



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

INITIAL EVALUATION

AND

LEARNING PROGRAMME ACCREDITATION

MASTER OF EDUCATION

AND

POSTGRADUATE DIPLOMA IN EDUCATION (EARLY CHILDHOOD EDUCATION)

OCTOBER 2024

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1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA983), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (AAVQO) (Cap. 592), was commissioned by Yew Chung College of Early Childhood Education to conduct Initial Evaluation and Learning Programme Accreditation with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether Yew Chung College of Early Childhood Education (the Operator/the College) meets the stated objectives and is competent to operate learning programmes that meet the Hong Kong Qualifications Framework (HKQF) Level 6 standards, and can be granted Initial Evaluation Status at HKQF Level 6;
- (b) To conduct an accreditation test as provided for in the AAVQO to determine whether the programmes of the Operator (with specifications below) meet the stated objectives and HKQF standards and can be offered as accredited programmes; and
- (c) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) and (b) by HKCAAVQ.

Specifications of the programmes seeking accreditation status:

Programme Title (English and Chinese)	Award Title on Exit (English and Chinese)	Mode of Study	Medium of Instruction	Programme Length	Majors leading to Distinctive Awards	Claimed HKQF Level
Master of Education 教育學碩士	Master of Education 教育學碩士	Full-time	English and Chinese	1 year	N/A	6
		Part-time	English and Chinese	2 years	N/A	6

Postgraduate Diploma in Education (Early Childhood Education) 學位教師教育深造文憑（幼兒教育）	Postgraduate Diploma in Education (Early Childhood Education) 學位教師教育深造文憑（幼兒教育）	Full-time	English	1 year	N/A	6
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2. HKCAAVQ'S DETERMINATION

Initial Evaluation

2.1 HKCAAVQ has determined that Yew Chung College of Early Childhood Education meets the stated objectives and is competent to operate learning programmes that meet the HKQF standard at Level 6, and can be granted an Initial Evaluation status at HKQF Level 6.

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 of the Initial Evaluation status are specified as follows:

Name of Operator	Yew Chung College of Early Childhood Education 耀中幼教學院
Address of Operator	2 Tin Wan Hill Road, Aberdeen, Hong Kong
Highest HKQF Level of programme(s) which the Operator can operate upon successful learning programme accreditation	Level 6

Start date of 2-year validity period of Initial Evaluation (IE) accreditation status	1 September 2025
Scope of IE Accreditation Status	For local accredited learning programmes operating in Hong Kong

Learning Programme Accreditation

2.4 HKCAAVQ has determined that, subject to the fulfilment of the condition and compliance with the restrictions set out below respectively, the Master of Education programme (MEd Programme) and Postgraduate Diploma in Education (Early Childhood Education) programme (PGDE(ECE) Programme) meet the stated objectives and HKQF standard at Level 6. Subject to the approval by the Chief Executive in Council, the MEd and PGDE(ECE) Programmes can be offered as accredited programmes with a validity period of three years.

2.5 Validity Period

2.5.1 The validity period will, provided the Operator fulfills the pre-condition to the commencement of the validity period as set out in Para. 2.7.1 in the case of the MEd Programme, 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.

2.6 The determinations on the MEd and PGDE(ECE) Programmes 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	Master of Education 教育學碩士	Postgraduate Diploma in Education (Early Childhood)

		Education) 學位教師教育深造 文憑（幼兒教育）
Title of Qualification [Exit Award]	Master of Education 教育學碩士	Postgraduate Diploma in Education (Early Childhood Education) 學位教師教育深造 文憑（幼兒教育）
Primary Area of Study and Training	Education	
Sub-area (Primary Area of Study and Training)	Not applicable	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 6	
HKQF Credits	110	188
Mode(s) of Delivery and Programme Length	Full-time, 1 year; Part-time, 2 years	Full-time, 1 year
Start Date of Validity Period	1 September 2025	
End Date of Validity Period	31 August 2028	
Number of Enrolment(s)	Full-time: Two enrolments per year; Part-time: One enrolment per year	One enrolment per year
Maximum Number of New Students	Full-time: 160; Part-time: 40	20
Specification of Competency Standards-based Programme	☐ Yes ☒ No	
Address of Teaching/Training Venue(s)	(1) Tin Wan Campus 2 Tin Wan Hill Road, Aberdeen, Hong Kong (2) YCCECE City Campus	

	3 To Fuk Road, Kowloon Tong, Kowloon
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2.7 Condition

Master of Education

2.7.1 Pre-condition

The Operator is to review and revise, where necessary, the programme title, programme intended learning outcomes (PILOs) and programme content of the MEd Programme to:

- (a) ensure their alignment in terms of the positioning and focus of the MEd Programme; (Para. 4.5.6)
- (b) ensure that the management and leadership elements in the programme content fully reflect the importance of management and leadership as articulated in the PILOs and to potential students; (Para. 4.7.7) and
- (c) minimise overlapping content between three courses, namely, *Contemporary Global Challenges in Education*, *International Educational Reform* and *Sustainable Global Education*. (Para. 4.7.8)

The Operator is to submit the revised programme title, PILOs and programme content, where applicable, with the rationale, approval record and other supporting documents to HKCAAVQ for the fulfilment of the above pre-condition **on or before 28 February 2025**.

2.8 Restrictions

Postgraduate Diploma in Education (Early Childhood Education)

- 2.8.1 The Operator is to provide documentary evidence of the recognition by the Education Bureau and the Social Welfare Department so that the graduates will be eligible for registration as Qualified Kindergarten Teachers (QKT), Child Care Workers (CCW) and Child Care Supervisors (CCS) before enrolling the first cohort of students to the PGDE(ECE) Programme. (Para. 4.5.8)

- 2.8.2 The Operator is to provide relevant documents, including relevant recognition if applicable, to demonstrate that the graduates' eligibility for registration as Special Child Care Workers (SCCW) is commensurate with the proposed (or revised if applicable) programme objectives (POs), programme intended learning outcomes (PILOs) and curriculum before enrolling the first cohort of students to the PGDE(ECE) Programme. (Para. 4.5.8 & 4.8.6)
- 2.8.3 Throughout the validity period, the Operator is to ensure that the applicable approval by the Education Bureau and the Social Welfare Department mentioned above is maintained successfully before enrolling any subsequent cohorts of students to the PGDE(ECE) Programme. The Operator is to report to HKCAAVQ on any changes of the approval status within one month of such changes. (Para. 4.5.8 & 4.8.6)

2.9 **Recommendations**

HKCAAVQ also offers the following recommendations for continuous improvement of the MEd and PGDE(ECE) Programmes.

