committees. Below is an example of possible presentation format:



Operators may also provide the terms of reference, membership composition, appointment criteria and current membership lists, etc. Operators may provide meeting notes (especially those containing decisions on important issues) to demonstrate the effectiveness of the governance structures.

Operators may use a flowchart to demonstrate the *programme development* processes and parties involved in each step. Below is an example of the presentation format:

Process	Responsible Parties
<div style="border: 1px solid black; padding: 5px; text-align: center;">           Conducting need analysis / feasibility study...         </div> <div style="text-align: center;">↓</div>	<ul style="list-style-type: none"> <li>• Programme Leader....</li> <li>• .....</li> </ul>
<div style="border: 1px solid black; padding: 5px; text-align: center;">           Designing programme...         </div> <div style="text-align: center;">↓</div>	<ul style="list-style-type: none"> <li>• Lecturer .....</li> <li>• .....</li> </ul>
<div style="border: 1px solid black; padding: 5px; text-align: center;">           Internal approval on ....         </div> <div style="text-align: center;">↓</div>	<ul style="list-style-type: none"> <li>• Programme Development Committee .....</li> <li>• .....</li> </ul>
<div style="border: 1px solid black; padding: 5px; text-align: center;">           .....         </div>	<ul style="list-style-type: none"> <li>• .....</li> </ul>

**4.2:** Below is an example of the presentation format:

<b>Responsible Staff / Committees / Units (Positions &amp; Names)</b>	<b>Major Responsibilities (e.g. Programme Approval, Development, Monitoring, Review and Modification)</b>
Programme Management Committee	<ul style="list-style-type: none"> <li>• Develop the strategic direction .....</li> <li>• Receive QA reports .....</li> </ul>
Programme Development Subcommittee	<ul style="list-style-type: none"> <li>• Collect external inputs on industry training needs...</li> <li>• Review design of learning programmes .....</li> <li>• .....</li> </ul>
Assessment Subcommittee	<ul style="list-style-type: none"> <li>• Review assessment questions .....</li> <li>• Endorsement of assessment results ...</li> <li>• Review Examiners' reports .....</li> </ul>
Quality Assurance Subcommittee	<ul style="list-style-type: none"> <li>• Monitor the implementation of QA systems .....</li> <li>• .....</li> </ul>
Kate Cheung, Programme Leader	<ul style="list-style-type: none"> <li>• Conduct class visits .....</li> <li>• Monitor performance of trainers.....</li> <li>• .....</li> </ul>
.....	.....

**4.4:** It refers to methods used or activities conducted to consult *external parties* on needs of the community/industry. Common methods include: appointment of external advisors, meetings with stakeholders, questionnaires, etc.

For in-house learning programmes, “external input” may refer to information/comments obtained from sources outside the department/unit responsible for training services. Some examples are conducting company-wide training needs analysis, analysing consultancy reports or industry surveys, etc.

Operators may provide relevant meeting notes for reference.

**4.7:** Operators should clearly indicate the procedures and timeline for handling learners' complaints and available channels for learners to file their complaints.

## 7. Explanatory Notes (For LPA/ Re-LPA)

*Disclaimer: The explanatory notes are intended to help Operators to fill in the necessary information in the Submission Forms. Examples provided here demonstrate possible ways of presenting the evidence and are not meant to be exhaustive. The Accreditation Panel will evaluate the evidence with respect to the particular circumstances of the Operator.*

### Learning Programme Accreditation/ Re-accreditation

#### Application for Learning Programme Accreditation (LPA) / Re-accreditation (Re-LPA)

Operators please provide basic information of the learning programme in this part. An example is given below:

