



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

ACCREDITATION REPORT

**YEW CHUNG COLLEGE OF
EARLY CHILDHOOD EDUCATION**

LEARNING PROGRAMME ACCREDITATION

**BACHELOR OF SOCIAL SCIENCES (HONOURS) IN
CHILD DEVELOPMENT AND PSYCHOLOGY**

AUGUST 2025

Table of Contents

	<u>Page</u>
1. TERMS OF REFERENCE.....	1
2. HKCAAVQ'S DETERMINATION.....	1
3. INTRODUCTION.....	4
4. PANEL'S DELIBERATIONS	5
4.1 <i>Programme Objectives and Learning Outcomes</i>	5
4.2 <i>Learner Admission and Selection</i>	9
4.3 <i>Programme Structure and Content</i>	12
4.4 <i>Learning, Teaching and Assessment</i>	15
4.5 <i>Programme Leadership and Staffing</i>	17
4.6 <i>Learning, Teaching and Enabling Resources/Services</i>	19
4.7 <i>Programme Approval, Review and Quality Assurance</i>	20
5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT	22
Appendix 1 HKCAAVQ Panel Membership	
Appendix 2 Graduate Profile of Bachelor of Social Sciences (Honours) in Child Development and Psychology	

1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA1083), 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 the Yew Chung College of Early Childhood Education (the Operator/the College) to conduct Learning Programme Accreditation exercise with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the Bachelor of Social Sciences (Honours) in Child Development and Psychology of the Operator (with specifications below) meet the stated objectives and the Hong Kong Qualifications Framework (QF) standards and can be offered as accredited Programme; and
- (b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

Programme title (English and Chinese)	Award title on exit (English and Chinese)	Mode of study	Mode of language	Programme length	Claimed QF level
Bachelor of Social Sciences (Honours) in Child Development and Psychology 兒童發展與心理學（榮譽） 社會科學學士	Bachelor of Social Sciences (Honours) in Child Development and Psychology 兒童發展與心理學（榮譽） 社會科學學士	Full-time	English and Chinese	2 years / 4 years	5

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that the Bachelor of Social Sciences (Honours) in Child Development and Psychology meets the stated

objectives and QF standards at Level 5. Subject to the approval by the Secretary for Education, the Programme can be offered as accredited Programme with a validity period of five years.

2.2 In order for the validity period to take effect, the Operator must be registered as a Post Secondary College under the Post Secondary Colleges Ordinance (Cap. 320) and it must comply with any restrictions stipulated in the Institutional Review (IR) Report. The authority for registration under Cap. 320 rests with the Permanent Secretary for Education who may take into account of the outcome of the IR Report and other considerations as deemed necessary.

2.3 Validity Period

2.3.1 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.

2.4 The determinations on the Programme are specified as follows:

Name of Operator	Yew Chung College of Early Childhood Education 耀中幼教學院
Name of Award Granting Body	Yew Chung College of Early Childhood Education 耀中幼教學院
Title of Learning Programme	Bachelor of Social Sciences (Honours) in Child Development and Psychology 兒童發展與心理學(榮譽)社會科學學士
Title of Qualification (Exit Award)	Bachelor of Social Sciences (Honours) in Child Development and Psychology 兒童發展與心理學(榮譽)社會科學學士
Primary Area of Study and Training	Social Science
Sub-area (Primary Area of Study and Training)	Social and Behavioural Sciences
Other Area of Study and Training	Not Applicable
Sub-area (Other Area of Study and Training)	Not Applicable

Industry	Not Applicable
Branch	Not Applicable
QF Level	Level 5
QF Credits	462
Mode of Delivery and Programme Length	Full-time: 4 years for Year 1 entry, 2 years for Year 3 entry
Intermediate Exit Award	Not Applicable
Start date of Validity Period	1 September 2026
End date of Validity Period	31 August 2031
Number of Enrolments	Two enrolments per year
Maximum Number of New Students	70 students per year (30 in Year 1 and 40 in Year 3)
Specification of Competency Standards-based Programme	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Address of Teaching Venue	1) Tin Wan Campus – Yew Chung College of Early Childhood Education 2 Tin Wan Hill Road, Tin Wan, Aberdeen, Hong Kong 2) YCCECE City Campus – Yew Chung International School - Secondary Section 3 To Fuk Road, Kowloon Tong, Kowloon

2.5 Recommendations

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

- 2.5.1 The Operator should formalise the arrangement for pre-admission interview training for interviewers, along with the associated documentation, to ensure that all interviewers have a clear understanding of the interview procedure, including the evaluation rubric and acceptance thresholds. (Paragraph 4.2.14)

- 2.5.2 The Operator should update the relevant documentation to clearly present all key learning activities, particularly the enrichment activities for Year 1 and Year 2 students to mark out its distinctive nature and ensure that all stakeholders are clearly informed about the available learning opportunities and their relevance to the programme curriculum. (Paragraph 4.3.6)
- 2.5.3 The Operator should expand the pool of psychology-specialised teaching staff to achieve a more balanced distribution of expertise between child development and psychology, thereby strengthening course content and teaching delivery for psychology-related subjects, such as social/personality and positive psychology, and further enhancing the programme curriculum over time. (Paragraph 4.5.6)
- 2.6 HKCAAVQ will subsequently satisfy itself whether the Operator remains competent to achieve the relevant objectives and the Programme concerned 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 the fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report. During the validity period, HKCAAVQ may request the Operator to provide evidence, such as admission related information, to demonstrate that the Operator and the Programme continue to comply with the determinations and meet the relevant accreditation standards.

