



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

Hong Kong Council for Accreditation of Academic and Vocational Qualifications

Draft Guidelines

on

Programme Area Accreditation

March 2008 version

Preamble

1. With the enactment of the new Hong Kong Council for Accreditation of Academic and Vocational Qualifications Ordinance (hereinafter ‘the Ordinance’) (Cap. 1150), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) is to provide services in its capacity as the Accreditation Authority and the QR Authority under a seven-level Qualifications Framework (QF).
2. These draft Guidelines provide a general reference for operators who wish to seek programme area accreditation status. These Guidelines are subject to further refinement and the finalised version will be incorporated in the Guidelines for the 4-Stage QA Process which will be available on the HKCAAVQ’s website when QF is launched.
3. For clarification of further information, please contact the HKCAAVQ at Tel: 3658 0000 or info@hkcaavq.edu.hk.

Section 1

Qualifications Framework and the Four-Stage Quality Assurance Process

1. What is Qualifications Framework?

- 1.1 Qualifications Framework (QF), introduced by the Education Bureau (EDB), is a structure that rationalises and recognises academic and vocational qualifications. QF consists of seven levels, each of which is formulated as outcome-based Generic Level Descriptors (GLD) published by the Education Bureau (EDB). The GLD describes the common features of qualifications at the same level and helps locate a qualification at a specific level on QF. It covers qualifications ranging from certificates to doctorates awarded at the completion of learning programmes in the academic, vocational and continuing education sectors; and qualifications gained by people through professional experience through the Recognition of Prior Learning (RPL) scheme.
- 1.2 QF is mainly supported by the Four-stage Quality Assurance Process of the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), which assures both the quality of the learning programmes and the credibility of the qualifications awarded by the evaluated operators.
- 1.3 The public face of QF is the Qualifications Register (QR) which contains all qualifications which have been quality assured under QF. For a learning programme to be entered onto the QR, it is required to satisfy the general requirements set by EDB which include:
 - The learning programme should carry an award (i.e. a qualification) as a formal approval of the achievement of the learning programme
 - The learning programme must be accessible to learners of Hong Kong.
 - The qualification must be earned from the completion of a learning programme with formal assessment to demonstrate that the learner has achieved the specified learning outcomes of the programme.
 - The learning outcomes of the programme should correspond to generic learning outcomes as set out in the Generic Level Descriptors.

2. What is the purpose of QF?

- 2.1 The overarching purpose of QF is to facilitate lifelong learning in order to help upgrade Hong Kong's human resources.

2.2 This purpose can be achieved through the joint effort among students, employees, operators and employers:

- With clear progression pathways in QF, students and employees can draw up their own road maps to upgrade their skills and pursue lifelong learning.
- With explicit educational and training needs, operators can offer more quality learning programmes that meet social and industrial needs.
- With employers' participation in QF development process, the qualifications on QF will have wider recognition and meet the manpower development requirements of the industries.

3. What is the HKCAAVQ's role in QF?

3.1 The HKCAAVQ's role in QF is to assure the quality of the learning programmes so that the accredited qualifications can be entered into the Qualifications Register (QR) and recognized under QF.

