



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

ACCREDITATION REPORT

**SCHOOL FOR HIGHER AND PROFESSIONAL
EDUCATION, VOCATIONAL TRAINING COUNCIL**

AND

UNIVERSITY OF HULL

**LEARNING PROGRAMME RE-ACCREDITATION
BEd (HONS) EDUCATION AND EARLY YEARS**

MARCH 2021

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HKCAAVQ Panel Membership

1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA668), 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 (AAVAO) (Cap. 592), was commissioned by the School for Higher and Professional Education (SHAPE), Vocational Training Council (VTC) and the University of Hull (UoH), jointly as the Operator, to conduct a Learning Programme Re-accreditation exercise with the following Terms of Reference:

- (a) To determine whether the following programme of the Operator meets the stated objectives and HKQF standard and can continue to be offered as an accredited programme from the date as specified in the accreditation report, where as appropriate; and

BEd (Hons) Education and Early Years
Non-local Courses Registry Registration No. 252718

- (b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that the BEd (Hons) Education and Early Years programme meets the stated objectives and HKQF standard at Level 5 and can continue to be offered as an accredited programme with a validity period of four years.

2.2 Validity Period

2.2.1 The validity period will commence on the date specified below. 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 Programme are specified as follows:

Name of Local Operator	School for Higher and Professional Education, Vocational Training Council 職業訓練局 才晉高等教育學院
Name of Non-local Operator	University of Hull
Name of Award Granting Body	University of Hull
Title of Learning Programme	BEd (Hons) Education and Early Years
Title of Qualification(s) (Exit Award(s))	BEd (Hons) Education and Early Years
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
HKQF Level	Level 5
HKQF Credits	120
Mode(s) of Delivery and Programme Length	Full-time, 1 year
Start date of Validity Period	1 September 2021
End date of Validity Period	31 August 2025
Number of Enrolment(s)	One enrolment per year
Maximum Number of New Students	120 per year

Address of Teaching/Training Venue(s)	1. Hong Kong Design Institute (HKDI) and Institute for Vocational Education (IVE) (Lee Wai Lee) 3 King Ling Road, Tseung Kwan O, New Territories 2. IVE (Chai Wan) 30 Shing Tai Road, Chai Wan, Hong Kong 3. IVE (Haking Wong) 702 Lai Chi Kok Road, Cheung Sha Wan, Kowloon 4. IVE (Kwai Chung) 20 Hing Shing Road, Kwai Chung, New Territories 5. IVE (Kwun Tong) 25 Hiu Ming Street, Kwun Tong, Kowloon 6. IVE (Morrison Hill) 6 Oi Kwan Road, Wan Chai, Hong Kong 7. IVE (Sha Tin) 21 Yuen Wo Road, Sha Tin, New Territories 8. IVE (Tsing Yi) 20 Tsing Yi Road, Tsing Yi Island, New Territories 9. IVE (Tuen Mun) 18 Tsing Wun Road, Tuen Mun, New Territories (Offering Site of BEdEEY) IVE (Sha Tin) 21 Yuen Wo Road, Sha Tin, New Territories
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2.4 Recommendations

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

- 2.4.1 The Operator should maintain a clear distinction between advice from external advisors and feedback from independent external stakeholders to ensure that the Programme was fulfilling employer needs that were triangulated with and reflected in the Programme Aims and Programme Outcomes. (para. 4.1.6)
- 2.4.2 The Operator should regularly review the effectiveness of learning and the balance of pedagogic approaches and seek to develop strategic guidance with the University of Hull as to how such approaches are to be deployed. (para.4.1.7)
- 2.4.3 The Operator should continue to enhance knowledge exchange between SHAPE and UoH, including in particular, the integration of 'local' relevant content, pedagogic theories and practices and wherever possible increasing student interactions between SHAPE and UoH. (para. 4.3.8)
- 2.4.4 The operator should continue to review the Blended Delivery Model (BDM) and maintain regular dialogue between SHAPE and UoH to develop and share good practice and develop strategic guidance on incorporating different pedagogic approaches. (para. 4.4.5)
- 2.4.5 The Operator should continue to encourage mutual learning, knowledge exchange and academic dialogue, particularly in areas of policy and the development of research for the benefit of teaching staff and learners. (para. 4.5.4)
- 2.4.6 The Operator (SHAPE and UoH), should avoid the potential conflict between the roles of employers and external advisors who provide academic input to the Programme. This will enhance independent critical reflection and review, supporting quality assurance and continued enhancement. (para. 4.7.3)

2.5 **Advice**

HKCAAVQ offers the following advice for continuous improvement of the Programme.

