



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

SUMMARY ACCREDITATION REPORT

**YEW CHUNG COLLEGE OF
EARLY CHILDHOOD EDUCATION**

**LEARNING PROGRAMME ACCREDITATION
THREE PROFESSIONAL CERTIFICATE PROGRAMMES
AND TEN CERTIFICATE PROGRAMMES**

DECEMBER 2020

1. Terms of Reference

1.1 Based on the Service Agreement (No.: AA663), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (AAVQO) (Cap. 592), was commissioned by Yew Chung College of Early Childhood Education (the Operator) to conduct a Learning Programme Accreditation with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the three Professional Certificate programmes and the ten Certificate programmes (listed below) of the Operator meet the stated objectives and QF standards and can be offered as accredited programmes; and
- (b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) above by HKCAAVQ.

- 1. Professional Certificate Programme in Working with Children with Special Educational Needs **[PC(SEN)]**
- 2. Professional Certificate Programme in Infant and Toddler Education **[PC(INTOD)]**
- 3. Professional Certificate Programme in Play-based Pedagogy **[PC(PBP)]**
- 4. Certificate Programme in Understanding Children with Special Educational Needs and Their Families
- 5. Certificate Programme in Supporting the Development and Learning of Children aged 3-6 years with Special Educational Needs
- 6. Certificate Programme in Supporting the Development and Learning of Children aged 0-3 years with Special Educational Needs
- 7. Certificate Programme in Screening and Assessment for Early Identification for Children with Special Educational Needs
- 8. Certificate Programme in Foundation of Education and Care for Infants and Toddlers
- 9. Certificate Programme in Educational Observation for Infants and Toddlers
- 10. Certificate Programme in Development and Learning through Play in ECE

11. Certificate Programme in Supporting Emergent Literacy through Play
12. Certificate Programme in Developing Children's Expressive and Creative Arts through Play-based Approach
13. Certificate Programme in Building Partnerships with Families in Play-based Educational Programme

2. HKCAAVQ'S Determination

2.1 HKCAAVQ has determined that the three Professional Certificate programmes and the ten Certificate programmes (the Programmes) meet the stated objectives and QF standard at Level 4, and can be offered as accredited programmes with a validity period of three years from 1 January 2021 to 31 December 2023.

2.2 Validity Period

2.2.1 The validity period will commence on the date specified in Appendix 1. Operators may apply to HKCAAVQ to vary the commencement date of the validity period. Applications will be considered on a case-by-case basis.

2.3 The determinations on the Programmes are specified in Appendix 1.

2.4 Recommendations

HKCAAVQ offers the following recommendations for continuous improvement of the Programmes.

2.4.1 The Operator should consider providing suggested sequence on taking the courses/programmes for students' reference. (applicable to all the programmes)

2.4.2 The Operator should monitor more closely to ensure that the information in the learning, teaching and assessment materials is up-to-date and contextually relevant. (applicable to all the programmes)

- 2.4.3 The Operator should pay more attention to the effectiveness of the learning, teaching and assessment activities in delivering the course content and assessing the attainment of the intended learning outcomes. (applicable to all the programmes)
- 2.4.4 The Operator should arrange at least one site visit to a Special Child Care Centre (SCCC) for the PC(SEN) programme, at least one site visit to a crèche or a Child Care Centre (CCC) for the PC(INTOD) programme, and at least one site visit to a Play Park or a Toy Library with children of various ages for students to gain some first-hand experience and exposure to a setting that is relevant to the study of the respective Professional Certificate programmes. The Panel considered having at least one site visit is particularly important to the course *Supporting the Development and Learning of Children aged 0-3 years with Special Educational Needs* and the course *Supporting the Development and Learning of Children aged 3-6 years with Special Educational Needs*. (applicable to the three Professional Certificate programmes)
- 2.4.5 The Operator should review and refine the existing mechanism to ensure that due diligence has been exercised especially for written assignments before an exceptional grade is given to students. (applicable to all the programmes)
- 2.4.6 The Operator should appoint teaching staff with relevant work experience in child care centres to teach the PC(INTOD) courses. (applicable to the PC(INTOD) programme, the Certificate Programme in Foundation of Education and Care for Infants and Toddlers, the Certificate Programme in Educational Observation for Infants and Toddlers, and the Certificate Programme in Development and Learning through Play in ECE)
- 2.5 HKCAAVQ will subsequently satisfy itself whether the Operator remains competent to achieve the relevant objectives and the Programmes continue to meet the standard to achieve the relevant objectives as claimed by the Operator by reference to, amongst other things, the Operator's fulfilment of any conditions and compliance with any restrictions stipulated in this Accreditation Report. For the avoidance of doubt, maintenance of accreditation status is subject to fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report.

3. Introduction

3.1 In 2008, Yew Chung Education Foundation (YCEF) established the Yew Chung Community College (YCCC) as an accredited institution offering Associate Degree (AD), Higher Diploma (HD) and Diploma programmes. Yew Chung College of Early Childhood Education (the Operator) is a Member and an independent legal entity of Yew Chung Education Foundation (YCEF), which was established as an accredited degree-awarding institution under the Post Secondary Colleges Ordinance (Cap. 320) in 2018.

3.2 As of October 2020, the Operator had the following HKCAAVQ-accredited programmes on offer:

Programme	QF Level
Bachelor of Education (Honours) in Early Childhood Education	5
Higher Diploma in Early Childhood Education	4
Diploma in Early Childhood Studies	3
Certificate in Child Caregiving	3

3.3 In view of the outbreak of the Coronavirus Disease 2019 (COVID-19), the site visit was conducted via videoconference on 22-23 October 2020 to reduce social contact. The *Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework* on the HKCAAVQ website was the guiding document for the Operator and the Panel in conducting this exercise.

4. Programmes Details

The following programme information is provided by the Operator.

4.1 Programme Objectives

- Please refer to Appendix 2.

4.2 Programme Intended Learning Outcomes

- Please refer to Appendix 2.