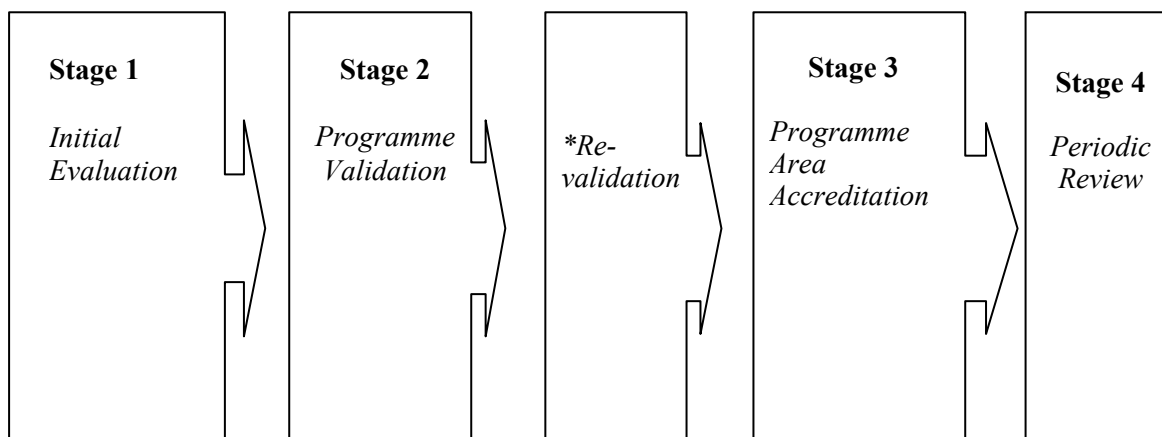
3.2 As the Accreditation Authority of QF, the HKCAAVQ assesses: (1) if the operators are able to achieve their educational objectives as claimed and to operate learning programmes; and (2) if the learning programmes meet the required standards to achieve their stated learning outcomes with reference to the Generic Level Descriptors of QF. The process will also identify deficiencies that need to be addressed by operators to improve the quality of their institutional structure and their learning programmes.

4. What is the Four-stage Quality Assurance Process?

4.1 It is a quality assurance process with four stages, i.e. *Initial Evaluation* (IE), *Programme Validation* (PV), *Programme Area Accreditation* (PAA) and *Periodic Review* (PR), through which the HKCAAVQ evaluates operators and their learning programmes under QF. All operators that wish to have their learning programmes validated must apply for IE, followed by PV.

4.2 The process is outlined in the following diagram.

FOUR-STAGE QUALITY ASSURANCE PROCESS



*Completion of two cycles of re-validation (please refer to Point 2 of Section 2 for details)

- 4.3 *Initial Evaluation* is the first accreditation exercise for the HKCAAVQ to assess if operators have the institutional competency to effectively manage and provide adequate resources to the development, delivery, assessment and quality assurance of their learning programmes and educational services. Operators must have a valid IE status before they can apply to have their programmes validated. An IE status is associated with a QF level.
- 4.4 *Programme Validation* is an overall evaluation of the learning programmes' planning and management, syllabuses, delivery arrangements, assessment methods and learning outcomes to ensure they are appropriate for the qualifications to which they lead. When the learning programmes are successfully validated, the qualifications can be entered onto the QR upon the fulfilment of all requisite procedures and payment of fees as determined by the QR Authority.
- 4.5 Operators with a track record in the area of a validated programme and have completed at least two cycles of programme revalidation can be considered for *Programme Area Accreditation* (PAA) application in the same area of study. Successful *Programme Area Accreditation* confers programme area accreditation status to operators. With PAA status, operators can develop and offer new learning programmes within a **defined scope of programme area** and at specified QF level(s), and enter the qualifications of those learning programmes to the QR without being subject to external quality assurance by the HKCAAVQ within the PAA validity period.

- 4.6 *Periodic Review* is a periodic monitoring and external review exercise for all operators with valid PAA status. This is a cyclical event, repeated on a regular basis, at times decided by the validity period granted for *Programme Area Accreditation*.

5. How long does the process take?

- 5.1 The timeline for completing the accreditation exercises at each stage will vary depending on the QF level of the learning programmes and the number of learning programmes being validated. The **minimum time** required in completing the process at each stage (from receipt of the accreditation submission and assuming that all requisite information by the HKCAAVQ is submitted in a timely manner) for programmes of QF Level 4 to 7 would normally be:

- *Initial Evaluation* - 8 weeks
- *Programme Validation* - 12 weeks
- *Programme Area Accreditation* - 24 weeks
- *Periodic Review* - 12 weeks

A time schedule for an exercise will be specified in the Service Agreement for the exercise.

- 5.2 A weekly breakdown of a typical timeline for *Programme Area Accreditation* is found in Section 2.

6. How to get prepared for the quality assurance process?

- 6.1 Operators are required to present evidence that they meet the required standards as specified in each stage of the Four-stage Quality Assurance Process. The evidence should be presented in the accreditation submission, and through meetings at an on-site visit organised by the HKCAAVQ. The HKCAAVQ panel will assess the presented evidence and related findings to judge whether the accreditation status being sought (in respect of the operator or the programme(s)) can be granted.

