**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.)*

* *The Operator should refer to the policies/ guidance under the EDB and HKQF (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 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

|  |  |
| --- | --- |
| **Proposed QF Level** | **For Terminal Exit Award:**QF Level      **For Intermediate Exit Award:** *(if applicable)*QF Level       |
| **Notional Learning Hours**  | **For Terminal Exit Award:*** Contact hours (face-to-face):
* Online learning hours:
* Self-study hours:
* Total (contact hours + online learning + self-study hours):
* % of instruction delivered online:      %
* QF credits:

*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).***For Intermediate Exit Award:** *(if applicable)** Contact hours (face-to-face):
* Online learning hours:
* Self-study hours:
* Total (contact + online learning + self-study hours):
* % of instruction delivered online:      %
* QF credits:
 |
| **Mode(s) of Delivery & Programme Length***(Can check more than one box and cross out the classifications that are not appropriate)*  | **For Terminal Exit Award:**[ ]  Full-time:      Months/weeks/days[ ]  Part-time:      Months/weeks/days[ ]  Workplace attachment/On-the-job training:      Months/weeks/days/hours[ ]  In-house training programme[ ]  Others (Please specify)      (     Months/weeks/days/hours)**For Intermediate Exit Award:** *(if applicable)*[ ]  Full-time:      Months/weeks/days[ ]  Part-time:      Months/weeks/days[ ]  Workplace attachment/On-the-job training:      Months/weeks/days/hours[ ]  In-house training programme[ ]  Others (Please specify)      (     Months/weeks/days/hours) |
| **Number of Enrolment** | [ ]  Number of enrolment per year:      [ ]  Others (please specify)       |
| **Maximum Number of New Learners** | [ ]  Maximum number of new learners per year:      [ ]  Maximum number of learners per class:      [ ]  Others (please specify)       |
| **Specification of Competency Standards Based (SCS-based) Programme** | **For Terminal Exit Award:**[ ]  Yes [ ]  No**For Intermediate Exit Award:** *(if applicable)*[ ]  Yes [ ]  No |
| **Specification of Generic Competencies Based (SGC-based) programme**  | **For Terminal Exit Award:**[ ]  Yes [ ]  No**For Intermediate Exit Award:** *(if applicable)*[ ]  Yes [ ]  No |
| **Vocational Qualifications Pathway (VQP) programme*****(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:* [*https://www.hkqf.gov.hk/en/vqp/index.html*](https://www.hkqf.gov.hk/en/vqp/index.html)*)* | **For Terminal Exit Award:**[ ]  Yes [ ]  No**For Intermediate Exit Award:** *(if applicable)*[ ]  Yes [ ]  No |
| **Programme adopting SCS-based Training Package** *(****SCS-based Training Package (Training Package)*** *is an integrated set of learning & teaching, assessment, and support materials developed with reference to the relevant UoC contained in the SCS of an industry.* *Differentiation may be applied for programmes adopting Training Package. For the list of Training Packages, please refer to:* [*https://www.hkqf.gov.hk/en/scs/scs\_training\_packages/index.html*](https://www.hkqf.gov.hk/en/scs/scs_training_packages/index.html) *)* | **For Terminal Exit Award:**[ ]  Yes * Please specify the Package(s) adopted:
* Please specify the % of content (in terms of QF credits) developed based on the above Package(s):      %

[ ]  No**For Intermediate Exit Award:** *(if applicable)*[ ]  Yes * Please specify the Package(s) adopted:
* Please specify the % of content (in terms of QF credits) developed based on the above Package(s):      %

[ ]  No |
| **Primary Area of Study and Training** *(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’:* [*www.hkcaavq.edu.hk/en/services/accreditation/four-stage-qa-process*](http://www.hkcaavq.edu.hk/en/services/accreditation/four-stage-qa-process)*)*  | **For Terminal Exit Award:****Area:**      **Sub-area:**      **For Intermediate Exit Award:** *(if applicable)***Area:**      **Sub-area:**       |
| **Other Area of Study and Training (Optional)**  | **For Terminal Exit Award:****Area:**      **Sub-area:**      **For Intermediate Exit Award:** *(if applicable)***Area:**     **Sub-area:**      |
| **Industry** *(Mandatory for SCS-based programmes. Please refer to the Area of Study and Industry / Branch Mapping Table on QR:*[*www.hkqr.gov.hk/HKQRPRD/web/hkqr-en/operators/Guidelines\_Forms/index.html*](http://www.hkqr.gov.hk/HKQRPRD/web/hkqr-en/operators/Guidelines_Forms/index.html)*.**The Industry must be consistent with those of the programme’s SCS components.)* | **For Terminal Exit Award:**     **For Intermediate Exit Award:** *(if applicable)*      |
| **Branch** *(Mandatory for SCS-based programmes. Please refer to the Area of Study and Industry / Branch* Mapping Table on QR: [*www.hkqr.gov.hk/HKQRPRD/web/hkqr-en/operators/Guidelines\_Forms/index.html*](http://www.hkqr.gov.hk/HKQRPRD/web/hkqr-en/operators/Guidelines_Forms/index.html)*.**The Branch must be consistent with those of the programme’s SCS components.)* | **For Terminal Exit Award:**     **For Intermediate Exit Award:** *(if applicable)*      |
| **Planned programme launch date** |       |
| *(The following applies to Higher Diploma Programme only)* |
| **Hosting Department/Unit** |       |
| **Proportion of Generic and Specialised Contents of Terminal Exit Award** | Generic contents:      %Specialised contents:      % |
| **Proportion of Generic and Specialised Contents of Intermediate Exit Award (if applicable)** | 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)**  |
|  |  |
|  |  |
|  |  |
|  |  |