3. INTRODUCTION

- 3.1 The College's sponsoring body, Yew Chung Education Foundation (YCEF), was registered in the early 1970s as a company limited by guarantee under Cap. 622 and a tax-exempt charity under Section 88 of the Inland Revenue Ordinance (Cap. 112). Since its establishment, YCEF has been providing educational services at kindergarten, primary and secondary levels.
- 3.2 In 2008, YCEF established the College's predecessor, Yew Chung Community College (YCCC), under the Education Ordinance (Cap. 279) to offer Associate Degree and Higher Diploma programmes at QF Level 4 and Diploma programmes at QF Level 3. As an upgrade

of YCCC, YCEF then established the College in 2018 under the Post Secondary Colleges Ordinance (Cap. 320) to offer accredited Bachelor's degree and sub-degree programmes with a focus on Early Childhood Education.

3.3 The College was granted Programme Area Accreditation status for the Programme Area "Early Childhood Education and Early Childhood Education Services" at QF Level 4 by HKCAAVQ in 2021. As of August 2025, the College offers 21 accredited programmes, including one Bachelor's degree programme at QF Level 5, 18 programmes at QF Level 4 and two programmes at QF Level 3.

3.4 The College commissioned HKCAAVQ to conduct a Learning Programme Accreditation (LPA) exercise for the Bachelor of Social Sciences (Honours) in Child Development and Psychology (the Programme). HKCAAVQ formed an expert Panel for this LPA exercise (Panel Membership at Appendix 1), and a site visit by the Panel was conducted at the College's campus from 26 to 27 June 2025. HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under HKQF (Version 1.3, 1 April 2025)* was the guiding document for the College and the Panel in conducting this exercise.

4. PANEL'S DELIBERATIONS

The following presents the Panel's deliberations on a range of issues pertinent to its major findings. For aspects of the accreditation standards where no observations are made they are considered to be appropriately addressed by the Operator.

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 Panel noted that the College did not operate a Faculty/Department structure due to the size of the College. The day-to-day operation and management of the Programme would be the responsibility of the Programme Manager and Programme Committee.

4.1.2 The Operator provided the following relevant information to demonstrate the intended learning outcomes are meeting the QF standards at Level 5:

- The mapping of programme objectives (POs) and programme intended learning outcomes (PILOs);
- The mapping of constituent courses and PILOs;
- The mapping of constituent courses and Generic Level Descriptors (GLDs) for QF Level 5; and
- Course outlines of all courses, with information on course objectives, course intended learning outcomes (CILOs), teaching, learning and assessment activities, and list of course readings.

4.1.3 Responding to the Panel's comments on the presentation of PILOs, the Operator provided both English and Chinese versions of the POs and the PILOs. The updated POs and PILOs of the Programme are set out as follows:

POs

Upon successful completion of the Programme, students will be able to achieve the following programme objectives:

PO 1 Possess a strong scientific inquiry and critical thinking skills in integrating the theoretical and scientific bases of child development and psychology needed to provide services to and/or execute research plans with children and families within complex systems and organisations in a diverse society;

具備科學探究和批判思維能力，整合兒童發展與心理學的理論和科學基礎，為多元社會中複雜系統和組織內的兒童及家庭提供服務或執行研究計劃；

PO 2 Function as effective team members of a multidisciplinary team and develop flexible interpersonal approaches that optimise information exchange and relationship development in various areas of involvement with children; and

作為多學科團隊的有效成員，發展靈活的人際交往方法，優化與兒童相關各領域的信息交流和關係發展；及

PO 3 Demonstrate ethically and socially responsible capabilities and adopt values that build community at local, national, and global levels.

展現道德和社會責任感，採納促進本地、國家及全球社區建設的價值觀。

PILOs

Upon successful completion of the Programme, students will be able to:

PILO 1 Identify and critically analyse theories and knowledge in the breadth of Child Development and Psychology, its history of thought and development, its local and global issues, its research methods, and its application;

識別並批判分析兒童發展與心理學的理論和知識，包括其思想歷史、發展、本地與全球議題、研究方法及應用；

PILO 2 Apply scientific reasoning and critical thinking skills to interpret psychological phenomena within complex systems and organisations and demonstrate competence in integrating theoretical and scientific bases of child development and psychology to design, conduct, and interpret basic psychological research for children and families;

運用科學推理和批判思維技能，解釋複雜系統和組織中的心理現象，並展現整合兒童發展與心理學理論與科學基礎的能力，以設計、實施和解釋針對兒童及家庭的基礎心理學研究；

PILO 3 Enhance interpersonal communication skills and conduct professional communication and collaboration with multidisciplinary teams effectively with ethical and legal bases in professional practice;

提升溝通技巧，在專業實踐中基於倫理和法律準則，與跨學科團隊進行高效的專業交流與合作；

PILO 4 Apply ethical standards and community-building values to evaluate psychological science and practice to meet the increasingly diverse needs of children and families in Hong Kong, Mainland China and the world; and

根據道德標準和社區建設價值觀，對心理學科學與實踐進行評估，以滿足香港、中國內地及全球兒童與家庭日益多元的需求；及

PILO 5 Demonstrate systemic knowledge and skills that allow students to pursue both professional training in applied aspects of Child Development and Psychology and advanced research training in all related research areas in Social Sciences.