<b>Programme Title</b>	
(English)	Certificate in Information Technology Application
(Chinese)	資訊科技應用證書
<b>Qualification Title (Exit Award)</b>	
(English)	Certificate in Information Technology Application
(Chinese)	資訊科技應用證書
<b>Qualification Title of Intermediate Exit Award(s) (if applicable)</b>	
(English)	/
(Chinese)	/
<b>Name of Stream(s) (if applicable)</b>	
(English)	/
(Chinese)	/
<b>Target learners of the programme</b> (Please use <input checked="" type="checkbox"/> to select the option):	
<input checked="" type="checkbox"/>	Learning programmes to be offered to the local public
<input type="checkbox"/>	(in-house training) Learning programmes to be offered only to the staff of the Operator and/or the Holding Company/ Parent Organisation of the Operator in Hong Kong
<b>Proposed QF Level</b>	<b>For Terminal Exit Award:</b> QF Level 2  <b>For Intermediate Exit Award:</b> /
<b>Notional Learning Hours</b>	<b>For Terminal Exit Award:</b> <ul style="list-style-type: none"> <li>Contact hours: <u>100</u></li> <li>Online learning hours: <u>0</u></li> <li>Self-study hours: <u>150</u></li> <li>Total (contact + online learning hours + self-study hours): <u>250</u></li> <li>% of instruction delivered online (online learning hours / contact hours + online learning hours): <u>0</u></li> <li>QF credits: <u>25</u></li> </ul> <b>For Intermediate Exit Award: /</b>
<b>Mode(s) of Delivery &amp; Programme Length</b>	<input type="checkbox"/> Full-time: ___ Months <input checked="" type="checkbox"/> Part-time: <u>4</u> Months <input checked="" type="checkbox"/> Workplace attachment/On-the-job training/In-house training: <u>2</u> weeks <input type="checkbox"/> Others (Please specify) _____ : ( ___ Months/weeks/days)

<b>Number of Enrolment</b>	<input checked="" type="checkbox"/> Number of enrolment per year: <u>1</u> <input type="checkbox"/> Others (please specify) _____
<b>Maximum Number of New Learners</b>	<input checked="" type="checkbox"/> Maximum number of new learners per year: <u>60</u> <input type="checkbox"/> Others (please specify) _____
<b>Specification of Competency Standards Based (SCS-based) Programme</b>	<b>For Terminal Exit Award:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  <b>For Intermediate Exit Award:</b> /
<b>Specification of Generic (Foundation) Competencies Based (SGC-based) Programme</b>	<b>For Terminal Exit Award:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  <b>For Intermediate Exit Award:</b> /
<b>Vocational Qualifications Pathway (VQP) programme</b>	<b>For Terminal Exit Award:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  <b>For Intermediate Exit Award:</b> /
<b>SCS-based Training Package</b>	<b>For Terminal Exit Award:</b> <input checked="" type="checkbox"/> No  <b>For Intermediate Exit Award:</b> /
<b>Primary Area of Study and Training</b>	<b>For Terminal Exit Award:</b> <b>Area :</b> Computer Science and Information Technology <b>Sub-area:</b> Computer Science and Information Technology  <b>For Intermediate Exit Award:</b> /
<b>Other Areas of Study and Training (Optional)</b>	N/A
<b>Industry</b>	N/A
<b>Branch</b>	N/A
<b>For Existing Programme</b>	First launch date <u>/</u> Next programme start date <u>/</u>
<b>For New Programme</b>	Planned programme launch date <u>Jan 2016</u>
<i>(The following applies to Higher Diploma Programme only)</i>	
<b>Hosting Department / Unit</b>	N/A
<b>Proportion of Generic and Specialised Contents of Terminal Exit Award</b>	Generic contents: <u>N/A</u> % Specialized contents: <u>N/A</u> %
<b>Proportion of Generic and Specialised Contents of Intermediate Exit Award (if applicable)</b>	Generic contents: <u>N/A</u> % Specialized contents: <u>N/A</u> %

## Domain: LPA-1 Programme Objectives and Learning Outcomes

- 1.1:** Programme objectives refer to the intended purposes of offering the learning programmes, which usually are for addressing the identified needs of the community/ industry. For in-house programmes, Operators may specify how the learning programmes can contribute to the overall corporate objectives.
- 1.2:** Regarding employment pathway, Operators may provide job positions which learners can take up after completing the learning programmes. For education pathway, Operators may specify suggested learning programmes for learners' further study.