- 6.3 The HKCAAVQ will also take into account that newly established operators applying for *Initial Evaluation* (IE) will not have all of their systems fully operational at the stage of IE. In such cases, the HKCAAVQ will look for a demonstration of capability and ability, rather than an established track record.

- 6.4 For *Programme Validation* of any new learning programme, it is expected that through the accreditation exercises operators can demonstrate that they have the resources and capabilities to offer the programmes and that the programmes meet the claimed QF standard.
- 6.5 Operators applying for *Programme Area Accreditation* and *Periodic Review* should have tested systems in place and in operation to conduct internal reviews of both their organisational governance and management and the learning programmes they offer, as part of their approach to continuous improvement. Evidence from recent internal reviews should be presented in support of the documents for accreditation by the HKCAAVQ.

7. What information is required?

- 7.1 Each stage in the Four-stage Quality Assurance Process has a specific purpose and therefore has to be documented by evidence to demonstrate that operators meet the required standards.
- 7.2 The required information and the possible types of evidence that should be submitted for a PAA is listed in the next Section.

8. How is assessment conducted?

- 8.1 An accreditation panel (hereafter ‘the panel’) will be convened to conduct each stage of the Four-stage Quality Assurance Process. The size and composition of the panel will depend on the stage of accreditation and the QF level(s) of the learning programmes being validated. The following members will be involved in conducting the accreditation assessment, where appropriate:
- A panel chairman, an experienced sector/subject/QA specialist
 - Members comprising
 - Sector/Subject/QA specialist(s), that is, specialist(s) in a specific discipline/industry/quality assurance issues
 - One professional staff member from the HKCAAVQ

- 8.2 The HKCAAVQ uses four guiding principles for accreditation to conduct the 4-stage QA process.
- Peer review
 - Fitness for purpose
 - Evidence-based
 - Threshold standard
- 8.3 The principle of ‘Peer Review’ is to engage sector/industry experts who have the expertise and experience in the discipline/industry/quality assurance. The panel’s assessment will be guided by the standards set out in the Guidelines and will be in line with the requirements of the Generic Level Descriptors. The role of the panel is to review the quality of operators’ and their learning programmes, collect and evaluate evidence and form a judgment as to whether the operators or their learning programmes meet the required standards and stated aims.
- 8.4 ‘Fitness for purpose’ means that operators and programmes are accredited against threshold standards and based on their stated objectives, the scope and level of the learning programmes they offer. As operators are different in size, complexity in operation and scope of expertise the HKCAAVQ will take these differences into account. The minimum standards which different kinds of operators have to meet remain the same, but the type of evidence they present may be different.
- 8.3 The accreditation process is evidence-based. ‘Evidence-based’ means that an accreditation decision is to be made with reference to evidence provided by operators to support their claim that they meet the threshold accreditation standards and their own objectives. Judgment will be made independently of any other previous determination made on the same operator and/or the same learning programme.
- 8.4 The accreditation process is conducted based on threshold standard. ‘Threshold standard’ means that assessment is based on the minimum requirements of the stipulated accreditation criteria for the Four Stage Quality Assurance Process.
- 8.5 In addition to verifying that the operators and their learning programmes meet the minimum standard required under QF, the four-stage QA process is also a continuous effort for quality enhancement. The accreditation exercises could be helpful in educating operators to develop internal mechanisms aimed at further developing the programme quality.

Section 2

Guidelines

on

Programme Area Accreditation

1. What is Programme Area Accreditation?

- 1.1 The *Programme Area Accreditation* (PAA) process is the third stage of the Four-stage Quality Assurance Process, through which the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) bestows an authority on operators to quality assure their own learning programmes within a **defined scope of programme area at specified QF level(s) for an approved period of time** without being subject to external quality assurance from the HKCAAVQ.
- 1.2 PAA status is approved within a defined scope of programme area(s) at specified QF level(s). Programmes offered by the operators outside the approved scope of programme area(s) and QF level(s) are therefore not covered by the PAA status.
- 1.3 The PAA status will be valid within an approved period of time and subject to periodic reviews. The approved validity period varies according to the duration of the programmes in the programme area concerned, as well as the maturity of the operators.
- 1.4 If operators with approved PAA status wish to introduce new programmes resulting in a change of the scope of approved programme area or coverage, the approval of the changes will be subject to a separate periodic review exercise to be conducted before the end of the validity period or a separate programme validation exercise (Stage 2). The principles governing substantial changes will be conveyed to the operators in writing when the PAA status is granted.