1. 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. Programme objectives:

1. Intended career pathways and/or further education opportunities of learners:
* *Employment:*
* *Education:*

Please provide justifications for the intended pathways listed above.

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

*(For terminal exit award)*

|  |  |
| --- | --- |
| **Programme Intended Learning Outcomes (PILOs)** | **Upon completion of the Programme, learners should be able to:**1.
2.
3.
 |
| **ILOs of Specific Stream(s) (SILOs), if any** | **Stream 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**1.
2.
3.

**Stream 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**1.
2.
3.

**Stream 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**1.
2.
 |

*(For intermediate exit award, if applicable)*

|  |  |
| --- | --- |
| **Programme Intended Learning Outcomes (PILOs)** | **Upon completion of the Programme, learners should be able to:**1.
2.
3.
 |
| **ILOs of Specific Stream(s) (SILOs), if any** | **Stream 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**1.
2.
3.

**Stream 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**1.
2.
3.

**Stream 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**1.
2.
 |

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

|  |  |
| --- | --- |
| MILOs | **GLD (QF Level** **)** |
|  | Knowledge and Intellectual Skills | Processes | AutonomyandAccountability | Communication, ICT and Numeracy |
| *Module Title:*       |
| 1.
 |  |  |  |  |
| 1.
 |  |  |  |  |
| 1.
 |  |  |  |  |
|  |
| 1.
 |  |  |  |  |
| 1.
 |  |  |  |  |
| 1.
 |  |  |  |  |

**Possible Evidence for Re-LPA**

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

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

|  |  |
| --- | --- |
| ***Relevant appendices:***  |  |
| * 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:       |

|  |
| --- |
| **Domain: LPA-2 Learner Admission and Selection** |
| **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**

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

1. 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**

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

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

1. 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**

1. 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***(please specify the nature)* |
| **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:       |

1. 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**

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**[1] | **Online Learning Hour**[2] | **Self-study Hour** | **Notional Learning Hour** | **UoC Code** | **% UoC Content** [3] |
| **a** | **b** | **c** | **d** | **Sub-total** |  |  |  |  |  |  |
|   |   |      |      |   |   |   |   |   |   |   |   |   |   |   |
|   |   |      |      |   |   |   |   |   |   |   |   |   |   |   |
|   |   |      |      |   |   |   |   |   |   |   |   |   |   |   |
|   |   |      |      |   |   |   |   |   |   |   |   |   |   |   |
|   |   |      |      |   |   |   |   |   |   |   |   |   |   |   |
| **Total** |   |   |   |   |   |   |   |   |   | / |   |

*[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:       |

1. 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**[1]**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**[1]**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**[1]**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**

1. 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:       |

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

1. Medium of Instruction (MOI) at programme level:

|  |  |
| --- | --- |
| **Class/Online delivery** | [ ]  English [ ]  Chinese/ Cantonese [ ]  Chinese/ Putonghua[ ]  Others (please specify)       |
| **Learning and teaching materials; Assessment** | [ ]  English [ ]  Chinese[ ]  Others (please specify)       |

1. Summary of the learning and teaching activities:

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

*[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.*

1. 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:       |

|  |  |
| --- | --- |
| ***Relevant appendices:***  |  |
| * Sample lesson/teaching plans to demonstrate the Operator’s capability in developing appropriate learning and teaching activities that meet the accreditation standard.
 | Appendix:       |
| * 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.
 | Appendix:       |
| * Others:
 | Appendix:       |

**Assessment Tasks**

1. 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**[1] | **CA**[2]**/ FA**[3] | **Weighting**[4] **(%)** | **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*

1. Methods for providing timely feedback to learners and for checking learners’ progression:

1. 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**

1. Graduation requirements (e.g. pass mark/ grade for individual modules, overall pass mark/ grade, attendance and other specific requirements):
2. Terminal exit award:

1. Intermediate exit award (if any):

**Workplace Attachment**

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

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

|  |  |
| --- | --- |
| ***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**

1. 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:

1. List of external examiners/ moderators/ reviewers appointed for the programme:

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

|  |  |
| --- | --- |
| ***Relevant appendices:***  |  |
| * 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
 |  |
| * Staff guidelines/ learner handbook showing the policy on plagiarism
 | Appendix:       |
| * Others:
 | Appendix:       |

**Possible Evidence for Re-LPA**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Case** | **Date** *(mm/yyyy)* | **Module and Assessment Concerned**  | **Brief Description**  | **Final Decision**  |
|  |       |       |       |       |       |

1. 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  |       |       |

|  |  |
| --- | --- |
| ***Relevant appendices:***  |  |
| * 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). |

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)* |
| ***Programme Leader and/or Coordinator*** |
| 1.
 |  | Existing:  Planned |       |
| 1.
 |  | Existing:  Planned |       |
| ***Teaching/ Training Staff*** *[1]* |
| 1.
 |  | Existing:  Planned:   |       |
| 1.
 |  | Existing:  Planned:   |       |
| ***Programme Administrative and Support Staff*** *[2]* |
| 1.
 |  | Existing:  Planned:   |       |
| 1.
 |  | 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\_\_\_\_\_\_\_\_\_\_\_

1. 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**

1. 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**.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Position****(Operator)***(For JOINT programme, please also indicate the Operator)* | **Staff** | **Full-Time/ Part-Time** *(FT/PT)* **[1]** | **Relevant Qualifications***(academic and/or professional with awarding body and year of awarding)* | **Relevant Work Experience***(industry and teaching/ training)* | **Other Skills***(if any)* | **Modules Teaching***(if applicable)* |
| ***Programme Leader and/or Coordinator*** |
| 1.
 |       |      |       |       |       |       |
| 1.
 |       |      |       |       |       |       |
| ***Teaching/ Training Staff*** |
| 1.
 |       |      |       |       |       |       |
| 1.
 |       |      |       |       |       |       |
| ***Programme Administrative*** ***and Support Staff*** |
| 1.
 |       |      |       |       |       |       |
| 1.
 |       |      |       |       |       |       |

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

1. 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**

1. 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).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Nature/ Scope of Training** (*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*) | **Name of activity (Organizer/ Provider)** | **Name of Participant** | **Duration** | **Activity Date** *(mm/yy)* |
| 1.
 |  |  |       |       |
| 1.
 |       |       |       |       |

|  |  |
| --- | --- |
| ***Relevant appendices:***  |  |
| * Materials of staff induction/ orientation programmes
 | Appendix:       |
| * Others:
 | Appendix:       |

**Possible Evidence for Re-LPA**

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

|  |  |  |
| --- | --- | --- |
| **Items** | **Change(s) Made and Reasons** | **Appendix** |
| Staff appointment criteria  |       |       |
| Human resources policies and procedures |       |       |
| Key personnel relevant to programme development, management and quality assurance |       |       |
| Others  |       |       |

|  |  |
| --- | --- |
| ***Relevant appendices:***  |  |
| * Records showing the changes have gone through the internal quality assurance review and approval process
 | Appendix:       |
| * Others:
 | Appendix:       |

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

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

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

|  |  |
| --- | --- |
| **Tuition Fee Per Learner (for the whole programme)** | [ ]  Full time HK$      [ ]  Part time HK$      [ ]  Others HK$       |
| **Breakeven Learner Number**  |       |

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

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

1. 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.

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

**Teaching/ Training Venues, Facilities and Equipment**

1. \* For all teaching/training venues [1] for the programme, please provide the address and the relevant information and document(s) [2]. If different teaching/training venues are used, please list them out 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). |

Teaching/Training venue (1):

|  |  |
| --- | --- |
| Address (English) |       |
| Address (Chinese)  |       |
| Type/Use of the building | □ Commercial Building □ Industrial Building\* □ Composite Building (non-residential portion)□ Shopping Centre □ Education Institute/ School □ Non-domestic Premises in Public Housing Estate/ Community Services Complex□ Others (Please specify:      ) |
|  | \* Operator should refer to the land lease or building deed of the venue. Industrial buildings are generally only allowed to be used for industrial purposes. If the concerned venue can be used to deliver the programme(s) legally without violating the prevailing statutory and regulatory requirements about the use of the building (e.g. such as having obtained a waiver), please provide sufficient evidence to support this:      |
| Ownership of the premises | □ Leasehold □ Privately owned □ Authorised use from other organisation(s)□ Others (Please specify:      ) |