- 2.9.1 The Operator is to monitor the progress and performance of the first two cohorts of the PGDE(ECE) students and solicit their feedback to determine whether an alternative length of study, such as 15 months or 18 months, should be offered to students to ensure student progress and success. (Para. 4.7.11)
- 2.9.2 The Operator is to keep the arrangement and effectiveness of the MEd Final Project supervision under review and make alternative arrangement, if necessary, to enhance the quality of supervision while balancing the workload demands on teaching staff. (Para. 4.8.5)
- 2.9.3 The Operator is to explore opportunities in the Professional Integrated Learning and Practicum courses of the PGDE(ECE) Programme to enhance the onsite exposure and engagement with children with Special Educational Needs. (Para. 4.8.6)
- 2.9.4 The Operator is to monitor and, where necessary, update the quality assurance system and processes from time to time to ensure that they are efficient and effective for the operation of the MEd and PGDE(ECE) Programmes. (Para. 4.11.2)

- 2.10 HKCAAVQ will subsequently satisfy itself on whether the Operator remains competent to achieve the relevant objectives and the Programmes continue to meet the standard to achieve the relevant objectives as claimed by the Operator by reference to, amongst other things, the Operator's fulfilment of any conditions and compliance with any restrictions stipulated in this Accreditation Report. For the avoidance of doubt, maintenance of accreditation status is subject to the fulfilment of any conditions and compliance with any restrictions stipulated in this Accreditation Report.

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 HKQF Level 4 and Diploma programmes at HKQF 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 HKQF Level 4 by HKCAAVQ in 2021. At present, the College offers 21 accredited programmes, including one Bachelor's degree programme at HKQF Level 5, 18 programmes at HKQF Level 4 and two programmes at HKQF Level 3.
- 3.4 The College commissioned HKCAAVQ to conduct an Initial Evaluation (IE) for offering HKQF Level 6 programmes and Learning Programme Accreditation (LPA) for the MEd and PGDE(ECE) Programmes which the College planned to offer in the 2025/26 academic year. HKCAAVQ formed two expert panels (together as the Panels and separately as the Panel under the respective IE and LPA sections) for the IE and LPA respectively (Panel Memberships

are given at Appendix 1). A financial expert was also engaged to provide advice to the IE Panel on financial matters. A site visit was conducted by the Panels at the College's Tin Wan Campus from 14 to 16 August 2024. HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework (Version 1.2, November 2020)* was the guiding document for the College and the Panels in conducting the accreditation 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.

Initial Evaluation

4.1 Organisational Governance and Management

The governing body of the Operator has clearly defined and appropriate educational/training objectives, and has implemented a management structure to realise those objectives, for the delivery of learning programme(s) that fall within the scope of the HKQF level(s) sought.

4.1.1 The Panel noted the following regarding the governance and management structures of the College:

- The Board of Governors (BoG) is the supreme governing body which provides leadership and decides the strategic positioning and overall direction of the College;
- The Council serves as the executive arm of the BoG in the implementation of the College's ECE-positioning, Vision, Mission and strategic development of the College;
- Both the BoG and Council are assisted by a range of committees under them, such as the Fundraising Committee and Internal Audit Committee under the BoG and the Academic Board, Research Committee and College Management Committee under the Council;

- The College Management Committee, chaired by the President, assists the President in college management to ensure the effective management and quality of all College activities;
- A relatively high percentage of external members comprising experts from the higher education community and industry/commerce/government/NGO sectors are engaged as lay members of the BoG and Council to provide external input;
- With the planned launching of HKQF Level 6 programmes, the Board of Studies (BoS) under the Academic Board is to be reorganised to become the BoS for undergraduate and sub-degree programmes, and a new BoS for postgraduate programmes will be set up to enable a more focused monitoring of the learning programmes and student learning experience at the different levels.
- Likewise, the position of Vice President (Academic) was created to enhance the College's academic leadership in teaching, research and quality assurance. The appointment to the position was made in March 2024;
- The compositions of some committees have been updated to include the Vice President (Academic) and Programme Directors for postgraduate programmes.

4.1.2 The Panel observed that the BoG and Council actively participated in setting the strategic directions and policies of the College and that the BoG was kept informed of the College's efforts, challenges and performance in the assurance of the standard and quality of the College's educational provisions through a reporting system. The Panel also observed that given the modest size of the College, the BoG and Council Members had a close relationship with the Management and frontline staff, allowing for a close monitoring of the College's activities.

4.1.3 The Panel noted that the College had established and benefitted from an extensive network of academic experts, frontline ECE setting operators, alumni and parents in terms of expert advice for programme development, practicum placements and donations.

4.1.4 The Panel observed that staff and student representation on committees was minimal. The College indicated that they had to maintain a careful balance on the workloads of staff and had managed to solicit student feedback via a number of channels. With

the launching of postgraduate programmes, the Panel, however, **advised** the College to keep the composition of the various committees under review to ensure sufficiently broad representation on the committees to support the College's development.

4.1.5 The Panel was also provided with the College's five-year strategic plans for 2018/19 to 2022/23 and 2023/24 to 2027/28 and a set of 47 Key Performance Indicators (KPIs) in 12 areas for the fulfilment of the strategic goals of the College for 2018/19 to 2022/23. The Panel was informed that the KPIs were not explicitly ranked or prioritised and their significance might shift according to the strategic focus of each academic year. The Panel opined that for KPIs to be meaningful, the identification of the "Key" to reflect priority is essential and **advised** the College to prioritise the KPIs to focus on the real drivers of performance.

4.1.6 The Panel noted that the College developed and implemented, as an integral part of the College's overall governance, a College-wide Risk Management Framework and an Internal Periodic Audit System in 2020, with the first internal audit conducted in 2023, to enhance institutional quality.