- 1.3:** Recognition by external organisations (e.g. professional bodies, education institutions) may come in the forms of eligibility in applying for membership, licensing to practice or offering exemptions, etc. Operators should provide the official documents signifying the details of the recognition as evidence.
- 1.4:** Programme intended learning outcomes (PILOs)/ Stream intended learning outcomes (SILOs) refers to what a learner is able to demonstrate at the end of the programme/ stream.
- 1.5:** It is to justify that competences achieved by learners can match with the claimed QF level. Operators can either provide a mapping of PILOs and/or MILOs against the GLD or provide written explanations.

**If a learning programme fails to gain accreditation at the claimed QF level, normally, the accreditation outcome will be non-approval. HKCAAVQ will not grant a Learning Programme Accreditation (LPA) status at an alternative/ higher/ lower QF level.**

### Domain: LPA-2 Learner Admission and Selection

- 2.1:** For SCS-based or SGC-based learning programmes, please provide the specific requirements as stated in the relevant UoC(s) (e.g. prior knowledge, pre-requisites or co-requisites).
- 2.2:** Operators should specify types of knowledge or skills (e.g. English, knowledge related to the subject areas) the admission tests/ entrance examinations are testing and why these are critical for learners to undertake the training activities.
- 2.3:** Operators should provide criteria for offering special admission.
- 2.4:** Operators should also specify the maximum amount of credits that can be exempted/ transferred.

Criteria for granting exemption usually include % of matching between the part of a programme (e.g. a module) for exemption and the prior learning (e.g. a programme or a module) seeking exemption. The elements for matching include learning outcomes, contents, assessment standards, programme duration, etc.

#### (For Higher Diploma programmes only)

The following information is also required:

- The minimum entrance requirements for Year 1 entry and other entry points (if applicable)
- Responsible committee(s) / personnel for learner selection
- Planned yearly learner intake for each stage and stream, if any, of the learning programmes

### Domain: LPA-3 Programme Structure and Content

- 3.1:** Below is an example of the presentation format:

Module Title	QF Level	Core/ Elective	Generic/ Specialised (for Higher Diploma Programme only)	A					B	C	A+B+C	QF Credit	For SCS / SGC-based Programme				
				Contact Hour									Online Learning Hour	Self-study Hour	Notional Learning Hour	UoC Code	% of UoC Content
				a	b	c	d	Total									

CS001 Network Structure	2	Core	N/A	15	0	1	0	16	0	15	31	3	ITSWOS... ITSWDM.. .....	65%
.....	.....	.....	.....						.....	.....	.....	.....	.....	.....
WPO01 Workplace Attachment	2	Core	N/A	0	0	0	20	20	0	10	30	3		
<b>Grand Total</b>								100	0	150	250	25	/	60%

Module intended learning outcomes (MILOs) refer to what a learner is able to demonstrate at the end of the module.

Operators may provide an outline of each module/ topic to facilitate the Panel to understand the design of the programme structure. Below is an example of useful information that could be provided and the presentation style:

#### Course Outline

Module Title	:	Human Resources Management
QF Level	:	4
QF Credit	:	8 (XX contact hours, XX self-study hours)
Pre-requisite	:	/
Teaching/Training Activities	:	Lecture, case studies, group project

Modules Intended Learning Outcomes (MILOs):

MILO 1: .....

MILO 2: .....

.....

Major Learning Contents:

- The development of HRM profession.....
- The different methods in job analysis and its application .....
- Approaches in employee selection .....
- .....

Assessment Activities:

Types of Assessment Activities	MILO	Weighting (%)
Examination	MILO 1-3	20
Reflective Paper	MILO 2	20
.....		