- 2.5.1 The Panel advised the Operator to continue to strengthen English speaking and writing proficiencies which will be critical to the future success of the Programme, and to devise rigorous selection mechanisms and processes to assess these proficiencies. (para.4.2.2)
- 2.5.2 The Panel advised the Operator to consider the learners' characteristics and ensure that in future the incoming students have the necessary technical skills and competencies to benefit positively from this pedagogic approach. (para. 4.2.3)
- 2.5.3 The Panel advised the Operator to ensure that all teaching staff were made aware of new and emerging technologies and applications and their deployment in early years educational settings. (para.4.3.7)
- 2.5.4 The Panel advised the Operator to keep under review the practice of using the proformas and the guidance to learners specifically for the dissertation module, to ensure that the students demonstrate the ability to structure their thoughts and learn independently. (para. 4.4.4)
- 2.5.5 The Panel advised the Operator to keep the currency and effectiveness of digital technologies under constant review, and ensure regular and comprehensive upgrades of both software and hardware to ensure the successful implementation and continuation of the BDM. (para 4.6.5)
- 2.6 HKCAAVQ will subsequently satisfy itself whether the Operator remains competent to achieve the relevant objectives and the Programme continues to meet the standard to achieve the relevant objectives as claimed by the Operator by reference to, amongst other things, the Operator's fulfillment 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 fulfillment of any condition and compliance with any restriction stipulated in this Accreditation Report.

3. INTRODUCTION

- 3.1 The School for Higher and Professional Education (SHAPE), established in September 2003, is a member institution of the Vocational Training Council (VTC). The establishment of SHAPE was driven by the collaborations between VTC and universities in the United Kingdom (UK), Australia, Mainland China and Hong Kong since 1999 in offering top-up degree study opportunities for VTC's Higher Diploma (HD) graduates. A wide range of tailor-made programmes are being offered in disciplines of accounting and finance, applied science, business and management, Chinese medicinal pharmaceuticals, computer science, design, engineering, hospitality and tourism, and marketing. SHAPE is registered as a non-profit organisation and named to become School for Higher and Professional Education, Vocational Training Council with a new Chinese name “才晉高等教育學院” in October 2007.
- 3.2 The University of Hull (UoH) was established in 1927 and received its Royal Charter as an independent degree-granting institution in 1954. UoH currently collaborates with 14 providers (11 UK-based and 3 international), awarding bachelor's degrees via collaborative provision.
- 3.3 UoH and SHAPE initiated a collaborative partnership and obtained an Initial Evaluation (IE) status at HKQF Level 5 in April 2017. The BEdEEY programme was first accredited by HKCAAVQ in April 2017 for a validity period of four years from 2017/18 to 2020/21. As of January 2021, the partnership (jointly as the Operator) has one bachelor's degree programme accredited by HKCAAVQ.
- 3.4 The Operator commissioned HKCAAVQ to conduct a learning programme re-accreditation (re-LPA) for the BEd (Hons) Education and Early Years programme (the Programme) which was first accredited in 2017. HKCAAVQ formed an expert Panel for this re-LPA exercise (Panel Membership at Appendix). In view of the outbreak of the Coronavirus Disease-2019 (COVID-19), the site visit was conducted via video-conference on 21 – 22 January 2021 to reduce social contact. HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework (Version 1.1, April 2019)* was the guiding document for the Operator and the Panel in conducting this accreditation exercise.
- 3.5 As this is the first re-accreditation of the Programme, which is the only programme offered by the Operator, the Operator was required

to provide information on all seven Domains of Competence in the accreditation document for demonstration of meeting the respective accreditation standards in accordance with HKCAAVQ's Differentiation Approach.