4.3 Programme Structure

Each Professional Certificate programme comprises a group of three to four courses and each course will be offered independently as a stand-alone Certificate programme. There is no prerequisite for all the courses/programmes. The programme structure of each programme is shown in the table below:

Programme	No. of Courses	QF Credits
Professional Certificate Programme in Working with Children with Special Educational Needs	4	48
Professional Certificate Programme in Infant and Toddler Education	3	36
Professional Certificate Programme in Play-based Pedagogy	4	48
Certificate Programme in Understanding Children with Special Educational Needs and Their Families	1	12
Certificate Programme in Supporting the Development and Learning of Children aged 3-6 years with Special Educational Needs	1	12
Certificate Programme in Supporting the Development and Learning of Children aged 0-3 years with Special Educational Needs	1	12
Certificate Programme in Screening and Assessment for Early Identification for Children with Special Educational Needs	1	12
Certificate Programme in Foundation of Education and Care for Infants and Toddlers	1	12
Certificate Programme in Educational Observation for Infants and Toddlers	1	12
Certificate Programme in Development and Learning through Play in ECE	1	12
Certificate Programme in Supporting Emergent Literacy through Play	1	12
Certificate Programme in Developing Children's Expressive and Creative Arts through Play-based Approach	1	12
Certificate Programme in Building Partnerships with Families in Play-based Educational Programme	1	12

4.4 Graduation Requirements

To be eligible for the award of each programme, students are required to complete the required QF credits, pass the coursework and end-of-course examination (if any) of all courses, obtain a final Cumulative Grade Point Average of 2.0 or above, and achieve attendance of at least 80% of the total contact hours of each course.

4.5 Admission Requirements

- (a) Applicants with five Level 2 (including Chinese Language and English Language) in the Hong Kong Diploma of Secondary Education (HKDSE) or equivalent qualification; or
- (b) Applicants holding a Certificate in Early Childhood Education [C(ECE)] as approved by the Education Bureau under its Programme Framework of C(ECE); or
- (c) Applicants who are Qualified Kindergarten Teacher (QKT) / Qualified Assistant Kindergarten Teacher (QAKT); or
- (d) Mature candidates who are over age 21.

4.6 Teaching and Learning Activities

The teaching and learning activities include combined lectures and tutorials, group discussions, case studies, projects, presentations and debates.

4.7 Learner Support Services

The learner support services include library holdings and e-resources.

5. Important Information Regarding this Accreditation Report

5.1 Variation and withdrawal of this Accreditation Report

5.1.1 This Accreditation Report is issued pursuant to section 5 of the AAVQO, and contains HKCAAVQ's substantive determination regarding the accreditation, including the validity period as well as any conditions and restrictions subject to which the determination is to have effect.

5.1.2 HKCAAVQ may subsequently decide to vary or withdraw this Accreditation Report if it is satisfied that any of the grounds set out in section 5 (2) of the AAVQO apply. This includes where HKCAAVQ is satisfied that the Operator is no longer competent to achieve the relevant objectives and/or the Programme no longer meets the standard to achieve the relevant objectives as claimed by the Operator (whether by reference to the Operator's failure to fulfil any conditions and/or comply with any restrictions stipulated in

this Accreditation Report or otherwise) or where at any time during the validity period there has/have been substantial change(s) introduced by the Operator after HKCAAVQ has issued the accreditation report(s) to the Operator and which has/have not been approved by HKCAAVQ. Please refer to the '*Guidance Notes on Substantial Change to Accreditation Status*' in seeking approval for proposed changes. These Guidance Notes can be downloaded from the HKCAAVQ website.

5.1.3 If HKCAAVQ decides to vary or withdraw this Accreditation Report, it will give the Operator notice of such variation or withdrawal pursuant to section 5(4) of the AAVQO.

5.1.4 The accreditation status of Operator and/or Programme will lapse immediately upon the expiry of the validity period or upon the issuance of a notice of withdrawal of this Accreditation Report.

5.2 Appeals

5.2.1 If the Operator is aggrieved by the determination made in this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of this Accreditation Report.

5.2.2 If the Operator is aggrieved by a decision to vary or withdraw this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of the Notice of Withdrawal.

5.2.3 The Operator should be aware that a notice of variation or withdrawal of this Accreditation Report is not itself an accreditation report and the right to appeal against HKCAAVQ's substantive determination regarding accreditation arises only from this Accreditation Report.

5.2.4 Please refer to Cap. 592A (<http://www.legislation.gov.hk>) for the appeal rules. Details of the appeal procedure are contained in section 13 of the AAVQO and can be accessed from the QF website at <http://www.hkqf.gov.hk>.

5.3 **Qualifications Register**

- 5.3.1 Qualifications accredited by HKCAAVQ are eligible for entry into the Qualifications Register (QR) at <https://www.hkqr.gov.hk> for recognition under the QF. The Operator should apply separately to have their quality-assured qualifications entered into the QR.

- 5.3.2 Only learners who commence the study of the named accredited learning programme during the validity period and who have graduated with the named qualification listed in the QR will be considered to have acquired a qualification recognised under the QF.

Report No.: 20/179
File Reference: 63/09/01

Appendix 1

Name of Operator and Award Granting Body	Yew Chung College of Early Childhood Education 耀中幼教學院
Title of Learning Programme	Professional Certificate Programme in Working with Children with Special Educational Needs 培育特殊教育需要幼兒專業證書課程
Title of Qualification (Exit Award)	Professional Certificate in Working with Children with Special Educational Needs 培育特殊教育需要幼兒專業證書
Primary Area of Study and Training	Education
Sub-area (Primary Area of Study and Training)	Education and Teacher Education
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
QF Level	Level 4
QF Credits	48
Mode of Delivery and Programme Length	Part-time, one year
Start Date of Validity Period	1 January 2021
End Date of Validity Period	31 December 2023
Number of Enrolment	Four enrolments per year
Maximum Number of New Students	Maximum of 40 students per enrolment
Address of Teaching / Training Venue	(1) Yew Chung College of Early Childhood Education (2 Tin Wan Hill Road, Tin Wan, Aberdeen, Hong Kong) (2) Yew Chung International School – Secondary Section (3 To Fuk Road, Kowloon Tong, Kowloon)