Recommended Readings:

- .....

The samples are for evaluating whether the programme contents are consistent with the claimed QF level and can facilitate learners to achieve the programme objectives. As a result, the samples provided should:

- cover learning content that is representative of the learning programmes (e.g. sample teaching/ training materials of *core modules* at different *exit QF levels*)
- be sufficient to reflect the programme contents (The appropriate sample size will vary depending on the size and nature of learning programmes. Operators may discuss the sample size with the Case Officers.)

**3.2:** Below is an example of the presentation format:

PILO <sup>[1]</sup>	QF Credit	PILO-1	PILO-2	PILO-3	PILO-4	PILO-5
Module Title						
CS001 Network Structure	3	✓	✓			
WPO01 Workplace Attachment	3		✓	✓	✓	✓

**(For Higher Diploma programmes only)**

The following information is also required:

- Principles guiding the design of the learning programme seeking accreditation
- How modules are combined in each semester/ year

**Domain: LPA-4 Learning, Teaching and Assessment**

4.2: Below is an example of the presentation format:

Module Title/ Major Topic	MOI	Learning and Teaching Activities	
		For Contact Hours (e.g. lecture, workshop, etc.)	For Self-Study Hours (e.g. reading textbook, etc.)
CS001 Network Structure	English	Lecture, Workshop	Reading textbooks, self-practice
WPO01 Workplace Attachment	Chinese (Cantonese)	Demonstration by Trainer, Real-life practice,	Reading reference books
...		...	...

4.3: Below is an example of the presentation format:

Delivery Modes	Maximum Class Size	Teacher/Trainer-to-Learner Ratio
Lecture	20	1: 20
Tutorial	N/A	N/A
Workshop	20	1: 10
Laboratory session	N/A	N/A
Practicum/ Placement/ Work Attachment	N/A	1: 5
Others	N/A	N/A

Below is an example of sample lesson plans for reference:

Module Name: Human Resources Management				
QF Level: 4				
QF Credit: 8 (XX contact hours, XX self-study hours)				
Lesson	Topics Covered	Objectives	Activities	Materials
1	Introduction to HRM • .....	• ..... • .....	• Lecture • Exercise	• PowerPoint • Worksheet
.....	.....	.....	.....	.....

4.4: Below is an example of the presentation format:

**Module/ Major Topic Title:** CS001 Network Structure

Assessment Task <sup>[1]</sup>	CA/ FA	Weighting (%)	MILO-1	MILO-2	MILO-3
Project	CA	20		✓	
Practical Test	FA	20	✓		
Final Exam	FA	60	✓	✓	✓

**Module/ Major Topic Title:** WPO01 Workplace attachment

Assessment Task <sup>[1]</sup>	CA/ FA	Weighting (%)	MILO-1	MILO-2	MILO-3
Practical Log	CA	40	✓	✓	
Reflective Journal	FA	60	✓	✓	✓

Below is an example of the presentation format:

<b>Module title / Topics:</b> CS001 Network Structure	
Module Intended Learning Outcomes	Assessment
MILO 1: ...	Practical Test, Final Examination
MILO 2: ....	Project, Final Examination
...	...

For evaluating Operators' ability in assessing learners' achievement of the learning outcomes at the claimed QF level, Operators should provide sample assessments together with the associated assessment criteria/ marking scheme/ grade descriptors. The samples should cover all continuous and final assessments of core modules at different QF exit levels.

The number of samples required varies depending on the size and nature of learning programmes. Operators may discuss the appropriate sample size with the Case Officers.

4.7: The graduation requirements might include pass mark for individual modules, overall pass mark/ grade, attendance and other specific requirements etc.