展現系統性知識和技能，能在兒童發展與心理學的應用領域追求專業培訓，或在社會科學相關研究領域進行高級研究訓練。

- 4.1.4 The Operator conducted a market research analysis on the current provision of relevant programmes in Hong Kong that focus on the well-being of children and their families, as well as student interest in pursuing these programmes and the potential community needs. Responding to the Panel's comment on substantiating community needs for child development and psychology, the Operator submitted *the Report on 2023 Manpower Projection to 2028 (Labour and Welfare Bureau, 2024)* (The 2024 Report), which identified a high demand in the social services sector for skilled professionals, including care workers and service project officers.
- 4.1.5 Responding to the Panel's comment on the potential demand from local students to enrol in the Programme, particularly in the stream with the Medium of Instruction (MOI) in Chinese (Putonghua), the Operator highlighted the growing need for bilingual professionals proficient in Putonghua to support cross-border collaboration. The Operator explained that the Chinese stream of the Programme is designed to equip students with the skills and knowledge necessary for career opportunities in Mainland China, where the demand for professionals in child development and psychology is steadily increasing. Additionally, the 2024 Report indicated a rising demand for social services in the Greater Bay Area, further underscoring the relevance of this stream.
- 4.1.6 The Panel noted that graduates of the Programme are eligible to apply for Graduate Membership of the Hong Kong Psychological Society (HKPS). According to the HKPS membership guidelines, applicants must meet additional criteria, such as achieving a minimum GPA of 3.0 on a 4.0 scale, to qualify for election as a Graduate Member. Responding to the Panel's comments on ensuring clear communication of membership requirements to relevant stakeholders, the Operator clarified that the professional recognition section of the Programme will highlight that the eligibility for Graduate Membership of HKPS is subject to the latest conditions published on the HKPS official website to ensure transparency and accessibility of information.

- 4.1.7 Through reviewing the provided information and discussions with stakeholders during the site visit, including industry representatives, potential employers, Internal Validation Panel (IVP) members, and teaching staff, the Panel considered that the Programme is able to support the employment and further educational pathways of their graduates, as detailed in the Graduate Profiles of the Programme (Appendix 2).
- 4.1.8 In consideration of the above information and the stakeholder discussions, the Panel opined that the POs of the Programme address community and education needs, with intended learning outcomes that meet the QF standards at Level 5.

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 Programme are as follows:

Year 1 Entry

- (a) Level 3 in Chinese Language and English Language and Level 2 in Mathematics and “Attained” in Citizenship and Social Development plus one elective/Applied Learning subject at Level 2 in the Hong Kong Diploma of Secondary Education (HKDSE) or equivalent qualifications; or

Other acceptable alternative qualifications, including non-local qualifications obtained in or outside Hong Kong; or

Mature applicants of age 23 or above by 1 September of the year of admission. These applicants must demonstrate the potential to complete the Programme successfully and possess the aptitude and motivation for study;

Note: Mature applicants are considered as non-standard admissions entry and are assessed on a case-by-case basis.

And

(b) Pass the admissions interview.

Year 3 Entry

(a) Holders of YCCC/College Higher Diploma in Early Childhood Education award/Associate Degree award; or

Holders of Higher Diploma/Associate Degree of other institutions in Psychology, Social Sciences or Education related field;

And

(b) Pass the admissions interview.

- 4.2.2 The Panel was informed that the non-standard entry route for mature students allows applicants without the required academic qualifications, but with demonstrated potential, to gain admission to the Programme. The Operator elucidated that mature applicants must undergo an interview process and provide supporting information, such as career background, training, and relevant experience, to demonstrate their aptitude and potential for successful programme completion.
- 4.2.3 In line with the Government's policy on the yearly quota of non-standard admissions for programmes accredited under the Qualifications Framework, for degree programmes operating in the 2023/24 academic year and onwards, the maximum number of non-standard admissions (including mature students) should be capped at a maximum of 10% on an institutional basis and 15% on a programme basis of the actual number of new students of the year. The percentage is based on the sum of new student numbers across different study modes of the programmes. The cap is applied in line with the general expectation for self-financed degree-awarding institutions to safeguard teaching and learning quality, thereby upholding the credibility and recognition of the qualifications.
- 4.2.4 Responding to the Panel's initial comments on non-standard admission quota, the Operator confirmed that the Operator's programmes will abide by the prevailing policy and cap the non-standard admission quota accordingly.
- 4.2.5 The Panel noted that "other acceptable alternative qualifications" is listed as one of the general admission requirements for Year 1 entry.

Responding to the Panel's comments on ensuring comparability, the Operator clarified that a minimum of 120 Universities and Colleges Admissions Service (UCAS) tariff points for BTEC results will be accepted as alternative qualifications. Additionally, the Operator confirmed that incomplete qualifications, such as "Successfully completed Year 1 of a recognised Associate Degree/Higher Diploma," will not be considered an acceptable alternative qualification.