Name of Operator and Award Granting Body	Yew Chung College of Early Childhood Education 耀中幼教學院
Title of Learning Programme	Professional Certificate Programme in Infant and Toddler Education 嬰幼兒成長發展專業證書課程
Title of Qualification (Exit Award)	Professional Certificate in Infant and Toddler Education 嬰幼兒成長發展專業證書
Primary Area of Study and Training	Education
Sub-area (Primary Area of Study and Training)	Education and Teacher Education
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
QF Level	Level 4
QF Credits	36
Mode of Delivery and Programme Length	Part-time, one year
Start Date of Validity Period	1 January 2021
End Date of Validity Period	31 December 2023
Number of Enrolment	Four enrolments per year
Maximum Number of New Students	Maximum of 40 students per enrolment
Address of Teaching / Training Venue	(1) Yew Chung College of Early Childhood Education (2 Tin Wan Hill Road, Tin Wan, Aberdeen, Hong Kong) (2) Yew Chung International School – Secondary Section (3 To Fuk Road, Kowloon Tong, Kowloon)

Name of Operator and Award Granting Body	Yew Chung College of Early Childhood Education 耀中幼教學院
Title of Learning Programme	Professional Certificate Programme in Play-based Pedagogy 遊戲中教學專業證書課程
Title of Qualification (Exit Award)	Professional Certificate in Play-based Pedagogy 遊戲中教學專業證書
Primary Area of Study and Training	Education
Sub-area (Primary Area of Study and Training)	Education and Teacher Education
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
QF Level	Level 4
QF Credits	48
Mode of Delivery and Programme Length	Part-time, one year
Start Date of Validity Period	1 January 2021
End Date of Validity Period	31 December 2023
Number of Enrolment	Four enrolments per year
Maximum Number of New Students	Maximum of 40 students per enrolment
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Name of Operator and Award Granting Body	Yew Chung College of Early Childhood Education 耀中幼教學院
Title of Learning Programme	Certificate Programme in Understanding Children with Special Educational Needs and Their Families 認識特殊教育需要幼兒及家庭證書課程
Title of Qualification (Exit Award)	Certificate in Understanding Children with Special Educational Needs and Their Families 認識特殊教育需要幼兒及家庭證書
Primary Area of Study and Training	Education
Sub-area (Primary Area of Study and Training)	Education and Teacher Education
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
QF Level	Level 4
QF Credits	12
Mode of Delivery and Programme Length	Part-time, 15 weeks, or 3 weeks for summer term
Start Date of Validity Period	1 January 2021
End Date of Validity Period	31 December 2023
Number of Enrolment	Four enrolments per year
Maximum Number of New Students	Maximum of 40 students per enrolment
Address of Teaching / Training Venue	(1) Yew Chung College of Early Childhood Education (2 Tin Wan Hill Road, Tin Wan, Aberdeen, Hong Kong) (2) Yew Chung International School – Secondary Section (3 To Fuk Road, Kowloon Tong, Kowloon)

Name of Operator and Award Granting Body	Yew Chung College of Early Childhood Education 耀中幼教學院
Title of Learning Programme	Certificate Programme in Supporting the Development and Learning of Children aged 3-6 years with Special Educational Needs 支援 3-6 歲特殊教育需要幼兒發展及學習證書課程
Title of Qualification (Exit Award)	Certificate in Supporting the Development and Learning of Children aged 3-6 years with Special Educational Needs 支援 3-6 歲特殊教育需要幼兒發展及學習證書
Primary Area of Study and Training	Education
Sub-area (Primary Area of Study and Training)	Education and Teacher Education
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
QF Level	Level 4
QF Credits	12
Mode of Delivery and Programme Length	Part-time, 15 weeks, or 3 weeks for summer term
Start Date of Validity Period	1 January 2021
End Date of Validity Period	31 December 2023
Number of Enrolment	Four enrolments per year
Maximum Number of New Students	Maximum of 40 students per enrolment
Address of Teaching / Training Venue	(1) Yew Chung College of Early Childhood Education (2 Tin Wan Hill Road, Tin Wan, Aberdeen, Hong Kong) (2) Yew Chung International School – Secondary Section (3 To Fuk Road, Kowloon Tong, Kowloon)