4.8: Below is an example of the presentation format:

<b>Objectives</b>	To enable learners to apply computer network knowledge and skills developed through classroom training in a practical workplace setting.....
<b>Intended Learning Outcomes</b>	1. Apply technical skills necessary for installing a company-wide computer network 2. Demonstrate an awareness of user requirements in real life practice 3. ....
<b>Duration</b>	2 weeks
<b>Number of Hours Per Week</b>	10 hours
<b>Total Number of Notional Hours</b>	30 hours
<b>QF Credits</b>	3
<b>Assessment Method(s)</b>	Reflective Journal (100%)

<b>Supervision Arrangement</b>	<p><u>Placement Supervisors/Mentors</u></p> <ul style="list-style-type: none"> <li>A qualified trainer (network architect with at least 10 years relevant experience) will supervise at most 5 learners.</li> </ul> <p><u>Monitoring of Learners' Performance</u></p> <ul style="list-style-type: none"> <li>Learners are required to submit a logbook for trainers' review once every quarter</li> <li>Trainer will compile a progress report of each learner for assessment.</li> <li>Trainer will have regular weekly meeting with each learner.</li> </ul>
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**4.9:** The policy should specify the handling procedures and possible disciplinary actions for cases of plagiarism.

Common mechanisms for moderating/ reviewing assessment results include: appointing external examiners/ moderators/ reviewers, assigning internal verifiers, etc.

Operators should also specify the % and types of assessment to be moderated (e.g. 10% of assessment marked as "above average", 10% of assessment marked as "average".....).

**4.10:** Below is an example of the presentation format:

Modules	Roles	Appointment Period	Name (Position and Organisation)	Remarks (if any)
Module A	External Examiner	Jan 2013 – Dec 2014	Mr Peter Leung Chief Information Officer ABC International	/
.....	.....	.....	.....	.....

**(For Higher Diploma programmes only)**

The following information is also required:

- Teaching/ Training methodology at programme level and how it is related to the programme objectives and learners' needs
- Medium of instruction policy
- Assessment policy
- Moderation mechanism for setting of assessment papers
- Grade descriptors for the terminal exit award and intermediate exit award
- For assessments, the samples should contain (i) continuous and final assessments of a core module, a specialised module, a generic module and a capstone project at the terminal exit award level; and (ii) continuous and final assessments of three modules at each intermediate exit award level.

**Domain: LPA - 5 Programme Leadership and Staffing**

**5.2:** This refers to measures adopted to ensure there is sufficient and appropriate staff to support the delivery of learning programmes, e.g. policies on workload, contingency plan for staff absence/ turnover, etc.

**5.3:** This is to demonstrate existing staff can fulfil the appointment criteria listed in 5.1. Below is an example of the presentation format:

Position	Staff	Full-Time /	Relevant Qualifications	Relevant Work Experience	Other Skills (if any)	Modules Teaching (if

		Part-Time				applicable)
<b>Programme Leader and/or Coordinator</b>						
1. Registrar	Staff 1	FT	<ul style="list-style-type: none"> <li>Master in Education (MO University 2003)</li> <li>.....</li> </ul>	2008 – Present Registrar, XY Education Institute .....	Member, HK Professional Counselling Association.....	Programme Leader
...	...	...	...	...	...	...
<b>Teaching/Training Staff</b>						
3. Programme Lecturer	Staff 2	FT	<ul style="list-style-type: none"> <li>Master in IT (MA University 2008)</li> <li>.....</li> </ul>	2013 – Present Programme Leader, XY Education Institute .....	N/A	Module 1, 2, 3, 4
4. Programme Lecturer	.....	.....	.....	.....	.....	.....
...	...	...	...	...	...	...
<b>Programme Administrative and Support Staff</b>						
...	...	...	...	...	...	...

**5.4:** Common methods used include: trainer’s handbook/ guides, session plans to ensure consistency in classroom activities, standardized teaching/ training materials, briefing to new trainers, class visits, etc.

**5.5:** Activities/ Policies mentioned should not be limited to teaching/ training staff and should cover both full-time and part-time staff.

