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

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

Learning Programme Accreditation/ Re-accreditation

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

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

Programme Title
(English)   Certificate in Information Technology Application
(Chinese)   資訊科技應用證書

Qualification Title (Exit Award)
(English)   Certificate in Information Technology Application
(Chinese)   資訊科技應用證書

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 2 **For Intermediate Exit Award:** /
Notional Learning Hours	**For Terminal Exit Award:** • Contact hours: 100 • Online learning hours: 0 • Self-study hours: 150 • Total (contact + online learning hours + self-study hours): 250 • % of instruction delivered online (online learning hours / contact hours + online learning hours): 0 • QF credits: 25 **For Intermediate Exit Award: /**
Mode(s) of Delivery & Programme Length	☐ Full-time: _____ Months ☑ Part-time: 4 Months ☑ Workplace attachment/On-the-job training/In-house training: 2 weeks ☐Others (Please specify)_____: (_____Months/weeks/days)
Number of Enrolment	☑ Number of enrolment per year: 1 ☐ Others (please specify) _____

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

Domain: LPA-1 Programme Objectives and Learning Outcomes

1.1: Programme objectives refer to the intended purposes of offering the learning programmes, which usually are for addressing the identified needs of the community/ industry. For in-house programmes, Operators may specify how the learning programmes can contribute to the overall corporate objectives.

1.2: Regarding employment pathway, Operators may provide job positions which learners can take up after completing the learning programmes. For education pathway, Operators may specify suggested learning programmes for learners' further study.

1.3: Recognition by external organisations (e.g. professional bodies, education institutions) may come in the forms of eligibility in applying for membership, licensing to practice or offering exemptions, etc. Operators should provide the official documents signifying the details of the recognition as evidence.

1.4: Programme intended learning outcomes (PILOs)/ Stream intended learning outcomes (SILOs) refers to what a learner is able to demonstrate at the end of the programme/ stream.

1.5: It is to justify that competences achieved by learners can match with the claimed QF level. Operators can either provide a mapping of PILOs and/or MILOs against the GLD or provide written explanations.

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

Domain: LPA-2 Learner Admission and Selection

2.1: For SCS-based or SGC-based learning programmes, please provide the specific requirements as stated in the relevant UoC(s) (e.g. prior knowledge, pre-requisites or co-requisites).

2.2: Operators should specify types of knowledge or skills (e.g. English, knowledge related to the subject areas) the admission tests/ entrance examinations are testing and why these are critical for learners to undertake the training activities.

2.3: Operators should provide criteria for offering special admission.

2.4: Operators should also specify the maximum amount of credits that can be exempted/ transferred.

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

(For Higher Diploma programmes only)
The following information is also required:
- The minimum entrance requirements for Year 1 entry and other entry points (if applicable)
- Responsible committee(s) / personnel for learner selection
- Planned yearly learner intake for each stage and stream, if any, of the learning programmes

3.1: Below is an example of the presentation format:

Module Title	QF Level	Core/ Elective	Generic/ Specialised (for Higher Diploma Programme only)	A					B	C	A+B+C	QF Credit	For SCS / SGC-based Programme	
				Contact Hour					Online Learning H our	Self-study Hour	Notional Learning Hour		UoC Code	% of UoC Content
				a	b	c	d	Total						
CS001 Network Structure	2	Core	N/A	15	0	1	0	16	0	15	31	3	ITSWOS… ITSWDM.. …..	65%
……	……	……	……						……	……	……	……	……	……
WP001 Workplace Attachment	2	Core	N/A	0	0	0	20	20	0	10	30	3		
			Grand Total					100	0	150	250	25	/	60%

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

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

<div align="center">

Course Outline

</div>

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

Modules Intended Learning Outcomes (MILOs):
MILO 1: ……
MILO 2:……
……
Major Learning Contents:
- The development of HRM profession…..
- The different methods in job analysis and its application …..
- Approaches in employee selection …..
- ……

Assessment Activities:

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

Recommended Readings:
- ……

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

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

3.2: Below is an example of the presentation format:

PILO[1] / Module Title	QF Credit	PILO-1	PILO-2	PILO-3	PILO-4	PILO-5
CS001 Network Structure	3	✓	✓			
WP001 Workplace Attachment	3		✓	✓	✓	✓

(For Higher Diploma programmes only)
The following information is also required:
- Principles guiding the design of the learning programme seeking accreditation
- How modules are combined in each semester/ year

Domain: LPA-4 Learning, Teaching and Assessment

4.2: Below is an example of the presentation format:

Module Title/ Major Topic	MOI	Learning and Teaching Activities	
		For Contact Hours (e.g. lecture, workshop, etc.)	**For Self-Study Hours** (e.g. reading textbook, etc.)
CS001 Network Structure	English	Lecture, Workshop	Reading textbooks, self-practice
WP001 Workplace Attachment	Chinese (Cantonese)	Demonstration by Trainer, Real-life practice,	Reading reference books
…		…	…

4.3: Below is an example of the presentation format:

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

Below is an example of sample lesson plans for reference:

Module Name: Human Resources Management				
QF Level: 4				
QF Credit: 8 (XX contact hours, XX self-study hours)				
Lesson	Topics Covered	Objectives	Activities	Materials

	1	Introduction to HRM • …..	• ……. • ……	• Lecture • Exercise	• PowerPoint • Worksheet
	……	……	……	……	……

4.4: Below is an example of the presentation format:

Module/ Major Topic Title: CS001 Network Structure

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

Module/ Major Topic Title: WP001 Workplace attachment

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

Below is an example of the presentation format:

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

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

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

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

4.8: Below is an example of the presentation format:

Objectives	To enable learners to apply computer network knowledge and skills developed through classroom training in a practical workplace setting……
Intended Learning Outcomes	1. Apply technical skills necessary for installing a company-wide computer network 2. Demonstrate an awareness of user requirements in real life practice 3. ….
Duration	2 weeks

Number of Hours Per Week	10 hours
Total Number of Notional Hours	30 hours
QF Credits	3
Assessment Method(s)	Reflective Journal (100%)
Supervision Arrangement	<u>Placement Supervisors/Mentors</u> • A qualified trainer (network architect with at least 10 years relevant experience) will supervise at most 5 learners. <u>Monitoring of Learners' Performance</u> • Learners are required to submit a logbook for trainers' review once every quarter • Trainer will compile a progress report of each learner for assessment. • Trainer will have regular weekly meeting with each learner.