Name of Operator and Award Granting Body	Yew Chung College of Early Childhood Education 耀中幼教學院
Title of Learning Programme	Certificate Programme in Supporting the Development and Learning of Children aged 0-3 years with Special Educational Needs 支援 0-3 歲特殊教育需要幼兒發展及學習證書課程
Title of Qualification (Exit Award)	Certificate in Supporting the Development and Learning of Children aged 0-3 years with Special Educational Needs 支援 0-3 歲特殊教育需要幼兒發展及學習證書
Primary Area of Study and Training	Education
Sub-area (Primary Area of Study and Training)	Education and Teacher Education
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
QF Level	Level 4
QF Credits	12
Mode of Delivery and Programme Length	Part-time, 15 weeks, or 3 weeks for summer term
Start Date of Validity Period	1 January 2021
End Date of Validity Period	31 December 2023
Number of Enrolment	Four enrolments per year
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Name of Operator and Award Granting Body	Yew Chung College of Early Childhood Education 耀中幼教學院
Title of Learning Programme	Certificate Programme in Screening and Assessment for Early Identification for Children with Special Educational Needs 幼兒特殊教育需要及早期識別篩查及評估證書課程
Title of Qualification (Exit Award)	Certificate in Screening and Assessment for Early Identification for Children with Special Educational Needs 幼兒特殊教育需要及早期識別篩查及評估證書
Primary Area of Study and Training	Education
Sub-area (Primary Area of Study and Training)	Education and Teacher Education
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
QF Level	Level 4
QF Credits	12
Mode of Delivery and Programme Length	Part-time, 15 weeks, or 3 weeks for summer term
Start Date of Validity Period	1 January 2021
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Name of Operator and Award Granting Body	Yew Chung College of Early Childhood Education 耀中幼教學院
Title of Learning Programme	Certificate Programme in Foundation of Education and Care for Infants and Toddlers 嬰幼兒基礎知識及照顧證書課程
Title of Qualification (Exit Award)	Certificate in Foundation of Education and Care for Infants and Toddlers 嬰幼兒基礎知識及照顧證書
Primary Area of Study and Training	Education
Sub-area (Primary Area of Study and Training)	Education and Teacher Education
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
QF Level	Level 4
QF Credits	12
Mode of Delivery and Programme Length	Part-time, 15 weeks, or 3 weeks for summer term
Start Date of Validity Period	1 January 2021
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Name of Operator and Award Granting Body	Yew Chung College of Early Childhood Education 耀中幼教學院
Title of Learning Programme	Certificate Programme in Educational Observation for Infants and Toddlers 嬰幼兒綜合發展與觀察證書課程
Title of Qualification (Exit Award)	Certificate in Educational Observation for Infants and Toddlers 嬰幼兒綜合發展與觀察證書
Primary Area of Study and Training	Education
Sub-area (Primary Area of Study and Training)	Education and Teacher Education
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
QF Level	Level 4
QF Credits	12
Mode of Delivery and Programme Length	Part-time, 15 weeks, or 3 weeks for summer term
Start Date of Validity Period	1 January 2021
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Name of Operator and Award Granting Body	Yew Chung College of Early Childhood Education 耀中幼教學院
Title of Learning Programme	Certificate Programme in Development and Learning through Play in ECE 遊戲中學習與幼兒發展證書課程
Title of Qualification (Exit Award)	Certificate in Development and Learning through Play in ECE 遊戲中學習與幼兒發展證書
Primary Area of Study and Training	Education
Sub-area (Primary Area of Study and Training)	Education and Teacher Education
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
QF Level	Level 4
QF Credits	12
Mode of Delivery and Programme Length	Part-time, 15 weeks, or 3 weeks for summer term
Start Date of Validity Period	1 January 2021
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Name of Operator and Award Granting Body	Yew Chung College of Early Childhood Education 耀中幼教學院
Title of Learning Programme	Certificate Programme in Supporting Emergent Literacy through Play 遊戲中支援幼兒認字和語言發展證書課程
Title of Qualification (Exit Award)	Certificate in Supporting Emergent Literacy through Play 遊戲中支援幼兒認字和語言發展證書
Primary Area of Study and Training	Education
Sub-area (Primary Area of Study and Training)	Education and Teacher Education
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
QF Level	Level 4
QF Credits	12
Mode of Delivery and Programme Length	Part-time, 15 weeks, or 3 weeks for summer term
Start Date of Validity Period	1 January 2021
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Name of Operator and Award Granting Body	Yew Chung College of Early Childhood Education 耀中幼教學院
Title of Learning Programme	Certificate Programme in Developing Children's Expressive and Creative Arts through Play-based Approach 遊戲中培育幼兒藝術創意及表達力證書課程
Title of Qualification (Exit Award)	Certificate in Developing Children's Expressive and Creative Arts through Play-based Approach 遊戲中培育幼兒藝術創意及表達力證書
Primary Area of Study and Training	Education
Sub-area (Primary Area of Study and Training)	Education and Teacher Education
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
QF Level	Level 4
QF Credits	12
Mode of Delivery and Programme Length	Part-time, 15 weeks, or 3 weeks for summer term
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Name of Operator and Award Granting Body	Yew Chung College of Early Childhood Education 耀中幼教學院
Title of Learning Programme	Certificate Programme in Building Partnerships with Families in Play-based Educational Programme 遊戲中教學的家校協作計劃證書課程
Title of Qualification (Exit Award)	Certificate in Building Partnerships with Families in Play-based Educational Programme 遊戲中教學的家校協作計劃證書
Primary Area of Study and Training	Education
Sub-area (Primary Area of Study and Training)	Education and Teacher Education
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
QF Level	Level 4
QF Credits	12
Mode of Delivery and Programme Length	Part-time, 15 weeks, or 3 weeks for summer term
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1. Professional Certificate Programme in Working with Children with Special Educational Needs

Programme Objectives

This programme aims to enable students to:

1	Pursue career, further study and ongoing professional development, and enhance career objectives in the area of the Programme 加入相關職業、進修和持續專業發展，並加強相關領域的職業目標
2	Demonstrate ability to review and consolidate the knowledge about the holistic nature of child development, the influence of developmental delays and disabilities on typical development, and the role of culture and the family as influences that shape children's development 有能力檢示和鞏固有關兒童全人發展的知識，瞭解發育遲緩和障礙對整體的影響，以及文化和家庭如何影響兒童的發展
3	Demonstrate understanding of the importance of the team members of a multidisciplinary team in the planning, design, evaluation and implementation of activities of children with special educational needs 瞭解跨專業團隊成員在有特殊教育需要兒童的活動規劃、設計、評估和實施中的重要性
4	Demonstrate the ability to apply knowledge and skills to meet the increasing special educational needs of children and families in Hong Kong 有能力運用知識及技能，應付香港此類兒童及其家庭日益增長的需要

Programme Intended Learning Outcomes

Upon completion of this programme, students are expected to be able to:

1	Analyse atypical child development within the context of families and communities and support optimal learning of children with special educational needs with the involvement of the families, teachers, other SEN professionals, and the community 在家庭及社區環境中識別出兒童的發展差異，並在家庭、教師、其他特殊教育專業人員和社區的參與下，支援有特殊教育需要兒童有效地學習
2	Examine skills and strategies in building relationships with families, professionals, and caregivers; and supporting positive interactions between them and very young children at risk and with special educational needs 探討與家庭、專業人員和照顧者建立關係的技能和策略；以配合他們與有潛在或有特殊教育需要幼兒之間的積極互動
3	Analyse the operational modes, principles, skills, and models for planning and implementing (i) inclusive practices in various curricula and (ii) inclusion of children with special educational needs in different ECE settings 分析規劃和實踐的運作策略、原則、技能、支援模式（i）在各種課程中採用融合教學，及（ii）協助有特殊教育需要兒童融入不同學前教育環境
4	Identify and evaluate key concepts, values, and principles of early intervention to meet the needs of very young children at risk and with special educational needs 瞭解及分析早期介入的關鍵概念、價值觀和原則，以支援有潛在或有特殊教育需要幼兒的需要
5	Evaluate the major purpose and characteristics of screening assessments and judge how to appropriately and effectively use assessment information to design individual education plan for young children with special educational needs 分析甄別評估的主要目的和特點，判斷如何恰當有效地利用評估資訊為有特殊教育需要幼兒設計個別化教學方案