4.1.7 The Panel also reviewed the following information and documents regarding organisational governance and management:

- (a) Vision and Mission of the College;
- (b) Graduate Attributes for Postgraduate Students;
- (c) Meeting Minutes of the BoG and Council;
- (d) Executive Summary of Internal Audit Report and College's response to the Internal Audit Report;
- (e) Risk Management Report;
- (f) Staff Handbook; and
- (g) Quality Assurance and Enhancement Handbook.

4.1.8 In light of the above, the Panel formed the view that the Operator has a management structure to realise its educational objectives for the delivery of learning programmes at HKQF Level 6.

4.2 Financial Viability and Resources Management

The Operator must have adequate financial and physical resources to achieve its educational/training objectives, with well-defined systems and processes to manage its finances to support the quality and effectiveness of its operation.

- 4.2.1 The Panel noted that the BoG provided strategic advice on management of the College's financial resources and the Finance and Resource Planning Committee, chaired by an external financial expert, under the Council was responsible for the oversight and management of the internal financial control systems of the College.
- 4.2.2 The Panel also noted that the College's sponsoring body, YCEF, had provided the College with an undertaking of open-ended financial support. During the site visit, YCEF reiterated its firm support for the College in the launching of postgraduate programmes to further its Vision and Mission.
- 4.2.3 The College informed the Panel that it had managed to achieve notable outcomes in its fundraising and advancement efforts over the last couple of years. The Panel, nevertheless, reminded the College to avoid an over-reliance on the support of YCEF and donations. To this end, the Panel was given to understand that the College had been actively expanding its source of income through the development of Continuing and Professional Development and Community Education services.
- 4.2.4 For this accreditation exercise, HKCAAVQ engaged a Financial Expert to review information in relation to the financial viability of the College. Upon review of the documents provided by the College which included, among other things, (a) Excerpts of YCEF's 2023 audited financial statements, (b) the College's Financial Plan for 2023/24 to 2028/29, (c) the College's Audited Financial Reports for 2020/21 to 2022/23, (d) its Manual on Financial Planning and Operation, and (e) the Financial Plans of the two proposed HKQF Level 6 new programmes from 2023/24 to 2029/30, the Financial Expert advised that the College has adequate financial resources to achieve its educational objectives.
- 4.2.5 During the site visit, the Panel was given a physical tour of the Tin Wan Main Campus and a virtual tour of the Kowloon Tong City Campus. The Panel was also informed about the construction, at the Kowloon Tong campus site, of an additional block expected to be

completed by 2026, with two floors designated for the use of the College.

- 4.2.6 The Panel visited the various campus facilities for learning and teaching and student services on the Main Campus including the Pamela Peck Discovery Space (PPDS), Library, classrooms, Student Learning Commons and Research Centre. While the 4,150 m² Tin Wan Main Campus appeared to be relatively small for the accommodation of 700 students at one time, the Panel commended the PPDS for its wide range of outdoor play areas and themed indoor stations, all innovatively built for the experiential learning of children from birth to aged 8 and for quality bonding time with their families.
- 4.2.7 In light of the above, the Panel considered that the Operator has adequate financial and physical resources to achieve its educational objectives with well-defined systems and processes to manage its finances to support the quality of its operation.

4.3 **Organisational Staffing**

The Operator must be able to engage staff who are competent to manage its operations, to lead programme planning and development, and to support the delivery of learning programme(s) up to the claimed HKQF level(s).

- 4.3.1 The Panel noted that the Human Resources Committee (HRC) under the Council was charged with the duty to consider the College's proposals on levels of manpower and remuneration and make recommendations to the Council for approval.
- 4.3.2 The Panel was given to understand that to enhance the effectiveness of its Human Resources (HR) system, in 2023 the College developed a Core Competency Model, a comprehensive system for defining, developing and appraising unit heads/functional leaders. In response to the Panel's enquiry on the progress of implementation, the College shared that preparatory actions including briefing and training, identification of desired competencies, and revision of staff performance appraisal form had been completed. Certain competency gaps, such as the need to foster teamwork and develop the leadership capability of junior academic staff, had been identified and follow-up actions had been taken in response to such findings. The Panel considered the implementation of the Core Competency Model a good initiative for the development of the College.

- 4.3.3 The Panel noted that the College adopted a three-track staffing structure, namely, Professoriate, Lecturer and Lecturer (Practice) track, as far as academic staff were concerned. The College indicated that at present, its full-time faculty comprised 26 Early Childhood Education or General Education specialists, of whom 54% were on the Professoriate track and that 19% of staff were pursuing their doctorates. While there were no fixed ratios of staff within the three tracks, the College anticipated that as its work on degree-level and above expanded, there would be a progressive increase in the percentage of staff on the Professoriate track.
- 4.3.4 The Panel reviewed the profiles of the academic staff and the staffing plan of the College from 2023/24 to 2028/29. While the Panel observed at the site visit that the College Management and unit heads/functional leaders were enthusiastic, professional and dedicated to the launching of postgraduate programmes, the Panel considered that some of the heads or leaders had relatively little similar previous experience. The Panel, therefore, **advised** the College to further strengthen academic leadership by recruiting more academic staff at the middle and senior Professoriate rank to enhance programme development and management as well as research.
- 4.3.5 The Panel was provided with an academic staff workload table, which the Panel considered acceptable for a teaching institution and appropriate for the College's stage of development. The College indicated that, in addition to providing staff with grants and training on research, it would also recruit more research support staff to enable greater staff engagement in research activities.
- 4.3.6 The Panel was informed that the staff-to-student ratio of the College was 1:25 which the Panel considered reasonable as a broad guideline at the college level but reminded the College to adjust the ratio at the programme level according to the level and nature of the programmes.
- 4.3.7 The Panel also reviewed the following information and documents regarding staffing and staff development:
- (a) Staff Handbook;
 - (b) Appointment Criteria for Academic Staff under the 3-track Structure;
 - (c) Appointment Criteria for Professional Services and Support Staff;

- (d) Procedural Manual for Staff Appointment, Appraisal, Promotion and Discipline;
- (e) Guidelines on Staff Promotion;
- (f) Staff Development Plan for 2023/24 to 2028/29;
- (g) Research Enhancement Scheme; and
- (h) Research Output by Academic Staff.