4.9: The policy should specify the handling procedures and possible disciplinary actions for cases of plagiarism.

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

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

4.10: Below is an example of the presentation format:

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

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

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

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

Position	Staff	Full-Time / Part-Time	Relevant Qualifications	Relevant Work Experience	Other Skills *(if any)*	Modules Teaching *(if applicable)*
Programme Leader and/or Coordinator						
1. Registrar	Staff 1	FT	• Master in Education (MO University 2003) • ……	2008 – Present Registrar, XY Education Institute ……	Member, HK Professional Counselling Association……	Programme Leader
…	…	…	…	…	…	…
Teaching/Training Staff						
3. Programme Lecturer	Staff 2	FT	• Master in IT (MA University 2008) • ……	2013 – Present Programme Leader, XY Education Institute ……	N/A	Module 1, 2, 3, 4
4. Programme Lecturer	……	……	……	……	……	……
…	…	…	…	…	…	…
Programme Administrative and Support Staff						
…	…	…	…	…	…	…

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

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

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

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

Below is an example of the presentation format:

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

(For Higher Diploma programmes only)
The following information is also required:
- Manpower plan relevant to the learning programme for the coming two academic years
- Maximum teaching/ training hours per week
- Specification of personnel who are involved in leading and coordinating the programme

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

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

Tuition Fee Per Learner (for the whole programme)	☐ Full time HK$ / ☑ Part time HK$ 6,800 ☐ Others HK$ /
Breakeven Learner Number	*10 learners per class*

6.3:

	Each class	Each year
Incomes		
Tuition Fee	*HK$136,000*	*HK$408,000*
Other Incomes (if applicable)	*N/A*	*N/A*
Other Subsidisation (if applicable, please provide evidence)	*N/A*	*N/A*
Total Incomes	*HK$136,000*	*HK$408,000*
Expenses		
Staff Cost	*HK$25,000*	*HK$75,000*
Staff Development & Training Expense	*HK$5,0000*	*HK$15,000*
Accommodation, Facility & Equipment	*HK$30,000*	*HK$90,000*
Teaching/ Training Support, e.g. Library, Teaching/ Training Materials	*HK$5,000*	*HK$15,000*
Others	*HK$3,000*	*HK$9,000*
Total Expenses	*HK$68,000*	*HK$204,000*
Surplus / (Deficit)	*HK$68,000*	*HK$204,000*

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

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

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

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

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

Type of Room	No. of Room	Seating Capacity	Facilities/ Equipment	Facilities/ Equipment to Learner Ratio	Relevant Module/ Subject/ Topic
Classroom	3	40 learners @	Computer (for instructor), overhead projector, screen, whiteboard and AV equipment	1:40	All Lectures
Computer Room	1	20 learners @	Computers X 21, overhead projector, screen, whiteboard and AV equipment	Computer: 1:1 Others: 1:20	Network Structure
…	…	…	…	…	

6.8: This applies to learning programmes using materials, equipment and facilities supplied by external parties. Operators should provide evidence to demonstrate that adequate resources will be available throughout the delivery of learning programmes.

6.11: Examples of learner support services include: career guidance, advice on further studies, counselling services, remedial classes, e-learning systems, language enhancement courses, library services and facilities for self-practice, etc.

6.12: Examples of communication channels include: emails (with teaching/ training staff, management), regular meetings between staff and learners, learner unions/ committees, etc.

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

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

7.1: This is to demonstrate how parties are involved in the *programme development, monitoring and review processes*.

7.2: This is to demonstrate external views have been sought in assuring the quality of learning programmes. External advisors should be those who are independent of the organisation, i.e. the persons do not have any official positions (boards/ committees/ staff member) in

the organisation and do not have any partnership with the organisation. Operators may also describe briefly the scope of involvement of the external advisors.

7.4: This refers to activities conducted by *committees and internal staff* on validating external inputs identified. Operators may provide relevant meeting records or reports to demonstrate that they have taken appropriate actions to address the needs of the community/ industry.

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

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

Below is an example of the presentation format:

Programme Management and Monitoring Activities	Responsible Unit/ Person	Frequency	Review Focus	Tools Employed	Follow-Up Procedures
Course evaluation survey	QA unit	• End of course for each module	• Learning outcomes • Teaching/ Training • ……	Questionnaire	• Performance review with trainers…… • Reporting to… • ……
Class observations	Programme Leader	• At least once per module	• Teaching/ Training • ……	Checklist	• Performance review with trainers…… • Reporting to …. • ……
Programme Team Meeting	Programme Team	• Monthly	• Issues arising from the learning programmes	/	• Compile QA reports and presented to …… • ……
QA Subcommittee Meeting	QA Subcommittee	• Half-yearly	• Programme Structure ……	Quantitative indicators: • Pass rate…. • Retention rate….	• Develop action plan…… • ……
……	……	……	……	……	……

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

(For Higher Diploma programmes only)
• Internal Validation Report for the learning programmes