Teaching/Training venue (…):

|  |  |
| --- | --- |
| Address (English) |       |
| Address (Chinese)  |       |
| Type/Use of the building | □ Commercial Building □ Industrial Building\* □ Composite Building (non-residential portion)□ Shopping Centre □ Education Institute/ School □ Non-domestic Premises in Public Housing Estate/ Community Services Complex□ Other (Please specify:      ) |
|  | \* Operator should refer to the land lease or building deed of the venue. Industrial buildings are generally only allowed to be used for industrial purposes. If the concerned venue can be used to deliver the programme(s) legally without violating the prevailing statutory and regulatory requirements about the use of the building (e.g. such as having obtained a waiver), please provide sufficient evidence to support this:      |
| Ownership of the premises | □ Leasehold □ Privately owned □ Authorised use from other organisation(s)□ Other (Please specify:      ) |

*[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] The relevant information and document(s) refer to the evidence that can sufficiently demonstrate the Operator has the rights/ is authorised to access and use the mentioned premises as teaching/training venue(s) for the programme(s). The evidence can also demonstrate the Operator has ensured compliance with the prevailing statutory and regulatory requirements (including all the property/tenancy related agreements such as the deed of mutual covenant) in relation to the use of and access to the premises for the purposes of operating the programme(s). (The Operator may be exempted from providing some information and document(s) such as the proof of land/property use, ownership, and safety if the teaching/training venue(s) is/are situated in the premises of the government, statutory bodies, public hospitals,* [*schools registered with the Education Bureau*](https://www.edb.gov.hk/en/student-parents/sch-info/sch-search/index.html)*,* [*degree-awarding higher education institutions*](https://www.edb.gov.hk/en/edu-system/postsecondary/local-higher-edu/institutions/index.html)*, and the like.) The relevant information and documents are listed as follows:*

|  |  |
| --- | --- |
| ***Relevant appendices:*** |  |
| * Evidence to demonstrate the Operator has the rights/ is authorised to access and use the mentioned premises as teaching/training venue(s) for the programme(s), e.g. Lease/ Ownership agreement/ Terms of contract/ agreement with relevant external organisation(s) of each teaching/ training venue.
 | Appendix:       |
| * Evidence to demonstrate each teaching/training venue is appropriate for the purposes of operating the programme(s) seeking accreditation and providing the related learners support services, including evidence of the land/property use and the title of the property, compliance with the prevailing statutory and regulatory requirements (including all the property/tenancy related agreements such as the deed of mutual covenant), floor and layout plan, information and photos of the facilities and equipment, safety measures (e.g. insurance to cover public liability and learners’ personal accidents; Certificate of Fire Service Installations and Equipment issued by registered fire service installation contractors)
 | Appendix:       |
| * Evidence to demonstrate the teaching/training venue(s) is/are situated in the premises of school(s) registered with the Education Bureau or exempted from registration as a school for offering educational programmes.
 | Appendix:       |
| * Evidence to demonstrate the teaching/training venue(s) is/are situated in an industrial building which is approved by related government department(s) for change in use of the building.
 | Appendix:       |
| * Others:
 | Appendix:       |

1. 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[1]** | **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** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. 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.

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

1. 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**

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

1. 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.

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

|  |  |
| --- | --- |
| ***Relevant appendices:*** |  |
| * Documents outlining learner support services, e.g. handbook, brochure, website
 | Appendix:       |
| * Others:
 | Appendix:       |

**Additional Evidence for Re-LPA**

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

1. 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?

1. 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.

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

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

|  |  |
| --- | --- |
| ***Relevant appendices:*** |  |
| * 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:       |

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

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).

1. \*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:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Appointment**(e.g. External Advisors, External Examiners, etc. | **Name** | **Appointment Period** | **Relevant Background Information**(e.g. Position title and Organisation) |
|       |       |       |       |
|       |       |       |       |
|       |       |       |       |

1. 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.

|  |  |
| --- | --- |
| ***\*Relevant appendices:***  |  |
| * 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:       |

|  |
| --- |
| ***Additional appendices for joint programme:*** |
| * 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
	+ Financial and resources arrangement
	+ Staffing
	+ Student admission
	+ Programme development and review
	+ Teaching and assessment
	+ Quality assurance
	+ Student support
 | Appendix:       |
| * Documents showing inputs from the collaborative partners in the development of the curriculum and teaching materials
 | Appendix:       |
| * Others:
 | Appendix:        |

**Programme Development and Approval**

1. 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.

|  |  |
| --- | --- |
| ***Relevant appendices:***  |  |
| * 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**

1. 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.

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| **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**

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

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

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| **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**  |
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| ***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**

1. 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.

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

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

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

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| ***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:       |