4.3.8 In view of the above information, the Panel considered that the Operator is able to engage staff who are competent to manage its operations, to lead programme planning and development, and to support the delivery of learning programmes at HKQF Level 6.

4.4 **Organisational Quality Assurance**

The Operator must have an internal quality assurance system that can support effective management and monitoring of the quality of its learning programme(s) in delivering learning outcomes that align with the GLDs of the HKQF, to meet its educational/training objectives.

4.4.1 The Panel was provided with the following documents on the quality assurance and enhancement of the College:

- (a) Quality Assurance and Enhancement Handbook;
- (b) Internal Audit Framework;
- (c) Meeting Minutes of the Task Force on Academic Development and Accreditation;
- (d) Guidelines on the Benchmarking of Academic Programmes;
- (e) Flowchart of Programme Development Approval Process;
- (f) Flowchart on Course Evaluation Processes;
- (g) Various Survey Forms including the Evaluation Survey Forms on Courses, Practicums, Programmes, Resources and Student Services, etc.;

- (h) Process and Timeline for Internal Moderation of Assignment;
- (i) Principles and Guidelines on External Examiner System;
- (j) Level 6 vs Level 5 Grade Point Average Systems;
- (k) Annual Programme Review Report Template;
- (l) Postgraduate Student Handbook; and
- (m) Combined IE & LPA Final Report.

4.4.2 The Panel noted that the College had updated its quality assurance and enhancement mechanisms, for example, revised the composition of committees, refined the Grade Point Average System and aligned the terminologies in the survey forms, to prepare for the launching of HKQF Level 6 programmes. Upon review of the relevant documents, the Panel **advised** the College to review and revise the contents of some of the survey forms, such as Graduate Survey Form and Employer Survey Form, to better meet the needs and characteristics of postgraduate students.

4.4.3 Overall, the Panel observed that effective preparations, albeit at an early stage, had been made for launching HKQF Level 6 programmes across many areas of the College including governance and management, staffing, programme development, assessment, research development and quality assurance.

4.4.4 The Panel also observed a dedicated commitment to ECE and related areas at all levels of the College including the BoG and Council Members, College Management and frontline staff, along with good external networks in both the academic sector and the early childhood education profession.

4.4.5 In light of the above, the Panel considered that the Operator has an internal quality assurance system that can support the effective management, monitoring and delivery of learning programmes at HKQF Level 6 to meet its educational objectives.

Learning Programme Accreditation

The observations and comments of the Panel presented below apply to both programmes where not otherwise specified.

4.5 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.

4.5.1 The Panel noted that the College did not operate a Faculty/Department structure due to the size of the College so the day-to-day operation and management of the MEd and PGDE(ECE) Programmes would be the responsibility of the Programme Director and Programme Committee of the respective programmes. The Panel also noted that the two new programmes under review shared the same Programme Director, who was a full-time faculty member from the Professoriate track, and that the Programme Committee was chaired by the Programme Director.

4.5.2 The Programme Objectives (POs) and Programme Intended Learning Outcomes (PILOs) of the MEd Programme are as follows:

POs

The programme aims to enable students to:	
PO1	Enhance their professional and interdisciplinary competencies and develop effective communication, mentoring, and leadership skills in the ever-developing field of Education;
PO2	Cultivate professional ethics through promoting ethical practices, demonstrating social responsibility, and fostering collegial relationships, encouraging participants to embrace a deep sense of moral responsibility in their professional conduct; and
PO3	Develop an appreciation of, and a personal capacity for, promoting innovation and diversity in educational environments.

PILOs

Upon completion of the programme, students should be able to:	
PILO1	Demonstrate the application of advanced knowledge and skills in the field of Education, encompassing management and leadership abilities;
PILO2	Expertly design, implement, and assess exceptional

	educational programmes catering to diverse learners across various contexts;
PILO3	Identify, analyse, synthesise, and evaluate current and emerging issues and challenges in Education critically, creatively, and ethically;
PILO4	Conduct research and inquiry to generate new knowledge and insights that enhance both educational practice and theory;
PILO5	Communicate and collaborate effectively with different stakeholders to advocate for high quality education.

4.5.3 The POs and PILOs of the PGDE(ECE) Programme are as follows:

POs

The programme aims to enable students to:	
PO1	Engage in lifelong learning with a capability for independent learning and critical thinking and the ability to deal with complex and/or new information, and to apply this knowledge to inform decision-making and problem-solving in educational contexts;
PO2	Demonstrate ability to critically review, consolidate and extend systematic knowledge and skills about the holistic nature of child development, and the role of culture and the family as influences that shape children's development;
PO3	Pursue career, further study and ongoing professional development (e.g. Certificate for Kindergarten Principals, Master's or Doctoral programmes, or other related training), enhance career objectives and contribute to the overall advancement of the field of Early Childhood Education;
PO4	Register as Kindergarten Teachers with the Education Bureau;
PO5	Register as Child Care Workers, Child Care Supervisors, and qualified as Special Child Care Workers with the Social Welfare Department.

PILOs

Upon completion of the programme, students should be able to:	
PILO1	Analyse child development holistically in various contexts and support optimal child learning;
PILO2	Demonstrate skills in formulating and implementing strategies to support children's learning and development, with emphasis on understanding children's individual and

	group motivation and behaviour in diverse learning environments;
PILO3	Compare and undertake a variety of formal and informal assessment strategies to support, evaluate and ensure the continuous all-round development of young children;
PILO4	Value the complex characteristics of young children and their families and communities, advocate for respectful, reciprocal relationships that support and empower families, and involve all families in their children's development and learning;
PILO5	Critically evaluate the importance of, and be able to apply, appropriate strategies to contribute, both independently and collegially, to the quality of their schools to the benefit of children, parents, community and colleagues;
PILO6	Identify and conduct themselves as reflective members of the ECE profession and adhere closely to the ethical guidelines and other professional standards, especially the HKSAR education system structure, relating to early childhood practice.