4. PANEL'S DELIBERATIONS

4.1 Programme Objectives and Learning Outcomes

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

4.1.1 The BEdEEY is the first accredited Programme offered jointly by SHAPE of VTC and UoH. The Programme is a top-up programme hosted by the School of Education, Faculty of Arts, Cultures and Education of UoH. The Panel noted that the Programme has been benchmarked with Level 6 of UK's Quality Assurance Agency for Higher Education (QAA) Framework and aligned with Level 5 of Hong Kong Qualifications Framework (QF).

4.1.2 The Panel was provided with the Programme Aims (PAs) of the BEdEEY programme as follows:

- (1) Provide a flexible and changing curriculum, which will develop students' capacity to engage with current issues and debates in relation to professional working with children and families;
- (2) Enable students to develop critical reasoning and analytical skills in relation to philosophical, sociological, historical, cultural and psychological concepts within the context of early childhood;
- (3) Develop students' logical thinking, powers of inquiry and to encourage them to adopt a critical stance towards current research into early childhood studies and related practice;
- (4) Enable students to develop creative, innovative and socially aware attitudes to professional working within a changing society; and

- (5) Provide a broad, contemporary programme of study that prepares students for their professional development and postgraduate career choices.

4.1.3 The Panel was provided with the Programme Outcomes (POs) of the BEdEEY programme as follows:

- (1) Identify and reflect on how children develop and learn, and be able to articulate the theoretical concepts which underpin and influence decisions regarding provision for children and their families; from which students can formulate and articulate their own personal and professional philosophy;
- (2) Demonstrate the ability to identify and implement and reflect upon appropriate play and learning opportunities for young children, developing, evaluating and assessing, creative learning opportunities which take account of babies and young children's health and emotional well-being;
- (3) Be cognisant with issues in relation to rights, equity and inclusion and evaluate factors that affect and impact on young children, families and communities within a diverse society;
- (4) Appraise and analyse contemporary issues in early childhood both nationally and internationally, articulating the interrelationship between political, economic and cultural contexts in the life of young children;
- (5) Recognise and demonstrate skills required to work both independently and as part of a team in a personal and professional context; valuing the work of other professionals who work with young children and families;
- (6) Demonstrate working knowledge of the methods required for systematic study and research relative to children and childhood through practical and theoretical activities, acknowledging and articulating the complexity of ethical principles and issues; and
- (7) Communicate a range of ideas, information and research findings effectively and fluently using written, oral and visual means, including the appropriate use of ICT as part of the learning process in a range of contexts, both at one's own level and to enhance provision for children.

4.1.4 The Operator provided to the Panel the following information to demonstrate that the BEdEEY programme continues to meet the HKQF standard at Level 5, and that the POs and assessment standard have been effectively achieved since the last accreditation:

- (i) Mappings between PAs and POs of the Programme;
- (ii) Mappings between POs of the Programme and the Generic Level Descriptors (GLDs) of the HKQF at Level 5;
- (iii) Specifications of modules offered which include summary information such as module learning outcomes, learning and teaching strategies, method of assessments, indicative contents and indicative readings of the modules;
- (iv) Samples of marked learners' scripts of high, medium and low performance for each of the module, including associated assessment rubrics and written feedback from module tutors;
- (v) External Examiner (EE) reports for the Programme during the validity period; and
- (vi) Summary of Employment Survey of Graduates for the Programme during the validity period.

4.1.5 Having reviewed the above information and discussed with representatives of the Operator, the Panel had the following observations and comments:

- (i) The Panel considered the PAs and POs are appropriate, and the mappings show that they are aligned and match with the GLDs at HKQF Level 5.
- (ii) The Panel commented that the sample assessment tasks and graded students' work had demonstrated the attainment of learning outcomes at HKQF Level 5.
- (iii) The Panel noted that the comments given in the EE reports are positive in general.

4.1.6 The Panel was given to understand that the Operator continues to keep the Programme Aims (PAs) and Programme Outcomes (POs) under review through employment survey of graduates; comments

of external stakeholders / external examiners; periodic review; and annual review / modification to ensure they remain current. The Panel received positive feedback about the programme from external stakeholders who were also employers of graduates from the programme. They confirmed that the graduates were well prepared, proactive and self-motivated. However, the Panel noted that the employers they met had also served as 'external advisors' to the programme and role conflict might arise. The Panel **recommended** that in future the Operator should maintain a clear distinction between advice from external advisors and feedback from independent external stakeholders to ensure that the Programme was fulfilling employer needs that were triangulated with and reflected in the Programme Aims and Programme Outcomes.