2. **Professional Certificate Programme in Infant and Toddler Education**

Programme Objectives

This programme aims to enable students to:

1	Pursue career, further study and ongoing professional development, and enhance career objectives in the area of the Programme 加入相關職業、進修和持續專業發展，並加強相關領域的職業目標
2	Demonstrate ability to review and consolidate the knowledge about the holistic nature of child development including the importance of the period from birth to 3 years of age and the role of culture and the family as influences that shape children's development 有能力檢示和鞏固兒童全人發展的相關知識，包括三歲前時期的重要、文化和家庭對兒童發展的影響
3	Demonstrate understanding of the importance of the team members of a multidisciplinary team in the planning, design, evaluation and implementation of activities of infants and toddlers 瞭解跨專業團隊成員對活動規劃、設計、評估和實施的重要性
4	Demonstrate the ability to apply knowledge and skills to meet the increasing needs for attention and care for infants and toddlers and their families in Hong Kong 有能力運用知識及技能，滿足香港嬰幼兒及家庭日益增長的關顧需要

Programme Intended Learning Outcomes

Upon completion of this programme, students are expected to be able to:

1	Explain the importance of significant aspects in infant and toddler development including the impact of the early years, observation and early intervention on their future holistic developments 闡述嬰幼兒發展的重要性，包括早期、觀察和早期干預對其未來全人發展的影響
2	Evaluate the role of the early childhood worker and/or supervisor in childcare including their involvement in observation, in early identification of special needs, and in planning an age appropriate environment to promote infant-toddler exploration and play 評估幼兒工作者和/或看護者在兒童保育的作用，包括他們的觀察、早期識別特殊需要，以及規劃適齡的環境，促使嬰幼兒探索和玩耍
3	Identify ethical, legal, and professional concerns and implications in the assessment and early intervention for infants and toddlers 瞭解嬰幼兒評估和早期干預中有關倫理、法律和專業守則的考慮和實踐
4	Discuss the importance of and plan professional communications among families, professionals, and caregivers for supporting infants and toddlers in various ways including positive interactions with them, conducting authentic assessment and developing Individual Family Service Plan 闡述家庭、專業人士和看護者之間的溝通對支援嬰幼兒的重要性，包括與他們積極互動、進行真實評估和制定個別家庭服務計劃
5	Apply relevant licensing requirements in childcare contexts including those related to safety, health and nutrition, and demonstrate skills in first aid for infants and toddlers 於幼兒保育環境中達到安全、健康和營養相關的規定要求，並有為嬰幼兒急救的能力

3. **Professional Certificate Programme in Play-based Pedagogy**

Programme Objectives

This programme aims to enable students to:

1	Pursue career, further study and ongoing professional development, and enhance career objectives in the area of the Programme 加入相關職業、進修和持續專業發展，並加強相關領域的職業目標
2	Demonstrate ability to review and consolidate the knowledge about the holistic nature of child development including the importance of play-based approaches and the role of culture and the family as influences that shape children's development 有能力檢示和鞏固促進兒童全人發展的相關知識，包括「遊戲中學習」的教學之重要、瞭解文化和家庭對塑造兒童發展的角色
3	Demonstrate the ability to apply knowledge and skills to meet the increasing needs for attention and care to children's learning through play as well as to provide support to the parents and carers in this area in Hong Kong 有能力運用知識及技能，支援兒童從遊戲中學習，滿足其日益增長的關顧需要，並對家庭及看顧者作支持

Programme Intended Learning Outcomes

Upon completion of this programme, students are expected to be able to:

1	Explain the importance of developmentally appropriate play-based curriculum in fostering children's holistic development 闡述適切性發展及「遊戲中學習」的教學，對促進兒童全人發展之重要性
2	Develop competence in implementing play-based approach for supporting children's development and learning in various areas including their language and communication, as well as their creative arts and expressions, including dance, movement, songs, and drama 培養實踐「遊戲中學習」的教學方法的能力，以支援兒童在各個領域的發展和學習，包括語言和溝通，以及他們的創造性和表演藝術，如舞蹈、動作、歌曲和戲劇
3	Demonstrate competence in establishing and strengthening collaboration and engagement with parents and wider community, including promoting their understanding on play-based learning and their contribution to enhance children's early learning experiences through play 有能力建立和加強與家長以至社區的合作，促進家庭參與，包括增進他們對「遊戲中學習」的理解，以及通過遊戲擴闊兒童的早期學習體驗

4. Certificate Programme in Understanding Children with Special Educational Needs and Their Families

Programme Objectives

This programme aims to enable students to:

1	Develop professional knowledge and skills to work with children with special educational needs in ECE settings and competence to work in partnership with parents/carers and with other professionals in the community 發展於學前教育照顧有特殊教育需要兒童的專業知識和技能，並有能力與其父母/看護者和社區其他專業人員合作
2	Develop knowledge of various disabilities and the ways in which disabilities may impact the development of children in the areas of physical, intellectual, language, affective and social development 認識各種兒童發展之障礙，以及不同障礙可能於肢體、智力、語言、情感和社交方面對兒童發展之影響

Programme Intended Learning Outcomes

Upon completion of this programme, students are expected to be able to:

1	Design and implement learning and teaching programmes and activities with variations to cater for children's individual differences in ECE settings 設計和執行各種學習和教學課程及活動，於學前教育環境中照顧兒童的個別差異
2	Demonstrate competencies in working with other professionals and mobilising community resources to support children with special educational needs and cultural backgrounds and their families 表現出與其他專業人士合作和調配社區資源的能力，以支援有特殊教育需要和文化背景不同的兒童及其家庭
3	Compare and contrast the special educational needs of children for early intervention, such as exceptional behaviours and performance, marked problems or difficulties in the areas of physical, intellectual, language, affective and social development 比較和對比兒童的特殊教育需要，以支持早期干預，如特殊行為和表現、並識別肢體、智力、語言、情感和社交發展方面的顯著問題或困難
4	Develop a sensitivity and ethical considerations around communicating and collaborating with parents in support of the learning and development of children at risk and with special educational needs 建立與有潛在或有特殊教育需要兒童之父母溝通及合作時所需的敏感度和倫理考慮，以支援此等兒童的學習和發展

5. Certificate Programme in Supporting the Development and Learning of Children aged 3-6 years with Special Educational Needs

Programme Objectives

This programme aims to enable students to:

1	Develop professional knowledge and skills to work with children aged 3-6 year with special educational needs in early educational settings 發展專業知識和技能，於學前教育環境中，支援 3-6 歲有特殊教育需要兒童
2	Develop competence to promote cognitive, physical, language and social emotional development in young children with special educational needs through the development of instructional strategies and adaptations to the curriculum 培養能力，能夠通過制定教學策略和調適課程，促進有特殊教育需要幼兒的認知、肢體、語言和社交情感發展
3	Develop competence in implementing inclusive practice that promotes the needs of the individual child through partnerships with parents/caregivers and professionals in the community 發展與家長/照顧者和社區專業人士合作的能力，實踐融合教育，以加強照顧兒童的個別需要

Programme Intended Learning Outcomes

Upon completion of this programme, students are expected to be able to:

1	Examine various modes and operation of integrating children with special educational needs in different early childhood education settings 探討於不同幼兒教育環境中，融入有特殊教育需要兒童的各種學習模式和運作
2	Evaluate the impact on a family of a child with special educational needs and illustrate the value of partnering with the family through the educational process 評估有特殊教育需要兒童對家庭的影響，並展示透過教育過程與家庭結成夥伴關係的意義
3	Analyse the principles, skills, and models used to plan, and implement inclusive practices in various curricula 分析在各種課程中，規劃和實施融合教育的原則、技能和模式
4	Examine and critique the Individualised Education Programme (IEP), including its purpose, components, and relationship to the education of the young child in the classroom and in the home 探討和評論個別教育計劃（IEP），包括其目的、組成部分，以及其與幼兒於課堂和家中學習的關係
5	Demonstrate the skills and strategies needed to promote different aspects of development and learning experiences for children with special educational needs, utilising large- and small-group activities, designing learning centres and selecting appropriate materials with the purpose of supporting play and learning 展示所需的技能和策略，以促進有特殊教育需要兒童於不同方面的發展和學習經驗，能利用大型和小型分組活動，設計學習角，選擇適當的材料，以支持遊戲和學習
6	Distinguish the principles and skills needed to appropriately handle difficult/challenging behaviours, including identifying, observing, and analysing these types of behaviours in young children 分辨適當處理困難/挑戰性行為所需的原則和技能，包括識別、觀察和分析幼兒的行為

6. Certificate Programme in Supporting the Development and Learning of Children aged 0-3 years with Special Educational Needs

Programme Objectives

This programme aims to enable students to:

1	Develop professional knowledge and skills to work with infants and toddlers at risk and with special educational needs in natural environments (e.g. home, early care and education programmes, community) and in clinical settings 發展專業知識和技能，能夠於在自然成長環境（如家中、早期護理和教育中心、社區）和臨床環境中，支援有特殊教育需要的嬰幼兒
2	Develop competence to work in partnership with parents/caregivers and with other professionals in the community 培養與父母/看護人和社區其他專業人士合作的能力
3	Develop knowledge of the principles, values, and key concepts related to the planning, implementation, and evaluation of early intervention services 瞭解有關早期介入服務的規劃、實施和評估的原則、價值和關鍵概念
4	Develop knowledge of developmentally appropriate and specialised strategies for supporting the development and learning of infants and toddlers with special educational needs within everyday activities/routines and small groups 發展有關適切發展的知識和專門策略，以於日常活動/流程和小組活動中，支援有特殊教育需要嬰幼兒的發展和學習

Programme Intended Learning Outcomes

Upon completion of this programme, students are expected to be able to:

1	Analyse key concepts, values, and principles of early intervention to meet the needs of very young children at risk and with special educational needs 分析早期干預的關鍵概念、價值和原則，以支援有潛在或有特殊教育需要幼兒的需要
2	Examine skills and strategies in building relationships with families, professionals, and caregivers and supporting positive interactions between them and very young children at risk and with special educational needs 探討與家庭、專業人員和看護者建立關係的技能和策略，並能支持他們與有潛在或有特殊教育需要幼兒之間的積極互動
3	Evaluate and critique the development and learning of very young infants and toddlers at risk and with special educational needs through the development of Individual Family Service Plan (IFSP) and within natural environments 透過制定個別家庭服務計劃（IFSP），於自然成長環境中，評估和評論有潛在或有特殊教育需要嬰幼兒的發展和學習
4	Demonstrate key competencies in adapting materials, activities, routines, and structuring aspects of very young children's social, temporal, and physical environments to support their access and participation in their home, school, and community 展示出能夠調適教材、活動、常規和佈置有關社交、常規和物理環境結構的能力，以支援嬰幼兒參與家庭、學校和社區

7. Certificate Programme in Screening and Assessment for Early Identification for Children with Special Educational Needs

Programme Objectives

This programme aims to enable students to:

1	Develop knowledge of the various interdisciplinary team models and skills for building relationships with families while gathering information during the assessment process 發展相關技能和知識，能夠於評估過程中，與跨領域團隊合作，並與家庭建立關係
2	Examine the roles of the ECE teacher on the team and the importance of working cooperatively with the other team members 探討幼兒教師在團隊中所扮演的角色，以及與其他團隊成員合作的重要性
3	Develop understanding of the various types of assessments and how to effectively use appropriate assessment information to plan instruction for young children with special educational needs across a variety of settings 瞭解各類型的評估方法，以及如何有效地運用合適的評估資訊，為有特殊教育需要的幼兒，制定適用於不同環境的教學計劃