2. Who is eligible to apply for Programme Area Accreditation?

- 2.1 Since the approval of a PAA status aims at enabling operators to quality assure their own programmes, operators applying for PAA must have a track record to show that they have a standing ability to be entrusted to develop programmes in their claimed programme area and meeting the standards required in an external quality assurance process. As such, the HKCAAVQ must be satisfied that the operators have robust internal mechanisms in place for the approval of their learning programme(s), maintenance of the programme(s) standards, and quality assurance of their teaching and learning activities.

- 2.2 Before submitting an application for PAA status, the operators are expected to have established track record in a programme area by:
- a. successfully completing two cycles of revalidation for an operating validated learning programme in the applied area, and
 - b. successfully showing that the programme area is appropriately covered by the overall design of the validated programme(s) and manifested by the programme aims and objectives, course structure and delivery, and learning outcomes. These different aspects will be considered holistically in the assessment of the operators' experience and capabilities in the applied programme area. For example, an operator offering a validated programme in Marketing leading to an award in Marketing is eligible to apply for PAA status in Marketing. A validated programme leading to an award with a specialised stream may not, by itself, be considered by the HKCAAVQ as a track record in that specialisation area. For example, a programme offered in Computer Games (Animation) may not be considered by the HKCAAVQ as a track record for a PAA application in Animation unless this is fully substantiated by the overall programme design of the validated programme(s).

3. The Implementation of PAA

- 3.1 In the assessment of the operators' standing ability to obtain PAA status, the HKCAAVQ will consider their overarching quality assurance mechanisms and also the specific experience and expertise of the operators in the programme area concerned. Therefore, assessment of the PAA status comprises two sequential procedures, i.e. Institutional Review and Discipline (or Programme Area) Review.
- 3.2 The Institutional Review (IR) examines operators' overall institutional governance and management to ascertain whether their organisational structure and academic environment can assure the development of a 'fit-for-purpose' and effective internal quality assurance system for the claimed programme area. The Discipline Review (DR) scrutinises the quality and standards of the learning programmes as well as the effectiveness of the programme monitoring and review systems within the claimed programme area.
- 3.3 Normally, the IR and each DR are conducted by separate panels. Based on the number of programme areas to be assessed in the Terms of Reference of the PAA exercise, the HKCAAVQ will decide the number of Discipline Review panel exercises. The HKCAAVQ may consider the

feasibility of conducting the IR and DRs with the use of combined or shared panels when these arrangements are feasible.

4. How much does the HKCAAVQ charge for Programme Area Accreditation?

- 4.1 The fees for PAA will depend on the scope of the exercise. The exact fees are set out in the relevant service agreement.

5. What are the procedures and how long do they take?

- 5.1 It normally takes about **24 weeks** from receipt of the accreditation submission to complete the PAA process for programmes up to Level 3. For Level 4 programmes and above, it may take a few weeks longer. The time schedule will be specified in the Service Agreement signed by the HKCAAVQ and the operator.
- 5.2 Operators are expected to contact the HKCAAVQ for initial consultation at least **three months** before formal application so that the HKCAAVQ can arrange suitable personnel and schedule for the accreditation process. At the initial consultation, the operators will be briefed on the accreditation process and the preparation required of the operators for the accreditation exercise. The operators are also expected to conduct a self-evaluation making reference to the PAA Guidelines to decide whether they are ready to undergo the accreditation process.
- 5.3 After the initial consultation, if the operators intend to proceed with the PAA process, they should identify the programme area(s) in which they wish to seek PAA status by referring to the 21 Areas of Study and Training List used for entering qualifications onto the Qualifications Register (QR) of Qualifications Framework (QF) (Appendix).
- 5.4 If operators are unable or not ready to provide all necessary information to substantiate the meeting of the required standards of PAA (see Points 7.1 & 7.2 for the information required), but still decide to proceed with the formal application, they will be informed about the possible consequences. One of the possibilities is that the HKCAAVQ accreditation panel, based on its preliminary analysis of the operators' accreditation submission, may decide not to proceed with the accreditation or disapprove the accreditation if the panel considers the operators are not yet ready. Should this situation occur their validated

learning programmes are required to undergo revalidation by the HKCAAVQ.