- 4.1.7 The Panel noted the introduction of BDM with effect from AY2021/22. After reviewing the BDM documentation and responses to the Panel comments, the Panel considered that the BDM can offer a positive and pragmatic approach to the social, environmental, and health situation. During discussions with student and graduate representatives, the Panel considered that learners have positively received the combination of online learning / e-learning and face-to-face learning as it offered flexibility and enhanced their learning experience. The Panel noted that the BDM in this programme is in its formative stage and **recommended** that the Operator should regularly review the effectiveness of learning and the balance of pedagogic approaches and seek to develop strategic guidance with the University of Hull as to how such approaches are to be deployed.
- 4.1.8 After considering the above information and discussing with representatives from the programme management and teaching staff, notwithstanding the recommendations above, the Panel formed the view that the BEdEEY programme has demonstrated success in facilitating its graduates in achieving the PAs and POs at the appropriate standard.

4.2 **Learner Admission and Selection**

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.

- 4.2.1 The minimum admission requirements of the BEdEEY programme, to be implemented upon successful re-accreditation from AY2021/22 onwards, are as follows:

Target Students	Graduates from relevant VTC Higher Diploma (HD) programmes or equivalent
Minimum Admission Requirements	1. <u>Accreditation of Prior Learning</u> Graduates of the following feeder programmes with the same programme title of HD in Child Care and Education *# • 2-year New HD programme using Hong Kong Diploma of Secondary Education (HKDSE) results or equivalent as general admission requirements • 2-year 4-semester Old HD programme using Hong Kong Advanced Level Examination (HKALE) results or equivalent general admission requirements • 2-year 5-semester Old HD programme using Hong Kong Advanced Level Examination (HKALE) results or equivalent general admission requirements • 3-year Old HD programme using Hong Kong Certification of Education Examination (HKCEE) / HKALE results or equivalent general admission requirements 2. <u>English Language Entry Requirements</u> An English proficiency level at International English Language Testing Systems (IELTS) 6.0 (with 5.5 in each category) or equivalent. VTC HD graduates are exempted from this English language requirement. 3. <u>Other Entry Requirements</u>

	Applicants should have work or placement experience, either paid or voluntary, in the early childhood education and/or care sector equating to a minimum of 160 hours.
Applicants from Non-Feeder Programmes	Graduates of Higher Diploma or Associate Degree in a relevant subject which is taught and assessed in English and applicants with other qualifications will be considered by the UoH Academic Contact on a case by case basis, with decision made by the Head of School of Education and approval made by the Dean of Faculty of Arts, Cultures and Education. These applicants should have completed a programme recognised by the Education Bureau as equivalent to the Certificate in Early Childhood Education#. In addition, they are required to meet the English language requirements and other entry requirements as stipulated in point 3 under Minimum Admission Requirements. Graduates of Higher Diploma or Associate Degree in a relevant subject which is taught and assessed in English are exempted from the English language requirements.

* The HD in Child Care and Education programme is recognised by the Education Bureau as equivalent to the Certificate in Early Childhood Education.

Applicants who have completed a programme recognised by the Education Bureau as equivalent to the Certificate in Early Childhood Education are eligible for registration as qualified kindergarten teachers. To award the Certificate in Early Childhood Education, applicants should have completed not less than 8 weeks of practicum in early childhood education settings.

- 4.2.2 After reviewing the tabled samples of marked assessments and dissertation, the Panel formed the view that the English proficiency of learners was adequate to pursue the study. The Panel **advised** the Operator to continue to strengthen English speaking and writing proficiencies which will be critical to the future success of the Programme, and to devise rigorous selection mechanisms and processes to assess these proficiencies.

- 4.2.3 With the implementation of BDM from AY2021/22, the Panel **advised** the Operator to consider the learners' characteristics and ensure that in future the incoming students have the necessary technical skills and competencies to benefit positively from this pedagogic approach.
- 4.2.4 In consideration of the above, and the Panel formed the view that the minimum admission requirements and student selection process of the BEdEEY programme have maintained their effectiveness in recruiting students with the necessary knowledge and skills to undertake the Programme.