Programme Intended Learning Outcomes

Upon completion of this programme, students are expected to be able to:

1	Evaluate the major purpose and characteristics of screening assessments and their appropriate use with young children with special educational learning needs in various settings 評價不同甄別評估的主要目的和特點，以及認識如何於不同環境中，適當地評估幼兒的特殊教育學習需要
2	Judge how to effectively use appropriate assessment information to plan instruction for young children with special educational needs 判斷如何有效地利用適當的評估資訊為有特殊教育需要幼兒制定教學
3	Interview with parent/co-workers/interdisciplinary team members to gain information about family concerns, aspirations and daily child routines 訪問家長/同事/跨領域團隊成員，以獲取有關家庭問題、期望和兒童日常生活習慣的資訊
4	Compare and contrast the roles and responsibilities of co-workers and interdisciplinary team members, including the ECE and SEN teacher's role 比較和對比同事和跨領域團隊成員的角色和責任，包括幼兒教師和特殊教育教師的角色

8. **Certificate Programme in Foundation of Education and Care for Infants and Toddlers**

Programme Objectives

This programme aims to enable students to:

1	Understand the importance of the early years, especially the first 1,000 days 瞭解嬰幼兒早期發展 (尤其是首 1000 天) 的關鍵
2	Understand the day-to-day care and education of infants and toddlers with regards to the licensing standards of the Social Welfare Department in HKSAR 瞭解香港特區社會福利署對嬰幼兒的日常照顧和教育方面訂定的相關標準
3	Develop competence to comply with the licensing standards of the Social Welfare Department with regards to the day-to-day care and education of infants and toddlers 發展能夠符合社會福利署有關嬰幼兒的日常照顧及教育標準的能力

Programme Intended Learning Outcomes

Upon completion of this programme, students are expected to be able to:

1	Evaluate the role of the early childhood worker and/or supervisor in childcare 評估幼兒工作者與監督者於兒童保育中所扮演的角色
2	Explain the importance of the early years on building a strong foundation for holistic development and life-long learning 闡述早期發展為全人發展和終身學習建立基礎的重要性
3	Plan a stimulating, safe, and age-appropriate environment to promote infant-toddler exploration and play 規劃一個有啟導性、安全、適齡的環境，以促進幼兒探索和玩耍
4	Discuss the importance of responsive relationships in the early years, and the transition needs of infants and toddlers including attachment theory 討論早期回應性關係的重要性，以及嬰幼兒過渡的需求，包括依戀理論
5	Discuss the interrelationships between safety, health and nutrition in child care contexts, and demonstrate skills in planning, implementing and evaluating relevant issues in an educational programme for infants and toddlers 討論於兒童保育環境中，安全、健康和營養方面之間的相互關係，並展示出能夠為嬰幼兒教育課程規劃、實施和評估之相關技能
6	Apply relevant licensing requirements and demonstrate skills in first aid in the care and welfare of infants and toddlers 應用符合嬰幼兒護理和福利相關牌照要求的急救技能

9. Certificate Programme in Educational Observation for Infants and Toddlers

Programme Objectives

This programme aims to enable students to:

1	Understand the importance of the role of the teacher as an observer to support children's learning, development, and sense of agency 瞭解教師作為觀察者在支援兒童學習、發展和自我意識方面的重要性
2	Develop competence in the use a range of observation tools, learning to interpret and present observations to children, parents, and colleagues 發展運用不同觀察工具的能力，並能向兒童、父母和同事解釋觀察結果
3	Understand the importance of authentic assessment, appreciation for observing children's interests, strengths, and disposition of learning 瞭解真實評估的重要性，領會如何觀察兒童的興趣、長處和學習傾向
4	Develop mindfulness on ethical, legal, and professional considerations when observing young children 觀察幼兒時，具備倫理、法律和專業考慮的意識

Programme Intended Learning Outcomes

Upon completion of this programme, students are expected to be able to:

1	Discuss the role of the observer and the importance of observing infants and toddlers 闡述觀察者的角色和觀察嬰幼兒的重要性
2	Apply the use of appropriate observation tools to observe infants and toddlers in the areas of cognitive functioning, communication development, physical development, language development, social-emotional functioning and adaptive behavior functioning, and to identify any exceptional behaviours/performance, or marked problems/delays therein 運用適當的觀察工具，觀察嬰幼兒在認知功能、溝通、肢體、語言發展、社交情感功能和適應行為功能等方面的情況，並識別任何異常行為/表現或明顯的問題/遲緩
3	Apply authentic assessment and communicate and collaborate with families in support of the learning and development of infants and toddlers with special educational needs, including infants and toddlers with developmental delays and non-Chinese speaking (NCS) infants and toddlers 運用真實性評估，與家庭溝通和合作，支援有特殊教育需要的嬰幼兒，包括發育遲緩的嬰幼兒和非華語嬰幼兒的學習和發展
4	Identify and reflect on ethical, legal, and professional considerations and implications 瞭解並反思倫理、法律和專業考慮和影響。

10. **Certificate Programme in Development and Learning through Play in ECE**

Programme Objectives

This programme aims to enable students to:

1	Develop appropriate play-based early childhood programmes to meet the needs of individual children in ECE settings 能夠為幼兒設計適切的「遊戲中學習」課程，於學前教育環境中，滿足幼兒的個別需要
2	Develop competence to plan, implement, and evaluate various early childhood curricula approaches and programmes that foster children's holistic development 有能力計畫、實施和評估各種促進幼兒全人發展之教學策略和課程

Programme Intended Learning Outcomes

Upon completion of this programme, students are expected to be able to:

1	Discuss the place of developmentally appropriate play-based curriculum in the care and education of young children in both child care and kindergarten 討論適切性發展的「遊戲中學習」課程，在幼兒保育和幼稚園保育和教育中的地位
2	Compare and contrast the planning, implementing, and evaluating of early childhood play-based curricula that foster children's holistic development 比較和對比「遊戲中學習」的幼兒課程的規劃、實施和評估，以培養幼兒的全人發展
3	Apply strategies and programmes that promote children's smooth transition at different stages of learning, including from home to ECE settings and from ECE settings to primary education 實施有效的策略和課程，以促進兒童在不同學習階段的順利過渡，包括從家庭到學前環境，以及從學前環境到小學教育的銜接
4	Analyse the meanings of Emergent Curriculum that draw on play-based and project-based approaches, and their implications on children and early childhood educators 分析以遊戲和項目為基礎的萌發課程的含義，以及其對兒童和學前教育工作者的啟示
5	Explain, illustrate and apply the results of appropriate child assessment tools in early childhood programmes so that the quality of learning and teaching is enhanced 解釋、說明和應用適當的兒童評估工具於幼兒課程中取得的結果，以提高教與學的質素

11. Certificate Programme in Supporting Emergent Literacy through Play

Programme Objectives

This programme aims to enable students to:

1	Understand early childhood curriculum through children's language and communication skills, and how they can be enhanced through storytelling and literature/picture books 透過兒童的語言和溝通技能瞭解幼兒課程，以及如何通過講故事和文學/圖畫書來提高幼兒的語言和溝通能力
2	Develop competence in using various materials including ICT to develop meaningful and stimulating learning environments for children to foster their language development and communication skills 有能力使用各種資料（包括資訊及通訊科技），為兒童創造有意義和充滿啟導性的學習環境，以促進他們的語言發展和溝通技能
3	Develop competence in listening to children's narratives through children's expression of ideas, thoughts and feelings through socio-dramatic play, drama, music and movement 能夠傾聽兒童於戲劇、音樂和動作中所表達的意思、思想和情感，並有聆聽兒童敘述的能力

Programme Intended Learning Outcomes

Upon completion of this programme, students are expected to be able to:

1	Discuss how children's language and communication can be extended through storytelling and the use of culturally appropriate stories and books, and to develop their love of literature 討論如何透過講故事和使用適合文化的故事和書籍來擴展兒童的語言和溝通能力，並培養他們對文學的興趣
2	Evaluate children's literature and its role in the pathway to literacy competence 評估兒童文學及其在識字能力發展中所發揮的作用
3	Develop competence in supporting children's own story reading and in listening to children's ideas, thoughts and feelings 發展支援兒童閱讀故事和傾聽兒童想法和感受的能力
4	Discuss children's interests and needs in literature and document their narratives during play, drama, music and movement to promote holistic early childhood curriculum 討論兒童對文學的興趣和需求，記錄他們在遊戲、戲劇、音樂和運動中的敘述，以促進整體之幼兒課程

12. Certificate Programme in Developing Children’s Expressive and Creative Arts through Play-based Approach

Programme Objectives

This programme aims to enable students to:

1	Understand the creative potential in young children by developing the environment for children to engage in singing, music and movement, art activities and various other creative expressions 通過營造能鼓勵兒童參與歌唱、音樂和韻動、藝術活動和其他各種創造性表達的環境，從而瞭解幼兒的創造力潛能
2	Develop competence in collaborating with families and communities in an effort to encourage children’s creative expressions 發展與家庭和社區合作的能力，以鼓勵兒童的創造性表達

Programme Intended Learning Outcomes

Upon completion of this programme, students are expected to be able to:

1	Discuss creativity in early childhood and how it should permeate children’s lives at home and at ECE settings in a play-based programme 討論幼兒期的創造力，以及如何使其滲透在兒童於家裡的日常生活和學前教育中「遊戲中學習」的教學課程
2	Observe children’s creative expressions in various situations, and promote children’s opportunity to engage in creative arts and expressions, including dance, movement, songs, and drama 觀察兒童在各種情境下的創造性表達，以促進兒童參與創造性藝術和表演的機會，包括舞蹈、動作、歌曲和戲劇
3	Design rich and stimulating environment that support children’s creative arts expressions 設計豐富及啓導性的環境，促進兒童藝術創作表達
4	Discuss collaboration opportunities with families to promote children’s creative expressions at home and at ECE settings 討論與家庭合作機會，以促進兒童在家中和在學前環境的創造性表達
5	Apply knowledge, skills, and strategies that foster children’s creative arts and creative expressions, including dance, movement, songs, and drama 運用知識、技能和策略，以培養兒童的創造性藝術和創造性表達，包括舞蹈、動作、歌曲和戲劇

13. **Certificate Programme in Building Partnerships with Families in Play-based Educational Programme**

Programme Objectives

This programme aims to enable students to:

1	Develop professional knowledge and skills to collaborate with parents/carers to promote children's learning both at home and in ECE settings 發展專業知識和技能，與父母/看護人合作，以促進兒童在家中和在學前環境中的學習
2	Develop competence in articulating the understanding of quality in ECE services and children's, parents' and educators' contribution in implementing effective early childhood curriculum 能夠闡述何謂有質素的學前教育服務，以及兒童、家長和教育工作者如何合作實踐有效的幼兒課程
3	Develop competence to work with diverse families and ability to engage in two-way communication with them 發展與不同家庭合作的能力，以及與他們進行雙向溝通的技巧

Programme Intended Learning Outcomes

Upon completion of this programme, students are expected to be able to:

1	Discuss the role of parents/carers in fostering children's development of different age groups of children, such as language development, and its influence on early childhood education 討論父母/看護者對兒童不同年齡階段發展的作用，如語言發展，及其對幼兒教育的影響
2	Identify the socio-economic factors underlying changes in the family structure and roles of the parents, with special reference to the local context 參考本地的情況，瞭解家庭結構和父母角色變化如何受社會經濟因素影響
3	Discuss ways of working with families and engaging with the wider community to enhance children's early learning experiences through play 討論如何與家庭以至社區合作的方法，以增加兒童的早期遊戲學習體驗
4	Demonstrate competence in establishing and strengthening collaboration with parents, including promoting their understanding on play-based learning and their contribution in implementing learning-through-play 展示出建立和強化與家長合作的能力，包括促進他們對「遊戲中學習」的理解，以及他們可如何實踐「遊戲中學習」