5.5 The following is an **indicative** timeline outlines the main steps in PAA. The timeline for individual exercise may be different depending on the complexity and scope of the exercise.

Initial Consultation	<u>Weeks</u>	<ul style="list-style-type: none"> □ Operators consult the HKCAAVQ at least three months before submitting formal application □ Operators confirm their intention to apply □ The HKCAAVQ will then issue a Service Agreement □ After signing the Service Agreement and making payment as specified in Service Agreement, operators should send in the accreditation submission on or before the date specified in the Service Agreement.
Preliminary Assessment	1 – 3	<ul style="list-style-type: none"> □ Operators will be informed about the number of bound copies of accreditation submissions required. □ Accreditation submission confirmed to have all necessary information to proceed with accreditation
	4 – 9	<ul style="list-style-type: none"> □ HKCAAVQ panel members for both IR and DR are nominated □ Panel members for both IR and DR confirmed after checking conflict of interest with operators □ Preliminary assessment by the Panel(s) of the accreditation submission with the supporting documents.

		<ul style="list-style-type: none"> □ Panel provides initial comment to operators and requests additional evidence or information as needed □ Operators provide requested evidence or information □ Preparation of on-site visit and meeting
On-site Visits or Meetings	10 – 13	<ul style="list-style-type: none"> □ On-site visit or meeting on IR □ On-site visit(s) or meeting on DR □ Post-visit or post-meeting follow-up, if applicable
Report Writing	14 – 23	<ul style="list-style-type: none"> □ Panel reports preparation
Notification of Outcome	24	<ul style="list-style-type: none"> □ Based on panels' recommendations, HKCAAVQ makes a decision on the outcome □ Notification of outcome to the operators in the form of an accreditation report
Follow-up Actions		<ul style="list-style-type: none"> □ If pre-conditions and/ or requirements were imposed, operators provide evidence of meeting them by specified timeframe

6. How to get prepared for Programme Area Accreditation?

- 6.1 To prepare for PAA, operators should conduct a self-review for the purpose of assessing their own readiness to meet the accreditation requirements and undertake any necessary reforms or changes to their institutional structure and processes.

- 6.2 Operators should self-evaluate by asking themselves the following four core questions. Assessments of operators in the PAA process are built around these questions, which guide the quality assurance activity.
- What are our purposes of education provision? (What do we want to achieve?)
 - What systems and activities support the achievement of our purposes? (How are we doing it?)
 - What are the indicators of success? (How do we know we are doing well and let others know too?)
 - How do we seek feedback and adjust ourselves for our future performance? (How do we apply what we know?)
- 6.3 Consideration of an application for the PAA status is evidence-based, i.e. examining operators' track record. Evidence required can be deduced from the following questions:
- Are there clear learning outcomes that students must achieve?
 - Are these learning outcomes set appropriately in relation to Qualifications Framework and (where appropriate) the needs of employment?
 - Are there ample learning opportunities to enable students to achieve the learning outcomes?
 - Is assessment valid, reliable and sufficient and does it enable students to demonstrate achievement of the learning outcomes?
 - Are there adequate staff and other resources to ensure achievement of the learning outcomes?

7. What information is required?

To complete a PAA process successfully, operators have to demonstrate that they have attained the threshold standards of PAA in the areas enumerated below. The Panel's assessments will be based on the accreditation submission and other relevant information gathered through the accreditation process, according to the guiding principle of 'fitness for purpose'.

7.1 Institutional Review

7.1.1 Governance and Institutional Structure

Operators' governing body must ensure sufficiency of resources for the learning programmes and monitor the performance of operators against their planned strategies and operational targets.