- 4.2.6 The Programme will be offered in two streams: English and Chinese. The English stream primarily uses English as MOI and the Chinese stream primarily uses Putonghua, supplemented by Cantonese, and will adopt the Traditional Chinese writing system (hereafter collectively referred to as "the Programme's designated MOI"). Students are required to select their designated stream during the admission application process.
- 4.2.7 Responding to the Panel's comment on the planned ratio of student enrolment between the English and Chinese streams, the Operator clarified that the College aims to maintain a balanced and flexible enrolment ratio between the two streams, guided by student demand and community needs. To ensure effective teaching and meaningful peer interaction, the Operator affirmed that a minimum enrolment of five students is required to offer the corresponding stream.
- 4.2.8 The Panel noted that the language proficiency requirements outlined in the admission criteria may not sufficiently ensure that candidates possess the necessary skills for the Chinese stream of the Programme. For instance, the HKDSE Chinese Language examination does not assess proficiency in Putonghua.
- 4.2.9 Addressing the Panel's observation, the Operator clarified that all shortlisted candidates are required to undergo an interview to assess their language proficiency. Specifically, English proficiency is assessed for candidates applying to the English stream, while Putonghua proficiency is assessed for candidates applying to the Chinese stream.
- 4.2.10 During the site visit meeting, the Operator explained that the interview assessment process evaluates various attributes of potential candidates, including English or Putonghua proficiency, academic potential, maturity, teamwork and communication skills, extra-curricular engagement, community service involvement, motivation, and critical thinking. These eight individual attributes are

assessed using a 5-point scale to guide interviewers in their evaluations.

- 4.2.11 Having reviewed the detailed rubrics and acceptance thresholds provided by the Operator, the Panel considered the interview process effective in recruiting students with the necessary skills and knowledge to undertake the Programme for both streams.
- 4.2.12 During the site visit meeting, the teaching staff shared that the latest version of the interview rubrics is comprehensive, and the acceptance thresholds are well-constructed. In the past, when interview assessment tools were less structured, interviewers would typically discuss interview strategies together and align admission standards before conducting the admission interviews.
- 4.2.13 At the site visit meeting, the programme management elaborated that pre-interview training on the use of the latest interview assessment forms and rubrics will be provided to all interviewers to ensure the effectiveness and consistency of the interview process.
- 4.2.14 To ensure the effectiveness and proper documentation of the updated student selection process, the Panel **recommended** that the Operator should formalise the arrangement for pre-admission interview training for interviewers, along with the associated documentation, to ensure that all interviewers have a clear understanding of the interview procedure, including the evaluation rubric and acceptance thresholds.
- 4.2.15 Notwithstanding the recommendation stated in paragraph 4.2.14, based on the above information and the discussions with the representatives of relevant internal and external stakeholders, the Panel considered that the minimum admission requirements are clearly outlined for staff and prospective students. The minimum admission requirements and the student selection process are appropriate for the recruitment of students with the necessary skills and knowledge 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 is a four-year full-time bachelor's degree programme. The Programme carries 462 QF credits for Year 1 entry and 222 QF credits for Year 3 entry, and the maximum period of study is six years for Year 1 entry and four years for Year 3 entry.

4.3.2 A summary of the programme structure with the distribution of QF credits is outlined below:

Category	Programme Curriculum: Number of QF Credits (Percentage of total QF Credits)					
	Year 1 Entry			Year 3 Entry		
Specialised Courses	Academic Courses	240 (52%)	312 (68%)	Academic Courses	120 (54%)	192 (86%)
	Professional Integrated Learning	11 (2%)		Professional Integrated Learning	11 (5%)	
	Individual Research Project	61 (13%)		Individual Research Project	61 (27%)	
Common Core Curriculum Courses	150 (32%)			30 (14%)		
Overall Total QF Credits	462 (100%)			222 (100%)		

4.3.3 Responding to the Panel's comment on overlapping in course content among certain courses, the Operator clarified that each relevant course is specifically designed to address a distinct yet related aspect of specialisation, such as developmental psychology. These courses contribute individually to the PILOs by providing students with both a broad understanding and specialised knowledge progressively, preparing them for diverse professional roles. Furthermore, the Operator committed to regularly reviewing course content and incorporating feedback from stakeholders to ensure the courses remain distinct and relevant.

4.3.4 The Panel noted that the course *CDP44002 Professional Integrated Learning* (PIL) involves a ten-day immersive experience, allowing students to observe and reflect on the roles of mental health professionals in supporting children's development. Responding to the Panel's comment on whether the two-week duration is sufficient to achieve the intended learning goals, the Operator explained that the course introduces an initial foundational experience in bridging theoretical knowledge with practical applications. This will be

supplemented by gradually deeper experiential learning in Year 4 through the course *CDP54005 Individual Research Project I* (10-day engagement focusing on reflective learning and research proposal formulation) and the course *CDP54006 Individual Research Project II* (a full-term project involving data collection and application in real-world settings). Such structured progression ensures comprehensive exposure to real-world scenarios, enabling students to effectively integrate academic insights with practical experience.