Operators may refer to professional bodies/ associations in their industries for examples of development activities. Some common examples include: attending or delivering teaching/ training activities (e.g. lectures, seminars, conference, and workshops), serving as members of committees relevant to the profession, writing of published research articles/ papers, participating in competitions, etc.

Common activities for acquiring QF knowledge include: workshops conducted by HKCAAVQ, seminars conducted by the Qualifications Framework Secretariat, internal sharing/ briefing, etc.

Below is an example of the presentation format:

Nature/ Scope of Training	Name of activity (Organizer/Awarding body)	Participants	Duration	Activity Date (mm/yy)
<i>Professional development</i>	Certificate programme in leadership (ABC Institute)	Director	3 months	12/2014
	Asian Education Forum 2015 (Asia Education Institute)		2 days	01/2015
...	...	...	...	...
...	...	...	...	...

**(For Higher Diploma programmes only)**

The following information is also required:

- Manpower plan relevant to the learning programme for the coming two academic years
- Maximum teaching/ training hours per week
- Specification of personnel who are involved in leading and coordinating the programme

**Domain: LPA-6 Learning, Teaching and Enabling Resources / Services**

6.2: These are to illustrate the financial projection related to the *learning programmes seeking accreditation*. Below are examples of the presentation format:

<b>Tuition Fee Per Learner (for the whole programme)</b>	<input type="checkbox"/> Full time HK\$ / <input checked="" type="checkbox"/> Part time HK\$ <u>6,800</u> <input type="checkbox"/> Others HK\$ /
<b>Breakeven Learner Number</b>	10 learners per class

6.3:

	<b>Each class</b>	<b>Each year</b>
<b>Incomes</b>		
Tuition Fee	HK\$136,000	HK\$408,000
Other Incomes (if applicable)	N/A	N/A
Other Subsidisation (if applicable, please provide evidence)	N/A	N/A
<b>Total Incomes</b>	<b>HK\$136,000</b>	<b>HK\$408,000</b>
<b>Expenses</b>		
Staff Cost	HK\$25,000	HK\$75,000
Staff Development & Training Expense	HK\$5,000	HK\$15,000
Accommodation, Facility & Equipment	HK\$30,000	HK\$90,000
Teaching/ Training Support, e.g. Library, Teaching/ Training Materials	HK\$5,000	HK\$15,000
Others	HK\$3,000	HK\$9,000
<b>Total Expenses</b>	<b>HK\$68,000</b>	<b>HK\$204,000</b>
<b>Surplus / (Deficit)</b>	<b>HK\$68,000</b>	<b>HK\$204,000</b>

6.4: The contingency plan should be well documented, practical and will not affect current learners.

6.5: The explanation should be supported by evidence. Any financial documents provided should be certified by a lawyer or Certified Public Accountant.

6.6: If different teaching/ training venues are used for different modules of the programme, please list separately.

6.7: These are to illustrate that teaching/training materials, equipment and facilities are able to support the planned class size and yearly enrolments for the *learning programme seeking accreditation*. Below are examples of the presentation format:

If more than one venue is listed, please provide a separate list for each teaching/ training venue.

<b>Type of Room</b>	<b>No. of Room</b>	<b>Seating Capacity</b>	<b>Facilities/ Equipment</b>	<b>Facilities/ Equipment to Learner Ratio</b>	<b>Relevant Module/ Subject/ Topic</b>
Classroom	3	40 learners @	Computer (for	1:40	All Lectures

			instructor), overhead projector, screen, whiteboard and AV equipment		
Computer Room	1	20 learners @	Computers X 21, overhead projector, screen, whiteboard and AV equipment	Computer: 1:1 Others: 1:20	Network Structure
...	...	...	...	...	