- 4.5.4 The College shared with the Panel that as the field of ECE has become increasingly interdisciplinary, the MEd Programme was designed as a general degree programme to reflect this broader educational trend and cater for the diverse needs within the K-12 educational spectrum while being grounded in ECE principles.
- 4.5.5 Upon review of the POs, PILOs and content of the MEd Programme, the Panel considered that while the programme title and PILOs were across all areas of education, the content, especially the core courses, focused in an interdisciplinary way on the development and education of children aged 0 to 8 years old, that is, on ECE or Early Child Development.
- 4.5.6 The Panel recognised the College's plan, as reflected in the latest version of its Mission, to expand its educational provisions and research influence beyond the ECE sector. The Panel, however, opined that the focus of ECE in the content would position the programme as an ECE-focused programme rather than a generic one. Given the expertise of the College, the Panel had no doubt over its ability to offer an ECE-focused programme. The Panel was, nevertheless, concerned that given the current design, the programme title did not reflect the focus of the programme, and that the programme content could not achieve the genericness

communicated in the programme title and PILOs. The Panel, therefore, imposed the following pre-condition:

Pre-condition

The Operator is to review and revise, where necessary, the programme title, programme intended learning outcomes (PILOs) and programme content of the MEd Programme to ensure their alignment in terms of the positioning and focus of the MEd Programme. (Para. 2.7.1 (a))

- 4.5.7 The Panel noted that the PGDE(ECE) Programme aimed to enable graduates to register as Qualified Kindergarten Teachers (QKTs) with the Education Bureau (EdB) and Child Care Workers (CCWs), Child Care Supervisors (CCSs) and Special Child Care Workers (SCCWs) with the Social Welfare Department (SWD) in Hong Kong. The Panel reviewed the mappings of the PGDE(ECE) Programme with the requirements for such registrations and discussed the acquisition of the registration status in the respective areas with the Programme Management Team during the site visit.
- 4.5.8 The College was confident of the acquisition of the four registrations by the graduates of the PGDE(ECE) Programme. While the Panel agreed that it was common for similar programmes in Hong Kong to achieve registration for the QKT, CCW and CCS, it noted the challenge of obtaining the additional registration for the SCCW given the scope of knowledge and skills students would learn within one year. The Panel, therefore, imposed the following restrictions for the PGDE(ECE) Programme:

Restrictions

1. The Operator is to provide documentary evidence of the recognition by the Education Bureau and the Social Welfare Department so that the graduates will be eligible for registration as Qualified Kindergarten Teachers (QKT), Child Care Workers (CCW) and Child Care Supervisors (CCS) before enrolling the first cohort of students to the PGDE(ECE) Programme. (Para. 2.8.1)
2. The Operator is to provide relevant documents, including relevant recognition if applicable, to demonstrate that the graduates' eligibility for registration as Special Child Care Workers (SCCW) is commensurate with the proposed (or revised if applicable) programme objectives (POs), programme

intended learning outcomes (PILOs) and curriculum before enrolling the first cohort of students to the PGDE(ECE) Programme. (Para. 2.8.2)

3. Throughout the validity period, the Operator is to ensure that the applicable approval by the Education Bureau and the Social Welfare Department mentioned above is maintained successfully before enrolling any subsequent cohorts of students to the PGDE(ECE) Programme. The Operator is to report to HKCAAVQ on any changes of the approval status within one month of such changes. (Para. 2.8.3)

4.5.9 To comply with Restriction 2, the Operator is to take one of the following actions before enrolling the first cohort of students to the PGDE(ECE) Programme:

- (a) provide documentary evidence showing the recognition of SWD for the SCCW; or
- (b) provide a revised curriculum, which is aligned with the POs and PILOs, and documentary evidence showing the recognition of SWD for the SCCW given the revised curriculum; or
- (c) provide a revised curriculum together with revised POs and PILOs, where applicable, reflecting that the PGDE(ECE) Programme does not aim to ensure eligibility for recognition of SWD for the SCCW.

4.5.10 Where a revision of the PGDE(ECE) Programme is necessary as mentioned in Para. 4.5.9 (b) & (c), the Operator is reminded to ensure that the registration status for the QKT, CCW and CCS will not be affected by the revision.

4.5.11 The Panel also reviewed the following information and documents regarding the programme objectives and learning outcomes of the two programmes:

- (a) Mapping of the PILOs with the POs;
- (b) Mapping of the courses with the Generic Level Descriptors (GLDs) at Level 6;
- (c) Mapping of the Course Intended Learning Outcomes (CILOs) with the PILOs;

- (d) Market Analysis and External Benchmarking;
- (e) Course Outlines including general information, summary, objectives, intended learning outcomes, content, teaching and learning, assessment and reading lists for the courses;
- (f) Mapping of PGDE(ECE) courses with EdB's requirements for QKT registration; and
- (g) Mapping of PGDE(ECE) courses with SWD's requirements for CCW, CCS and SCCW registrations.

4.5.12 In consideration of the above, the Panel concluded that the two programmes have POs that meet community, education and industry needs and PILOs that meet the HKQF standard at Level 6, and the programmes are in general fit for purpose. However, the Panel considered that the POs, PILOs and programme content of the MEd Programme would need to be reviewed and revised for better alignment and clarity in positioning.

4.6 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.

4.6.1 The minimum admission requirements of the MEd Programme are as follows:

For students in the English as Medium of Instruction (EMI) class:

- a) Hold a recognised Bachelor's degree or equivalent, and
- b) Fulfil the College's minimum English language requirements, i.e., applicants should have:
 - 1. Obtained the degree from a programme for which the medium of instruction was English; or
 - 2. Achieved the scores indicated in one of the following English language tests:
 - i. TOEFL: 550 (paper-based) / 79 (Internet-based); or
 - ii. IELTS (academic): 6.5; or
 - iii. GMAT (verbal): Band 21; or

3. Achieved Level 4 or above in the English Language subject in the Hong Kong Diploma of Secondary Education Examination (HKDSE); or equivalent;
and
- c) Pass the admission interview in English.

For students in the Chinese as Medium of Instruction (CMI) class:

- a) Hold a recognised Bachelor's degree or equivalent, and
 - b) Fulfil the College's minimum Chinese language requirements, i.e., applicants should have:
 1. Obtained the degree from a programme for which the medium of instruction was Chinese; or
 2. Achieved Level 4 or above in the Chinese Language subject in the Hong Kong Diploma of Secondary Education Examination (HKDSE); or equivalent;
and
- Pass the admission interview in Putonghua.