- 4.3.5 At the site visit meeting, programme management elaborated that the Programme also incorporates enrichment activities to foster the foundational knowledge and practical skills of the students. Specifically, students are required to complete 12 hours of enrichment activities each year during both Year 1 and Year 2. These activities are designed to cultivate a basic understanding of supporting families and children experiencing difficulties, primarily through observation and interactive play sessions. This early exposure is intended to prepare students for undertaking the PIL course in Year 3.
- 4.3.6 Having reviewed the programme structure and meeting with the programme management team, the Panel formed the view that the practical-oriented learning and teaching activities represent a core differentiator of the Programme. To mark out its distinctive nature and ensure all stakeholders are clearly informed about the available learning opportunities and their relevance to the programme curriculum, the Panel **recommended** that the Operator should update the relevant documentation to clearly present all key learning activities, particularly the enrichment activities for Year 1 and Year 2 students.
- 4.3.7 The Panel reviewed the course outlines, the sample learning and teaching materials for the Programme, and considered that the Programme provides sufficient volume of learning and coverage to facilitate the students to achieve the stated learning outcomes that align with the programme objectives.
- 4.3.8 Notwithstanding the recommendation stated in paragraph 4.3.6, based on the review of the above information and the discussions with the representatives from various internal and external stakeholders, the Panel opined that the structure and content of the Programme are coherent and integrated to facilitate progression in order to enable students 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 includes a variety of learning and teaching activities such as lectures, case studies, presentations, discussions, laboratory work, outside visits, and projects. The Programme will be offered in two streams: English and Chinese. Each stream will deliver in accordance with the Programme's designated MOI.
- 4.4.2 Responding to the Panel's comment on the arrangement of having two enrolments per year with Year 1 and Year 3 students across two language streams, the Operator elaborated that the College plans to offer an English stream in Term 1 and a Chinese stream in Term 2. This dual-enrolment strategy provides flexibility for students to start their studies at different times, accommodating their preferences for specific language streams or semesters. Furthermore, continuous enrolment periods facilitate year-round recruitment and ensure a consistent intake of students.
- 4.4.3 The Panel noted that, according to the College's class size policy, the optimal number of students per class is 40. When the number of students exceeds 60, the group will be divided into two classes to maintain a quality teaching and learning environment. The Panel considered that the policy is able to enhance effectiveness in engaging students in the learning process.
- 4.4.4 Student learning is assessed through a combination of class participation, formative assessments, and summative assessments. Assessment tools include assignments, quizzes, individual essays, group projects, case study presentations, final written examinations, research reports, and other relevant activities.
- 4.4.5 The Panel noted that class participation accounts for up to 20% of the total assessment in several courses within the Programme. Responding to the Panel's comment on how class participation is graded effectively, the Operator elaborated that rather than relying solely on attendance, lecturers employ various assessment activities, such as weekly discussion boards that foster collaborative and reflective learning. Students are expected to attend classes, actively contribute insights, thoughts and reflections, actively participate in

course-related discussions, and complete mini exercises to demonstrate their engagement.

- 4.4.6 Having reviewed the assessment tools and relevant rubrics for sample courses, the Panel considered that they effectively assess students' attainment of the intended learning outcomes while demonstrating relevant academic standards and QF standards at QF Level 5.
- 4.4.7 To be awarded a Bachelor of Social Sciences (Honours) in Child Development and Psychology, students must have:
- (a) completed the 462 QF Credits as stipulated in the Programme curriculum;
 - (b) passed all courses of the Programme;
 - (c) obtained a final Cumulative Grade Point Average of 2.0 or above;
 - (d) taken (i) an annual English proficiency test at the beginning of each academic year and (ii) an exit IELTS test;
 - (e) taken an exit National Putonghua Proficiency Test (PSC) for Chinese speaking students/Computerised Oral Proficiency Assessment (COPA) test for Non-Chinese speaking students;
 - (f) passed the non-credit bearing course "National Security Education" (6 hours); and
 - (g) passed the "Introduction to the Yew Chung Approach to Early Childhood Education" (18 hours).
- 4.4.8 The Panel noted that a student who fulfils the graduation requirements will be awarded a Bachelor's Degree with one of the following classifications:

Classification	Cumulative Grade Point Average (CGPA) at end of a student's study
First Class Honours	$3.8 \leq \text{CGPA} \leq 4.0$
Second Class (Division One) Honours	$3.5 \leq \text{CGPA} < 3.8$
Second Class (Division Two) Honours	$3.1 \leq \text{CGPA} < 3.5$
Third Class Honours	$2.6 \leq \text{CGPA} < 3.1$
Pass	$2.0 \leq \text{CGPA} < 2.6$

- 4.4.9 From the review of the above information and the discussions with the representatives from the programme management team, teaching staff and other external stakeholders, the Panel formed the view that the learning, teaching and assessment activities designed for the Programme are appropriate in consideration of the

programme objectives and content, and are effective in assessing students' attainment of the intended 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 Operator provided the following information on the programme leadership and staffing resources for the Programme:

- Academic qualifications, relevant teaching experience and major roles and responsibilities of the key management of the Programme.
- The identified teaching staff of each courses.