7.1.2 Overall Institutional Management

Operators' management, financial control and quality assurance arrangements must be sufficient to manage their existing operations and to respond to development and change.

7.1.3 Academic Development Plan

Operators must have a developmental blueprint to encapsulate an interactive process involving academic and resource decisions under institutional leadership.

7.1.4 Financial Viability and System

Operators must be financially viable in order to sustain their institutional operation and provision of learning programmes. Their financial statement and other records must exhibit clearly the source(s) of funding, income, as well as expenditure.

7.1.5 Programme Approval, Monitoring and Review

Operators must have robust processes of programme approval, monitoring and review. The processes must take into account the operators' missions and strategic plans, objectives of the learning programmes, student needs, intended learning outcomes, resources and other relevant issues.

7.1.6 Staffing Policies

Operators must have a team of teaching and supporting staff who are qualified and competent for the effective delivery of their learning programmes.

7.1.7 Quality Assurance

Operators must have a system with clear policies and procedures in place to monitor the quality and standards of the learning programmes and these procedures are effective in meeting the intended learning outcomes and objectives and in determining the QF level(s) of the learning programmes.

7.1.8 Resources and Support Services

Operators must have adequate resources for the delivery of their learning programmes and these resources must be effectively deployed.

7.2 Discipline Review

7.2.1 Discipline-level Management

Operators' management, financial control and quality assurance arrangements at the disciplinary level must be sufficient to manage existing operations within the proposed programme area and to respond to development and changes.

7.2.2 Strategic Plan

Operators must have short-term and long-term strategic plans which are both responsive to the aims and objectives of the whole institution and teaching goal of the discipline, as well as feasible in terms of finance, resources, teaching and learning policies, quality assurance and staffing.

7.2.3 Programme Development and Management

Operators must have their educational objectives and learning outcomes set at appropriate levels, in a clear and consistent manner. They must have effective mechanisms to ensure that their learning programmes meet those objectives. They must also have an ongoing process in place for monitoring the programmes.

7.2.4 Admission, Progression and Assessment

Operators must have valid and effective systems and procedures for student admission, monitoring of students' progress, as well as assessment of student achievement.

7.2.5 Teaching and Learning Policies

Operators must have a system in place for the formulation and implementation of effective teaching and learning policies to ensure the quality of the intended learning outcomes.

7.2.6 Scope of Programme Area

Operators must have a demonstrable sound track record in planning and delivering learning programmes of the claimed programme area. Their learning programmes must have a clearly defined scope which is relevant to their mission and within their capability and financial means for further development.

7.2.7 Justification of QF Level

Operators must ensure that the structure and content of the programme area claimed match the classifications under the General Level Descriptors of QF.

7.2.8 Discipline-level Staffing and Staff Development

Operators must have adequate teaching and supporting staff with the qualities, competence, qualifications and experience necessary for the effective delivery of their learning programmes.

7.2.9 Discipline-level Resources and Support Services

Operators must have adequate physical resources for the delivery of their learning programmes and these resources must be effectively deployed.

8. What comes after submission of documents?

- 8.1 If the HKCAAVQ considers that the operators' accreditation submission contains all necessary information to proceed with the accreditation exercise, it will organize accreditation panel(s).
- 8.2 At the IR on-site visit, the panel will meet senior management representatives, and also other key staff responsible for academic planning, resource allocation, staffing and staff development, educational support and quality assurance. A typical IR on-site visit might consist of:
- Meeting with Council and Board members/senior management
 - Meeting with Principals/Vice-Principals
 - Meeting with Heads of committee from areas such as finance, human resource management, teaching and learning support (including library), quality assurance and information technology.
 - Meeting with external advisory board/committee
 - Scrutiny of documents such as minutes of meetings
- 8.3 The DR on-site visit will focus on discipline-specific issues covering, but not limited to, course development, course delivery, facilities, staffing and student assessment. A typical DR on-site visit might consist of:
- Meeting with discipline/department leaders
 - Meeting with external examiners/employers
 - Meeting with teaching and supporting staff
 - Meeting with student representatives/graduates
 - Tour of facilities
 - Scrutiny of documents such as minutes of meetings, examiners' report and students' work.
- 8.4 The panel will evaluate the evidence provided both in the accreditation submission and at the on-site visit. It will form a judgment as to whether the operators meet the required standards. After the on-site visit, the HKCAAVQ will prepare an accreditation report based on panel's recommendations and send it to the operators to check factual accuracy. The report will then be finalised and the outcome of the PAA process will be decided and conveyed in writing to the operators by the HKCAAVQ.