4.3 **Programme Structure and Content**

The structure and content of the learning programme 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.

- 4.3.1 The Programme, a full-time one-year top-up curriculum of BEdEEY programme offered at SHAPE, comprises 5 modules for a total of 120 QF Credits to be taken in one academic year.
- 4.3.2 Each module carries 20 QF Credits with the Dissertation module as a year-course carrying double weight. The distribution of contact hours and independent learning hours for each module are summarised in the table below.
- 4.3.3 The Panel noted that no changes have been made to the curriculum since the last accreditation, and the same curriculum will continue to be offered at SHAPE upon successful re-accreditation except the introduction and implementation of the BDM.

Module Title	Contact Hours	Non-Contact Hours	Notional Learning Hours	QF Credits
Policy and Practice in Early Childhood Contexts	36.2	163.8	200	20
International Perspectives of Early Childhood Provision and Practice	36.2	163.8	200	20
Creativity and Innovation in Education	27.5	172.5	200	20
Leadership, Management and Team Working in the Children's Workforce	34.2	165.8	200	20
Dissertation	20.0	380.0	400	40
Total	154.0	1,046.0	1,200	120

4.3.4 The Panel reviewed the following information and data regarding the content and structure of the Programme:

- (i) Module Grade distribution of all modules and Award Classification from 2017/18 to 2019/20;
- (ii) Mappings of the modules to the GLDs at HKQF Level 5 of the revised Programme;
- (iii) Module specifications of the modules of the Programme; and
- (iv) Information showing the key changes to the Programme.

4.3.5 The Panel noted from the minutes of staff-student meetings and sharings of students and graduates that learners were generally satisfied with the modules of the Programme.

4.3.6 As part of the quality assurance and enhancement process, the programme curriculum and content are regularly evaluated and reviewed. The review process together with efforts in response to local and global events led to the introduction of the BDM starting from AY2021/22 with the aim of utilising technology to support teaching and learning in response to the local the global events that impacted on the opportunity to offer face-to-face teaching and learning in AY2019/20.

- 4.3.7 The Panel recognised the efforts made by the Operator to ensure that there was no detriment to learners' attainment of the POs given the changes to the mode of delivery. The Panel **advised** the Operator to ensure that all teaching staff were made aware of new and emerging technologies and applications and their deployment in early years educational settings.
- 4.3.8 During discussion with representatives from the Operators, the Panel noted the collaborative efforts made to ensure that the curriculum included culturally specific content appropriate to the Hong Kong context. To maintain currency and ensure enhancement the Panel **recommended** the Operator should continue to enhance knowledge exchange between SHAPE and UoH, including in particular, the integration of 'local' relevant content, pedagogic theories and practices and wherever possible increasing student interactions between SHAPE and UoH.
- 4.3.9 In view of the above information, the Panel had the view that the structure and content of the Programme are up-to-date and effective in enabling learners to achieve the stated learning outcomes and to meet the programme objectives.

4.4 **Learning, Teaching and Assessment**

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.

- 4.4.1 The Programme adopts a range of learning and teaching methods, which underpin the theoretical and practical objectives of the Programme to facilitate the achieving of learning outcomes. The learning and teaching methods include lectures, tutorials, seminars, online learning, digital technology workshops, field trips, dissertation and self-guided study hours. The medium of instruction of the Programme is English. The maximum class size is 30 for lectures, seminars and digital technology workshops and four for tutorials. The Operator provided to the Panel the Module Descriptions of each module, which include information such as module aims, learning outcomes, methods of assessment, contents and readings.
- 4.4.2 The Panel noted that the Programme has collected feedback on the effectiveness of learning, teaching and assessment through different

review activities to ensure that the quality of learning, teaching and assessment is maintained and continuously enhanced, including UoH's Annual Monitoring and Periodic Review activities; regular Programme Team Meetings and constant informal communications between UoH and SHAPE; Module Evaluation Questionnaires (MEQs); Staff-student Committee Meetings and Meetings with External Examiners. The Panel reviewed the following in relation to learning, teaching and assessment:

- (i) Minutes of the Programme Team Meetings and Staff-Student Committee Meetings from AY2017/18 to AY2019/20;
- (ii) Samples of marked assessments together with the assessment briefs of all five modules;
- (iii) EE reports during the validity period;
- (iv) Annual Programme Monitoring Report (APMR);
- (v) Grade distribution of all modules from 2017/18 to 2019/20; and
- (vi) Distributions of award classifications for graduates from 2017/18 to 2019/20;

4.4.3 Regarding the impact of local and global events on the delivery of the Programme, the Panel noted that the Operator had taken a blended approach comprising multiple methods, such as asynchronised and synchronised online delivery of lectures, seminars or tutorials. The Operator also proposed the introduction of BDM with effect from AY2021/22. Learning delivered asynchronously online will be divided into bite-size chunks of pre-recorded coherent content and made available in the Virtual Learning Environment 'Canvas'. The Panel learned from the Operator that this BDM was submitted as a case study for sharing with universities in the UK as a recognition of its success in online provision.

4.4.4 Having discussed with teaching staff, students, and graduates and reviewed the Operator's comprehensive documentation, the Panel considered that actions had been taken to ensure the effectiveness of learning and teaching across the Programme in both face-to-face and blended approaches. Students and graduates reflected that the Programme required extensive reading and analysis which assisted them in developing their critical thinking skills and had proved

particularly useful in their current employment. The Panel also learned that proformas had been developed to guide learners in organising and completing their assignments and the dissertation. The Panel raised some concerns that the proformas provided were rather structured and prescriptive which may limit the development of independent learning and **advised** the Operator to keep under review the practice of using the proformas and the guidance to learners specifically for the dissertation module, to ensure that the students demonstrate the ability to structure their thoughts and learn independently.

4.4.5 The Panel noted the positive learning experiences as evidenced in the MEQs and the minutes of staff-student committee meetings. From discussions with students and graduates, the recently adopted blended approach to learning had generally been well-received, offered the students flexibility, encouraged class participation and increased discussion. The Panel commended the strategic decision to move to a BDM but advised the Operator to continue to systematically review and gather feedback from independent stakeholders and employers on implementation and graduate outcomes, and to report to and receive feedback from the Faculty Education and Student Experience Committee (FESEC) of UoH twice per year. The Panel **recommended** the operator should continue to review the BDM and maintain regular dialogue between SHAPE and UoH to develop and share good practice and develop strategic guidance on incorporating different pedagogic approaches.

4.4.6 In consideration of the above, the Panel formed the view that the learning, teaching and assessment activities designed for the Programme are appropriate and can ensure the proper delivery of programme content and assessment of the learning outcomes.

4.5 **Programme Leadership and Staffing**

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.

- 4.5.1 The Panel noted that the UoH's Academic Contact and SHAPE Programme Coordinator work together to provide leadership of the Programme. The Programme is delivered jointly by UoH and SHAPE teaching staff responsible for 75% and 25% of the contact hours respectively. Both UoH and SHAPE teaching staff work together to provide quality programme delivery. All new teaching staff at SHAPE are required to attend a staff induction delivered by UoH staff to ensure they have sufficient knowledge and understanding of the operation of the Programme.
- 4.5.2 The Panel was provided with individual profiles of the management and teaching staff members (AY2020/21) of UoH and SHAPE. All teaching staff of SHAPE are recruited in accordance with the recruitment rules and procedure of the VTC. The appointment of a new SHAPE teaching staff is recommended by SHAPE and approved by UoH. Subsequent changes to staff appointment during the academic year will have to be approved by UoH.
- 4.5.3 Regarding staff development, the Panel was provided with the following information:
- (i) Staff Development / Induction Activities conducted for UoH and SHAPE teaching staff for AY2017/18 to 2019/20;
 - (ii) Staff Development Activities planned for UoH and SHAPE teaching staff for AY2020/21 to 2022/23; and
 - (iii) Staff development activities organised by SHAPE for SHAPE teaching staff for AY2017/18 to AY2019/20 and planned for AY2022/23.
- 4.5.4 The Panel reviewed the comprehensive documentation provided by the Operator and commended the Operator for maintaining the learning experience during the Pandemic and for continuing to develop the partnership between SHAPE and UoH. The Panel commended the comprehensive staff development opportunities provided by both institutions. The Panel **recommended** that the Operator should continue to encourage mutual learning, knowledge exchange and academic dialogue, particularly in areas of policy and the development of research for the benefit of teaching staff and learners.
- 4.5.5 In consideration of the above, the Panel formed the view that there are adequate and qualified teaching staff and adequate staff

development activities to support the quality delivery of the Programme.