- 4.6.2 The minimum admission requirements of the PGDE(ECE) Programme are as follows:

- a) Hold a recognised Bachelor's degree or equivalent; and
 - b) Fulfil the College's minimum English language requirements, i.e., applicants should have:
 1. Obtained the degree from a programme for which the medium of instruction was English; or
 2. Achieved the scores indicated in one of the following English language tests:
 - i. TOEFL: 550 (paper-based) / 79 (Internet-based); or
 - ii. IELTS (academic): 6.5; or
 - iii. GMAT (verbal): Band 21; or
 3. Achieved Level 4 or above in the English Language subject in the Hong Kong Diploma of Secondary Education Examination (HKDSE); or equivalent
and
- Pass the admission interview.

- 4.6.3 The Panel noted that the College had a mechanism in place to ensure consistency in admission, including staff training on admission interview, clearly defined admission criteria, and evaluation form for recording interview scores and observations. The Panel considered the above admission requirements and the admission mechanism appropriate.

- 4.6.4 The College proposed a maximum admission quota of 160 full-time students and 40 part-time students per year for the MEd Programme and 20 full-time students for the PGDE(ECE) Programme. After reviewing the information on market demand, staffing, physical resources and student support services available, the Panel considered the quota for both programmes acceptable but recommended that the College review the arrangements for the Final Project of the MEd Programme in view of the large number of students to be recruited. Please see Para. 4.8.5 for more details on this.
- 4.6.5 The Panel noted that the MEd Programme would comprise two streams of study differentiated by the Medium of Instruction, namely, the English Stream and Chinese Stream, with a minimum effective cohort size of 6-8 students for a stream, as well as for an elective. The Panel considered this size appropriate in terms of student learning experience and resource implications.
- 4.6.6 The Panel enquired about how students without an ECE background would be able to complete the intensive ECE training successfully within one year. In response to this, the College indicated that the PGDE(ECE) Programme would select students keen to become a qualified teacher during the admission interview, especially those with experience in the ECE settings.
- 4.6.7 In response to the Panel's enquiry on how and when the students of the two programmes would be informed of the requirement to conduct a sexual conviction record check in relation to the participation in the Practicum and Professional Integrated Learning (PIL) courses, the College informed the Panel that applicants to the two programmes would be required to complete the Practicum Consent Form and PIL Consent Form detailing such and related conditions prior to enrolment to the two programmes.
- 4.6.8 The Panel noted that the College had guidelines in place for verification of authenticity of applicants' academic credentials and guidelines on anti-corruption for all staff. In light of the recent incidents in Hong Kong regarding fraudulent qualifications, the College was reminded during the site visit to continuously review the effectiveness of their measures and procedures to guard against fraudulent qualifications, and measures on anti-corruption especially related to admission.
- 4.6.9 The College confirmed that it would abide by the Government's policy on the yearly quota of non-standard admission for

programmes accredited under the HKQF, that is, for local degree programmes operating in the 2023/24 academic year and onwards, the maximum number of non-standard admission (including mature students) should be capped at a maximum of 15% on a programme basis and 10% on an institutional basis of the actual number of new students of the year. The cap is applied in line with the general expectation on self-financed degree-awarding institutions in safeguarding teaching and learning quality and thereby upholding the credibility and recognition of the qualifications. The percentages are based on the sum of new student numbers across all years of study.

- 4.6.10 In consideration of the above, the Panel formed the view that, for both programmes under review, the student admission process and admission requirements can ensure that students enrolled in the programmes have the knowledge and skills to undertake the learning activities of the programmes.

4.7 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.

- 4.7.1 The Panel noted that both programmes were HKQF Level 6 programmes. The MEd Programme would be conducted in both full-time and part-time modes while the PGDE(ECE) Programme would be conducted in full-time mode.

- 4.7.2 The programme structure of the MEd Programme is as follows:

Course Type		Number of Required Courses	Course Title	HKQF Credit
Academic Courses	Core	4	Child and Family Education	10
			Educational Values and Philosophy	10
			Inclusion and Equity Education in Early Years	10
			Introduction to Educational Research	10
	Elective	3	Contemporary Global	3x10=30

			Challenges in Education	
			International Educational Reform	
			Sustainable Global Education	
			Digital Literacy and Fluency in the New Era	
			Educational Technology for Curriculum and Assessment Enhancement	
			Ethics and Contemporary Issues in Developmental Psychology	
			The Neuroscience of Learning	
Professional Integrated Learning (Core)		1	Professional Integrated Learning	10
Final Project (Core)		Either one	Research-based Project	30
			Practice-based Inquiry	
Non-credit Bearing Course (Required)		1	National Security Education	0
Total		10*		110

* Including the required non-credit bearing course

4.7.3 The programme structure of the PGDE(ECE) Programme is as follows:

Course Type	Number of Required Courses	Course Title	HKQF Credit
Academic Courses (Core)	11	Child Studies I	5
		Child Studies II	5
		Curriculum in ECE I	5
		Curriculum in ECE II	5
		Foundations of ECE	10
		Children with Diverse Needs I	10
		Children with Diverse Needs II	10
		Educational Management and Sustainable Development of EC	5

		Settings I	
		Educational Management and Sustainable Development of EC Settings II	5
		Parental Involvement in ECE I	5
		Parental Involvement in ECE II	5
Professional Integrated Learning (Core)	2	Professional Integrated Learning I	40
		Professional Integrated Learning II	40
Practicum (Core)	1	Practicum	38
Non-credit Bearing Courses (Required)	2	Introduction to the Yew Chung Approach to Early Childhood Education	0
		National Security Education	0
Non-credit Bearing Courses (Optional)	2	幼兒園教師資格準備課程	0
		Early Childhood Education in Mainland China	0
Total	16*		188

* Including the two required non-credit bearing courses

4.7.4 As mentioned in Para. 4.5.5 above, the Panel noted that three out of the four core academic courses of the MEd Programme had a distinctive focus on the development and education of children aged 0-8 years old. The Panel opined that if the MEd Programme was intended to be a general programme, some of the core courses could be redesignated as elective courses and several areas of study could be specified to facilitate students' selection of electives. Otherwise, the MEd Programme should be retitled to reflect the focus on ECE or Early Child Development.