9. What are the possible outcomes?

- 9.1 The possible outcomes are approval, approval with pre-condition(s) and/or requirement(s), and non-approval. Validity period, the QF level(s) of the programme area(s) and the approved programme area(s), will be clearly stated in the accreditation report prepared by the HKCAAVQ.
- 9.2 Where pre-conditions(s) and/or requirement(s) are stipulated in the accreditation report, the fulfilment of the pre-condition(s) and/or requirement(s) within a specified timeframe is **mandatory**. For such cases, the approval of the PAA status will depend on whether the operators can successfully fulfil the pre-condition(s) and/or requirement(s) required in the PAA exercise.
- 9.3 If the PAA status is not approved, operators' validated learning programmes within the programme area concerned will continue to be subject to periodic cycles of revalidation by the HKCAAVQ.
- 9.4 With a PAA status, operators may be allowed to offer accredited programmes with streams as specialisation within the approved programme area(s) if such specialisation is widely accepted. For example, operators approved with PAA status in Computer Games at QF level 4 may offer programmes leading to awards such as HD in Computer Games (Animation) but not HD in Computer Games (Marketing). In addition, operators with approved PAA status in more than one area may be allowed to develop multidisciplinary programme(s) in the related approved areas. For example, operators approved with PAA status at QF level 4 in both Computing and Accounting may offer programmes leading to awards such as HD in Computing and Accounting.
- 9.5 Operators with PAA status is required to undergo a periodic review before the end of the validity period or *Programme Validation* again if substantial change(s) beyond the approved PAA status are introduced.
- 9.6 Operators who are aggrieved by the outcome of the exercise can lodge a notice of appeal with the Appeal Board established under the Accreditation of Academic and Vocational Qualifications Ordinance. Details of the Appeal Procedure are published in accordance with Part 3 (Section 13) of the Ordinance and can be accessed at the HKCAAVQ website, when QF is officially launched.

10. What follows when the validity period expires?

- 10.1 The validity period of the PAA status varies according to the duration of the programmes in the programme area concerned, as well as the maturity level of the operators.
- 10.2 Operators with the PAA status are subject to the next stage of quality assurance, *Periodic Review* (Stage 4), to maintain their PAA status. *Periodic Review* is to ascertain whether the internal quality assurance processes of operators with the PAA status continue to be effective and sound.
- 10.3 Operators may lose their PAA status if the validity period expires before they can go through a periodic review with positive outcome, or they introduce substantial change(s) without the prior approval of the HKCAAVQ.

Areas of Study & Training

For the Qualifications Register of Qualifications Framework

(As at 27 September 2006)

- 1. Architecture, Construction and Town Planning**
(Examples: Architecture, Building and Real Estate, Building Technology, Town Planning and Urban Studies etc.)
- 2. Arts, Humanities, Liberal Studies and General Studies**
(Examples: History, Philosophy, Cultural and / or Religious Studies, etc.)
- 3. Beauty and Related Studies, Home Economics, Personal Care**
(Examples: Hairdressing, Make-up, Body Painting, Cookery, Gardening, Floral Decoration, Domestic Helper Training, Personal Care Worker Training, Health and Beauty Care, Image Design etc.)
- 4. Biological, Physical and Mathematical Sciences**
(Examples: Biological Sciences, Food and Nutritional Sciences, Chemistry, Physics, Environmental Studies, Earth Science, Other Physical Sciences, Mathematics, Statistics, Actuarial Science, Analytical and Laboratory Sciences etc.)
- 5. Business & Management, General**
(Examples: General Business Administration, Marketing, Institutional Administration, Commercial Studies, Secretarial Studies, Office Administration, General Management, Customer Services, Human Resources Management, Information Systems, E-Commerce, etc.)
- 6. Business & Management in Specific Industries**
(Examples: Retailing, Wholesaling, Shipping, Import and Export, Facilities Management, Recreation Management, Property Management, Construction Management, Estates Agent, Law, Publishing, Fashion Merchandising etc.)
- 7. Business, Global and China**
(Examples: Global or International Business, China Business, etc.)
- 8. Computing and Information Technology**
(Examples: Computing Studies, Information Technology, Internet Technology, Multi-media Studies, Computer Support, Telecommunications,

Games and Entertainment Technology, Systems Development and Administration etc.)