4.6 Learning, Teaching and Enabling Resources/Services

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.

- 4.6.1 The Programme is offered at the Hong Kong Institute of Vocational Education (IVE) (Sha Tin) at 21 Yuen Wo Road, Sha Tin, New Territories.
- 4.6.2 The Panel was provided with Statements of Income and Expenditure 2018/19 and 2019/20 and estimations for 2020/21 to 2022/23 of the Programme on financial resources. The Panel noted that the Programme had run a surplus in each of the past two years and is expected to continue to have a surplus in the coming two years.
- 4.6.3 The Panel was informed of a wide variety of learning support activities to cater for learners' needs in English enhancement including a comprehensive English Enhancement Programme covering areas on academic writing and reading as well as presentation skills, in the forms of web-based courses, individual consultation sessions and workshops. Apart from general support and services, the Programme Team conducted tailored event for learners such as industry visits to broaden learners' horizon. During the discussion with students and graduates, the Panel was pleased to learn the high level of supports, prompt responses and continuous care from the teaching team.
- 4.6.4 On programme-specific student services, the Operator informed the Panel that an induction session is provided to the students at commencement of academic year. The session covers the programme specification, expected academic standards of the Programme and the awarding institution, information on the UoH library system, the 'Canvas' learning platform, etc. Each learner is provided with the SHAPE Student Handbook and the UoH-SHAPE Programme Handbook.
- 4.6.5 The Panel commended the breadth of online resources including Microsoft Teams, Canvas, Mentimeter and the online library

provision as well as hardware support for learners, for example, the loan of computers and/or Wi-Fi devices when learners faced difficulties in accessing these facilities/services. The Panel **advised** the Operator to keep the currency and effectiveness of digital technologies under constant review and ensure regular and comprehensive upgrades of both software and hardware to ensure the effective implementation and continuation of the BDM.

- 4.6.6 In consideration of the above, the Panel was of the view that the Operator has adequate resources and provided adequate services to support the delivery of the Programme.

4.7 **Programme Approval, Review and Quality Assurance**

The Operator must monitor and review the development and performance of the learning programme on an ongoing 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.

- 4.7.1 The Panel reviewed the following information and documents with regard to ongoing monitoring and review of the Programme:

- (i) Minutes of Programme Team Meetings;
- (ii) Minutes of Staff-Student Committee Meetings;
- (iii) External Examiner Reports;
- (iv) UoH Annual Programme Report
- (v) Results of the Graduate Employment Surveys; and
- (vi) Annual Programme Monitoring Report.

- 4.7.2 Having reviewed the above documents and discussed with the internal and external stakeholders, the Panel noted that there is evidence that the Programme has been subject to ongoing monitoring and periodic review, including taking actions on feedback collected from different channels and resulting in enhancements to the Programme.

- 4.7.3 During the site visit the Panel met with the external stakeholders. The documentation provided revealed that some of the stakeholders were external advisors and employers of recent graduates at the same time, which may lead to role conflict. The Panel **recommended** that, for the purpose of acquiring independent evidence and triangulation between sources of feedback, the Operator, (SHAPE and UoH), should avoid the potential conflict between the roles of employers and external advisors who provide academic input to the Programme. This will enhance independent critical reflection and review, supporting quality assurance and continued enhancement.
- 4.7.4 Notwithstanding the above recommendations, the Panel considered the Operator has monitored and reviewed the development and performance of the Programme on an ongoing basis to ensure the currency of programme content, and effectiveness of delivery and assessments.

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 fulfill 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 HKQF.

Ref: 100/47/02
31 March 2021
JoH/SF/WmW/as

**School for Higher and Professional Education, Vocational Training Council
and The University of Hull**

**Learning Programme Re-accreditation for
Bachelor of Education (Hons) Education and Early Years**

21 – 22 January 2021

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