4.7.5 In response to the Panel's comments that the MEd Programme should have more coverage of ethics in the core curriculum, the College shared with the Panel that in recognition of the importance of ethics, it had included ethics in almost all the core courses. The College also provided a mapping table to demonstrate how ethics had been explicitly emphasised in the CILOs, course content and assessment tasks of various courses. The Panel considered this approach acceptable.

- 4.7.6 The Panel also observed that educational management and leadership appeared to be missing from the content of the MEd Programme although it was explicitly mentioned in PILO1 and implied in the other PILOs. The College responded to this observation by sharing that elements of management and leadership were embedded in various courses and a humanities approach would be adopted in training students in this area. For example, the MEd Programme would develop students' management and leadership skills in a holistic way by incorporating the study of management styles of families in Hong Kong and the Mainland, examining how politics shape education, fostering a culture of self-directed learning, and providing opportunities for students to interview and engage with different people.
- 4.7.7 While recognising the effort of the College in this respect, the Panel opined that given the global importance of educational management and leadership, it deserved more explicit attention. In particular, if the MEd Programme was intended to be a general degree programme, there should be room to incorporate this subject which the Panel believed would significantly enrich the curriculum. External stakeholders whom the Panel met with during the site visit also identified leadership expertise as a major gap in the profession, not just for teaching but for broader opportunities. Based on these observations, as well as those in Paras. 4.7.4 and 4.7.6, the Panel stipulated the following pre-condition:

Pre-condition

The Operator is to review and revise, where necessary, the programme content of the MEd Programme to ensure that the management and leadership elements in the programme content fully reflect the importance of management and leadership as articulated in the PILOs and to potential students. (Para. 2.7.1 (b))

- 4.7.8 The Panel also observed that there was apparent overlap between the content of three courses, namely, *Contemporary Global Challenges in Education*, *International Educational Reform* and *Sustainable Global Education*. For example, topics such as global education, sustainable education, privatisation of education, global citizenship and digital technology were found in two or all three courses. While the Panel appreciated the importance of these topics and the reinforcement effect offered through repetition, it opined that students might benefit more if the courses were made complementary within a specialised area of study. The Panel, therefore, imposed the following pre-condition:

Pre-condition

The Operator is to review and revise, where necessary, the programme content of the MEd Programme to minimise overlapping content between three courses, namely, *Contemporary Global Challenges in Education*, *International Educational Reform* and *Sustainable Global Education*. (Para. 2.7.1 (c))

- 4.7.9 The Panel observed that the electives for the MEd Programme could be grouped into three major categories, namely, developmental science, global education trends and challenges, and educational technology. The Panel **advised** the College to specify areas of study to facilitate students in their choice of electives or offer the MEd Programme with concentrations or streams to cater for the needs of students from diverse educational backgrounds and industry experience.
- 4.7.10 The Panel observed that the PGDE(ECE) Programme had an unusually high number of credits. The Programme Management Team shared with the Panel that Postgraduate Diploma in Education programmes in Hong Kong typically carry more credits compared to Master in Education programmes as the former involve practical training which is essential for fulfilling licensing requirements. Furthermore, motivated students would be able to cope with the demanding workload. The Programme Management Team assured the Panel that they would select students with high motivation and competence and prepare them for the intensity of the study during the admission interview. Both teaching staff and external stakeholders commented that the curriculum was intensive but as expected for a teacher training programme.
- 4.7.11 Upon reviewing the sample timetable of the PGDE(ECE) Programme, the Panel observed that students would be required to attend tutorials on Saturdays for a total of 24 weeks, following full-time fieldwork from Monday to Friday, leaving little time for reflection and written assignments. The Panel was concerned that some students might find the programme schedule too intensive and suggested the College to consider offering a standard track (e.g., 18 months) and a fast track (e.g., one year) mode of study to suit the different needs of the students. The Panel, therefore, made the following recommendation:

Recommendation

The Operator is to monitor the progress and performance of the first two cohorts of the PGDE(ECE) students and solicit their feedback to determine whether an alternative length of study, such as 15 months or 18 months, should be offered to students to ensure student progress and success. (Para 2.9.1)

- 4.7.12 The Panel considered the graduation requirements of the MEd Programme as shown below appropriate:

To be eligible for the award of the MEd, students should have:

- a) completed the minimum 110 QF credits as required by the programme, and
- b) obtained a cumulative Grade Point Average (GPA) of 2.0 or above, and
- c) completed the non-credit-bearing 'National Security Education' course.

- 4.7.13 The Panel considered the graduation requirements of the PGDE(ECE) Programme as shown below appropriate:

To be eligible for the award of the PGDE(ECE), students should have:

- a) completed the minimum 188 QF credits as required by the programme, and
- b) obtained a cumulative Grade Point Average (GPA) of 2.0 or above, and
- c) completed the non-credit bearing courses 'Introduction to the Yew Chung Approach to Early Childhood Education' and 'National Security Education'.

- 4.7.14 The Panel also reviewed the following information and documents regarding the programme structure and content of the two programmes:

- (a) The English and Chinese versions of the Course Outlines;
- (b) Mapping of CILOs to PILOs;
- (c) Assessment Schemes;
- (d) Progression Tables;
- (e) Sample Timetables and Lesson Plans for Full-time and, where

applicable, Part-time Modes of Study; and

- (f) Sample Teaching and Assessment Materials for Five Courses (English and, where applicable, Chinese versions).

4.7.15 Having reviewed the relevant documents and discussed with representatives of the College, the Panel formed the view that, notwithstanding the pre-conditions on the MEd Programme, the programmes have appropriate structures with relevant content that enable students to achieve the PILOs and meet the POs in general.

4.8 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.

4.8.1 The College indicated that the MEd Programme would be taught in English for the English stream and Putonghua for the Chinese stream while the PGDE(ECE) Programme would be taught in English. The programmes would be delivered through combined lectures and tutorials to enable students to learn through group discussions, case studies, individual and group tasks and projects, presentations and other activities. Guest lectures would also be organised to enhance students' learning experience. The Panel noted that the typical class size was 80 for lectures, 40 for tutorials and 160 for special lectures/seminars.