4.5.2 The Panel noted that the Student-to-Staff Ratio (SSR) for the Programme is capped at 1:25. According to the Operator's teaching hours analysis, the Programme requires 900.8 teaching hours annually at full capacity. With one full-time equivalent (FTE) equating to 528 teaching hours, the analysis substantiates that the planned staffing of 2.8 FTEs, as suggested by the SSR calculation, is sufficient to ensure effective delivery of the Programme.

4.5.3 Having reviewed the academic and professional qualifications, research credentials, and relevant work experience of the Programme Manager and teaching staff, the Panel considered that there is adequate staffing capacity with competent programme leadership, teaching capability, and support skills to conduct the learning, teaching, and assessment designed for both language streams of the Programme.

4.5.4 During discussions at the site visit, the programme management team elaborated on the College's recruitment process for teaching staff. This process includes interviews and evaluations for all prospective candidates, requiring a teaching demonstration conducted in Putonghua for the Chinese stream and in English for the English stream. Having reviewed the teaching demonstration evaluation form, which includes detailed rubrics and minimum employable requirements for five key attributes: professional content

knowledge, teaching skills, target student level adaptation, cultural sensitivity, and language proficiency, the Panel considered the teaching staff recruitment process effective for appointing competent staff capable of delivering the Programme effectively for both streams.

- 4.5.5 The Panel observed that the current staff pool is predominantly composed of individuals specialising in child development. The Panel opined that achieving a more balanced distribution of expertise between child development and psychology would further strengthen the overall programme curriculum in the long term.
- 4.5.6 In view of continuous improvement, the Panel **recommended** that the Operator expand the pool of psychology-specialised teaching staff to achieve a more balanced distribution of expertise between child development and psychology, thereby strengthening course content and teaching delivery for psychology-related subjects, such as social/personality and positive psychology, and further enhancing the programme curriculum over time.
- 4.5.7 The Panel noted that the College has incorporated research grants into its annual operating budget. Academic staff are eligible to apply for these grants to support their research and scholarly development initiatives. Additionally, the Research Office plays an active role in assisting staff by identifying relevant external funding opportunities and providing support throughout the application process.
- 4.5.8 On the staff development provisions, the Operator has planned activities at two levels to align with its development goals:
- At the College level: Activities are designed to enhance staff knowledge, skills, and competence while fostering understanding, coherence, and a sense of purpose and unity within teams to support the College's strategic development.
 - At the individual level: Activities focus on personal qualification enhancements, such as pursuing doctoral degrees or engaging in professional development initiatives tailored to individual staff interests and aligned with the College's objectives.

Having reviewed the Staff Development Plan 2023/24–2028/29 provided by the Operator, the Panel considered that these provisions are able to enhance the quality and effectiveness of staff in fulfilling their roles and contributing to the College's overall development.

4.5.9 Notwithstanding the advice stated in paragraph 4.5.6, in consideration of the above information and the discussions with relevant stakeholders, the Panel was of the view that the programme leadership and staffing are appropriate and the staff development activities of the Operator can ensure that teaching staff are kept updated for 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 and the planned learner group, regardless of location and mode of delivery.

4.6.1 The College provided the Panel with Income and Expenditure Projections for the Programme covering the period from 2026/27 to 2030/31. The Panel noted that the Programme is projected to generate a financial surplus over this five-year period. Based on the financial information provided, the Panel considered that the operations of the Programme are adequately supported in terms of financial resources and remain financially viable.

4.6.2 The Panel was provided with summary information on library holdings, subscriptions and planned acquisitions relevant to the Programme, including journal subscriptions and electronic databases. The Panel considered that the College has sufficient library resources, including printed materials, online journals, and e-books, to support the teaching and learning activities of the Programme.

4.6.3 The College also presented the Panel with information on its learning, teaching, and enabling resources relevant to programme delivery. During the site visit, the Panel toured facilities designated for the Programme, including programme-specific laboratories, the early childhood education research hub, the library, and student activity facilities, all of which collectively support the effective delivery of the Programme.

4.6.4 During the site visit, the Operator introduced the Panel to the library's e-resource subscriptions, which are designed to support the learning and teaching activities of the Programme. The Panel considered that these resources were deemed to be adequate and fit for purpose.

- 4.6.5 The Panel was informed that an additional teaching venue, Yew Chung International School - Secondary Section, 3 To Fuk Road, Kowloon Tong, Kowloon, will be made available for conducting certain programme related activities, such as lectures by guest speakers, seminars, special class activities, student admissions activities, and graduation ceremonies, where appropriate.
- 4.6.6 The Panel noted that full-time teaching staff are required to dedicate two hours per week to out-of-class consultations. These sessions are designed to monitor students' academic progress and provide timely guidance to address their learning needs.
- 4.6.7 Responding to the Panel's comment on consultation support from part-time teaching staff, the Operator clarified that part-time teaching staff also offer a comparable level of academic consultation. This is achieved through allocating designated consultation hours, typically scheduled before and/or after the courses they teach.
- 4.6.8 The College assigns each student a Personal Tutor, who is a full-time teaching staff member. Personal Tutors provide personalised advice, particularly for students with learning difficulties, ensuring consistent communication. Where necessary, they facilitate referrals to internal or external professionals for additional support, including professional or medical assistance.
- 4.6.9 In consideration of the above information, and discussions with representatives from senior management, the programme team, and relevant external stakeholders during the site visit, the Panel opined that the Operator is able to provide appropriate and sufficient learning, teaching, and enabling resources 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 on-going basis to ensure that the programme remains current and valid and that the learning outcomes, learning and teaching activities and learner assessments are effective to meet the programme objectives.