- 9. Economics, Accountancy, Finance & Investment**
(Examples: Economics, Accounting, Taxation, Banking, Finance, Investment, Insurance, Securities, Fund and Asset Management, etc.)
- 10. Education, Teacher Training and Sports Science**
(Examples: Curriculum and Instruction, Education Administration and Policy, Education Psychology, Pre-service or In-service Training for teachers, Teachers Professional Upgrading, Child Education and Services, Speech and Hearing Sciences, Physical Education, Sports Science, etc.)
- 11. Engineering and Technology**
(Examples: Chemical Engineering and Materials Techniques, Civil Engineering, Electrical and Electronic Engineering, Computer Engineering, Manufacturing and Industrial Engineering, Mechanical Engineering, Building Services Engineering, Electrical and Mechanical Services, Surveying, Biotechnology, Textile and Clothing Technology, etc.)
- 12. Fine Arts, Performing Arts, Design and Creative Media Art & Industry**
(Examples: Drawing, Painting and Sculpturing, Music, Dance, Drama, Film, Video, Television, Audio-visual Entertainment, Theatre Arts, Technical Arts, Carnival Entertainment, Fashion, Product and Interior Design, Jewellery Art, Multimedia Game Design, Printing & Publishing, Other Creative Media Art & Industry, Advertising Design etc.)
- 13. Languages, Translation and Literature**
(Examples: Chinese Language, Chinese Literature, English Language, English Literature, Translation, Japanese, Korean, German, French, Other Languages, Other Literature, Comparative Literature, Linguistics, etc.)
- 14. Law and Legal Studies**
(Examples: Civil Law, Criminal Law, Common Law, China Law, International Law, Commercial Law, Arbitration, Alternative Dispute Resolution, Criminology, etc.)
- 15. Mass Media and Communications, Journalism and Public Relations**
(Examples: Cinema, Television, Broadcasting, Speech Communication, Journalism, Mass Communication, Public Relations, Corporate Communication, etc.)
- 16. Medicine, Dentistry and Health Sciences**
(Examples: Clinical and Pre-clinical Medicine, Clinical and Pre-clinical Dentistry, Nursing, Rehabilitation Medicine, Medical and Dental Technology, Pharmacy, Physiotherapy, Occupational Therapy, Optometry,

Radiography, Chinese Medicine, Massage, Accupuncture, Tui-na, Other Health Care Studies, Other Medical Diagnostics and Treatment Studies, Health Sciences etc.)

17. Security and Disciplinary Forces Studies

(Examples: Security Studies, Disciplinary Forces Studies, etc.)

18. Social Sciences

(Examples: Sociology, Psychology, Geography and Resource Management, Social Work, Counselling, Government and Public Administration, Regional Culture Studies, Library Science, Gender Studies, Other Behavioral Sciences, etc.)

19. Other Technical Studies and Training

(Examples: Clock and Watch, Vehicle Servicing, Property Maintenance, Audio-visual Services, Automobile, Gas, Jewellery Making, Machine and Metal Work, Plastic and Tooling, Product Design and Model Making, Welding, Seamanship, Cleaning Services Training, Pre-employment Training, etc.)

20. Recreation, Leisure, Tourism and Hospitality

(Examples: Recreation and Leisure Studies, Tourism, Hotel, Hospitality Studies, Chinese and Western Catering, Food & Beverages, MICE & Event Management etc.)

21. Transports and Logistics

(Examples: Air, Sea, Land transportation, Warehousing, Supply-chain Management, Logistics Studies, etc.)