- 6.8:** This applies to learning programmes using materials, equipment and facilities supplied by external parties. Operators should provide evidence to demonstrate that adequate resources will be available throughout the delivery of learning programmes.
- 6.11:** Examples of learner support services include: career guidance, advice on further studies, counselling services, remedial classes, e-learning systems, language enhancement courses, library services and facilities for self-practice, etc.
- 6.12:** Examples of communication channels include: emails (with teaching/ training staff, management), regular meetings between staff and learners, learner unions/ committees, etc.

**(For Higher Diploma programmes only)**

The following information is also required:

- Budget for the learning programme in the coming two academic years
- Guide for learners (e.g. learner handbook, brochure or website) which outlines relevant academic and disciplinary policies, programme information and support services
- Communication channels between management/teaching staff and learners
- Procedures for monitoring learner under-achievement and support services available
- Library resources relevant to the learning programme.

**Domain: LPA-7 Programme Approval, Review and Quality Assurance**

- 7.1:** This is to demonstrate how parties are involved in the *programme development, monitoring and review processes*.
- 7.2:** This is to demonstrate external views have been sought in assuring the quality of learning programmes. External advisors should be those who are independent of the organisation, i.e. the persons do not have any official positions (boards/ committees/ staff member) in the organisation and do not have any partnership with the organisation. Operators may also describe briefly the scope of involvement of the external advisors.
- 7.4:** This refers to activities conducted by *committees and internal staff* on validating external inputs identified. Operators may provide relevant meeting records or reports to demonstrate that they have taken appropriate actions to address the needs of the community/ industry.

Common methods to benchmark programmes against relevant QF levels include: mapping with the Generic Level Descriptors (GLD), professional judgment by subject experts/ training professionals, external benchmarking with similar learning programmes, etc.

- 7.5:** For a better understanding, Operators may elaborate on the implementation process, such as frequency of conducting review and follow-up actions (e.g. review meetings

with teaching/ training staff)

Below is an example of the presentation format:

<b>Programme Management and Monitoring Activities</b>	<b>Responsible Unit/ Person</b>	<b>Frequency</b>	<b>Review Focus</b>	<b>Tools Employed</b>	<b>Follow-Up Procedures</b>
Course evaluation survey	QA unit	<ul style="list-style-type: none"> <li>• End of course for each module</li> </ul>	<ul style="list-style-type: none"> <li>• Learning outcomes</li> <li>• Teaching/ Training</li> <li>• .....</li> </ul>	Questionnaire	<ul style="list-style-type: none"> <li>• Performance review with trainers.....</li> <li>• Reporting to...</li> <li>• .....</li> </ul>
Class observations	Programme Leader	<ul style="list-style-type: none"> <li>• At least once per module</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching/ Training</li> <li>• .....</li> </ul>	Checklist	<ul style="list-style-type: none"> <li>• Performance review with trainers.....</li> <li>• Reporting to ....</li> <li>• .....</li> </ul>
Programme Team Meeting	Programme Team	<ul style="list-style-type: none"> <li>• Monthly</li> </ul>	<ul style="list-style-type: none"> <li>• Issues arising from the learning programmes</li> </ul>	/	<ul style="list-style-type: none"> <li>• Compile QA reports and presented to .....</li> <li>• .....</li> </ul>
QA Subcommittee Meeting	QA Subcommittee	<ul style="list-style-type: none"> <li>• Half-yearly</li> </ul>	<ul style="list-style-type: none"> <li>• Programme Structure ....</li> <li>• .....</li> </ul>	Quantitative indicators: <ul style="list-style-type: none"> <li>• Pass rate....</li> <li>• Retention rate....</li> </ul>	<ul style="list-style-type: none"> <li>• Develop action plan.....</li> <li>• .....</li> </ul>
.....	.....	.....	.....	.....	.....

**7.7:** Common methods used in reviewing learning materials include: learner survey, trainer survey, engaging external subject experts, focus groups with stakeholders, etc.

**(For Higher Diploma programmes only)**

- Internal Validation Report for the learning programmes