- 4.7.1 Responding to the Panel's initial comments regarding evidence of approvals related to the offering of the Programme, the Operator provided extracts from meeting minutes, including approval records from the External Advisory Committee, the Quality Assurance

Committee, the Board of Studies, the Academic Board, and the College Council.

- 4.7.2 The Operator also outlined the new programme proposal development and approval processes. To demonstrate that the Programme is monitored and reviewed effectively, the Operator provided the IVP report of the Programme for the Panel's review.
- 4.7.3 Having reviewed the above evidence and the responses to the Panel's comment on the recommendations made by IVP, the Panel considered that the Programme had been duly vetted and monitored through each approval tier within the College's quality assurance mechanism and recommendations from the IVP had been addressed and followed through.
- 4.7.4 Responding to the Panel's comments on how the College gathers, analyses, and acts on feedback from diverse stakeholders to ensure continuous improvement in teaching, curricula, and student support services of the Programme, the Operator elaborated that feedback from students is collected through course evaluation surveys, programme evaluation surveys, practicum surveys, and resources and student services surveys. Structured platforms such as the College-Student Liaison Forums also provide students with opportunities to voice their opinions.
- 4.7.5 Graduates are invited to complete a graduate survey, and employers are encouraged to provide feedback on graduate performance through an employer's survey conducted within a year of graduation. Furthermore, comments on assessment tools are collected from external examiners via the External Examiners' Report Forms.
- 4.7.6 Programme Manager and lecturers address stakeholder feedback through the preparation of Annual Programme Review Reports. These reports detail student learning outcomes, identified issues, and follow-up actions taken in response to feedback. All input, including reflections and follow-up actions, is consolidated into comprehensive reports submitted to relevant Boards and Committees for evaluation and approval of further improvements.
- 4.7.7 The Panel was informed that ongoing review and monitoring measures in place are aligned with the principles and processes outlined in the College's Quality Assurance and Enhancement Manual.

4.7.8 In consideration of the information provided as well as discussions with representatives from relevant internal and external stakeholders, the Panel formed the view that the Operator has established an effective quality assurance system to monitor and review the development and performance of the Programme on an ongoing basis.

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 (www.elegislation.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 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 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.

Appendix 1

Yew Chung College of Early Childhood Education

Learning Programme Accreditation for Bachelor of Social Sciences (Honours) in Child Development and Psychology

26 – 27 June 2025

Panel Membership

Panel Chair

Prof CHENG Cecilia
Professor and Associate Dean
(Personal Development)
Department of Psychology,
Graduate School
The University of Hong Kong
HONG KONG

* Panel Secretary

Mr CHAN Siu Keung
Registrar
Research and Training
The Hong Kong Council for Accreditation of
Academic and Vocational Qualifications
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Panel Members

Ms FUNG Wai-yee Winnie
Former Chief School Development
Officer
Education Bureau, HKSAR
HONG KONG

Dr WONG Pak Ho
Professional Consultant
Department of Educational Psychology
The Chinese University of Hong Kong
HONG KONG

* The Panel Secretary is also a member of the Accreditation Panel.

Appendix 2

Graduate Profile of Bachelor of Social Sciences (Honours) in Child Development and Psychology

Qualification Title	Bachelor of Social Sciences (Honours) in Child Development and Psychology 兒童發展與心理學(榮譽)社會科學學士
Qualification Type	Bachelor's Degree
QF Level	5
Primary Area of Study and Training	Social Science
Sub-area (Primary Area of Study and Training)	Social and Behavioural Sciences
Other Area of Study and Training	Not Applicable
Sub-area (Other Area of Study and Training)	Not Applicable
Programme Objectives (POs)	<p>Upon successful completion of the Programme, students will be able to achieve the following programme objectives:</p> <p>PO1 Possess a strong scientific inquiry and critical thinking skills in integrating the theoretical and scientific bases of child development and psychology needed to provide services to and/or execute research plans with children and families within complex systems and organisations in a diverse society; 具備科學探究和批判思維能力，整合兒童發展與心理學的理論和科學基礎，為多元社會中複雜系統和組織內的兒童及家庭提供服務或執行研究計劃；</p> <p>PO2 Function as effective team members of a multidisciplinary team and develop flexible interpersonal approaches that optimise information exchange and relationship development in various areas of involvement with children; and</p>

	<p>作為多學科團隊的有效成員，發展靈活的人際交往方法，優化與兒童相關各領域的信息交流和關係發展；及</p> <p>PO3 Demonstrate ethically and socially responsible capabilities and adopt values that build community at local, national, and global levels. 展現道德和社會責任感，採納促進本地、國家及全球社區建設的價值觀。</p>
<p>Programme Intended Learning Outcomes (PILOs)</p>	<p>Upon successful completion of the Programme, students will be able to:</p> <p>PILO1 Identify and critically analyse theories and knowledge in the breadth of Child Development and Psychology, its history of thought and development, its local and global issues, its research methods, and its application; 識別並批判分析兒童發展與心理學的理論和知識，包括其思想歷史、發展、本地與全球議題、研究方法及應用；</p> <p>PILO2 Apply scientific reasoning and critical thinking skills to interpret psychological phenomena within complex systems and organisations and demonstrate competence in integrating theoretical and scientific bases of child development and psychology to design, conduct, and interpret basic psychological research for children and families; 運用科學推理和批判思維技能，解釋複雜系統和組織中的心理現象，並展現整合兒童發展與心理學理論與科學基礎的能力，以設計、實施和解釋針對兒童及家庭的基礎心理學研究；</p> <p>PILO3 Enhance interpersonal communication skills and conduct professional communication and collaboration with multidisciplinary teams effectively with ethical and legal bases in professional practice; 提升溝通技巧，在專業實踐中基於倫理和法律準則，與跨學科團隊進行高效的專業交流與合作；</p> <p>PILO4 Apply ethical standards and community-building values to evaluate psychological science and</p>

	<p>practice to meet the increasingly diverse needs of children and families in Hong Kong, Mainland China and the world; and</p> <p>根據道德標準和社區建設價值觀，對心理學科學與實踐進行評估，以滿足香港、中國內地及全球兒童與家庭日益多元的需求；及</p> <p>PILO5 Demonstrate systemic knowledge and skills that allow students to pursue both professional training in applied aspects of Child Development and Psychology and advanced research training in all related research areas in Social Sciences.</p> <p>展現系統性知識和技能，能在兒童發展與心理學的應用領域追求專業培訓，或在社會科學相關研究領域進行高級研究訓練。</p>
<p>Education Pathways</p>	<p>Graduate can pursue further study at Master Degree in Psychology, Child Development and related disciplines as the most direct extension and upgrading in their own area of specialism.</p>
<p>Employment Pathways</p>	<p>Graduates of the programme are well equipped for careers working with young children and their families, and in the civil service or charitable organisations, non- governmental agencies and other institutions such as research-based organisations, publishers, and hospitals. Some graduates may explore their own entrepreneurial initiatives too.</p>
<p>Minimum Admission Requirements*</p>	<p><u>Year 1 Entry</u></p> <p>(a) Level 3 in Chinese Language and English Language and Level 2 in Mathematics and “Attained” in Citizenship and Social Development plus one elective/Applied Learning subject at Level 2 in the Hong Kong Diploma of Secondary Education (HKDSE) or equivalent qualifications; or</p> <p>Other acceptable alternative qualifications, including non-local qualifications obtained in or outside Hong Kong; or</p> <p>Mature applicants of age 23 or above by 1 September of the year of admission. These applicants must demonstrate the potential to complete the Programme</p>

	<p>successfully and possess the aptitude and motivation for study;</p> <p><i>Note: Mature applicants are considered as non-standard admissions entry and are assessed on a case-by-case basis.</i></p> <p>And</p> <p>(b) Pass the admissions interview.</p> <p><u>Year 3 Entry</u></p> <p>(a) Holders of YCCC/College Higher Diploma in Early Childhood Education award/Associate Degree award; or</p> <p> Holders of Higher Diploma/Associate Degree of other institutions in Psychology, Social Sciences or Education related field;</p> <p>And</p> <p>(b) Pass the admissions interview.</p>
<p>Graduation Requirements</p>	<p>To be awarded a Bachelor of Social Sciences (Honours) in Child Development and Psychology, students must have:</p> <p>(a) completed the 462 QF Credits as stipulated in the Programme curriculum;</p> <p>(b) passed all courses of the Programme;</p> <p>(c) obtained a final Cumulative Grade Point Average of 2.0 or above;</p> <p>(d) taken (i) an annual English proficiency test at the beginning of each academic year and (ii) an exit IELTS test;</p> <p>(e) taken an exit National Putonghua Proficiency Test (PSC) for Chinese speaking students/Computerised Oral Proficiency Assessment (COPA) test for Non-Chinese speaking students;</p> <p>(f) passed the non-credit bearing course “National Security Education” (6 hours); and</p> <p>(g) passed the “Introduction to the Yew Chung Approach to Early Childhood Education” (18 hours).</p>

Operator	Yew Chung College of Early Childhood Education 耀中幼教學院
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Yew Chung College of Early Childhood Education

**Learning Programme Accreditation for
Bachelor of Social Sciences (Honours) in
Child Development and Psychology**

26 – 27 June 2025

Corrigendum

On page 2, para. 2.4 of the Accreditation Report:

Original:

Primary Area of Study and Training	Social Science
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Change to:

Primary Area of Study and Training	Social Sciences <u>s</u>
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On Appendix 2 of the Accreditation Report:

Original:

Primary Area of Study and Training	Social Science
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Change to:

Primary Area of Study and Training	Social Sciences <u>s</u>
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~~ End ~~

CHAN Siu Keung
Registrar

Ref: 63/12/01
8 January 2026
JoH/CQ/SKC/kil

HKCAAVQ Report No.: 25/134