4.8.2 The notional learning hours and HKQF credits of the MEd Programme are as follows:

Course Title	Contact Hours	Self-study Hours	Notional Learning Hours	HKQF Credits
Core Courses (Six in Total)				
Child and Family Education	30	70	100	10
Educational Values and Philosophy	30	70	100	10
Inclusion and Equity Education in Early Years	30	70	100	10
Introduction to Educational Research	30	70	100	10

Professional Integrated Learning	80	20	100	10
Final Project	120	180	300	30
Elective Courses (Any Three)				
Contemporary Global Challenges in Education	30	70	100	10
International Educational Reform	30	70	100	10
Sustainable Global Education	30	70	100	10
Digital Literacy and Fluency in the New Era	30	70	100	10
Educational Technology for Curriculum and Assessment Enhancement	30	70	100	10
Ethics and Contemporary Issues in Developmental Psychology	30	70	100	10
The Neuroscience of Learning	30	70	100	10
Total	410	690	1100	110
Non-credit Bearing Course (Required)				
National Security Education	6	6	12	0

4.8.3 The notional learning hours and HKQF credits of the PGDE(ECE) Programme are as follows:

Course Title	Contact Hours	Self-study Hours	Notional Learning Hours	HKQF Credits
Core Courses (Fourteen in Total)				
Child Studies I	24	26	50	5
Child Studies II	24	26	50	5
Curriculum in ECE I	24	26	50	5
Curriculum in ECE II	24	26	50	5
Foundations of ECE	48	52	100	10
Children with Diverse Needs I	48	52	100	10
Children with Diverse Needs II	48	52	100	10
Educational Management and Sustainable Development of EC Settings I	24	26	50	5

Educational Management and Sustainable Development of EC Settings II	24	26	50	5
Parental Involvement in ECE I	24	26	50	5
Parental Involvement in ECE II	24	26	50	5
Professional Integrated Learning I	336	64	400	40
Professional Integrated Learning II	320	80	400	40
Practicum	336	44	380	38
Total	1328	552	1880	188
Non-credit Bearing Courses (Required)				
Introduction to the Yew Chung Approach to Early Childhood Education	40	20	60	0
National Security Education	6	6	12	0
Non-credit Bearing Courses (Optional)				
幼兒園教師資格準備課程	30	N/A	N/A	0
Early Childhood Education in Mainland China	20	N/A	N/A	0

4.8.4 There would be two terms for the MEd Programme and three terms for the PGDE(ECE) Programme. The Panel also noted that the MEd Programme included a Professional Integrated Learning (PIL) course with a two-week onsite placement while the PGDE(ECE) included two PILs and a Practicum, each with an eight-week onsite placement. The College provided the Panel with a list of PIL and Practicum partners which consisted of kindergartens, SEN settings, learning or education centres and K-12 schools in Hong Kong and higher educational institutions in the Mainland. The Panel had discussion with potential PIL and Practicum place providers during the site visit and considered that the College had a good professional network in both Hong Kong and the Mainland.

4.8.5 The Panel noted that all courses in the two programmes had formative assessment and summative assessment, in the form of quiz, essay, case study, logbook, report, presentation or project. The Panel also noted that while the MEd Final Project would be carried out on an individual basis, supervision would be conducted in groups of not more than nine students undertaking projects on related topics. The Panel considered the assessment schemes appropriate in

general but was of the view that group supervision of individual final projects at the Master's degree level might not be effective in providing students with high quality supervision. The Panel opined that group supervision could supplement but not replace individual supervision. Recognising the importance of multiple perspectives and group dynamics in learning and teaching, the Panel suggested that students might be given the option to work on a group project instead of an individual project. To balance the workload demands on the supervisors, the Panel also suggested that students be given the option to take two or three electives in lieu of the Final Project. The Panel, therefore, made the following recommendation:

Recommendation

The Operator is to keep the arrangement and effectiveness of the MEd Final Project supervision under review and make alternative arrangement, if necessary, to enhance the quality of supervision while balancing the workload demands on teaching staff. (Para. 2.9.2)

- 4.8.6 The Panel was informed that the eligibility of its graduates to register as SCCWs with the SWD was the unique feature of the PGDE(ECE) Programme. Having discussed with the Programme Management Team and reviewed the mapping of the PGDE(ECE) Programme with SWD's requirements for the registration and the programme content related to this aspect, the Panel observed that students' engagement with children with Special Educational Needs (SEN) in the placements would need to be enhanced to fully achieve the objectives of the programme. The Panel, therefore, made the following recommendation:

Recommendation

The Operator is to explore opportunities in the Professional Integrated Learning and Practicum courses of the PGDE(ECE) Programme to enhance the onsite exposure and engagement with children with Special Educational Needs. (Para. 2.9.3)

- 4.8.7 The Panel also reviewed the following documents regarding learning, teaching, and assessment activities of the programmes:
- (a) Grade Point Average System and Generic Level Descriptors for HKQF Level 6 Programmes;
 - (b) MEd Final Project Presentation Rubrics;

- (c) MEd Final Report Rubrics – Research Based;
- (d) MEd Final Report Rubrics – Practice Based;
- (e) MEd PIL Handbook;
- (f) PGDE(ECE) PIL Handbook;
- (g) PGDE(ECE) Practicum Handbook;
- (h) List of Library Holdings and E-Resources; and
- (i) Guidelines for Academic Use of Artificial Intelligence (AI).

4.8.8 Having reviewed the information and discussed it with the relevant stakeholders, the Panel considered the learning, teaching and assessment activities of the two programmes effective in the delivery of programme content and attainment of learning outcomes.

4.9 **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.

4.9.1 The Panel noted that the Dean of Studies (DoS) provided overall leadership in the development of the MEd Programme and PGDE(ECE) Programme, and the Postgraduate Programme Director, assisted by two Programme-Coordinators for the MEd Programme, was tasked to oversee both programmes. The Panel also noted that 12 teachers including the College Management staff were deployed to teach the MEd Programme, with an additional six teachers solely for PIL supervision, while seven teachers were designated to teach the PGDE(ECE) Programme with an additional teacher solely for PIL and Practicum supervision. The Panel observed that the teachers were either very experienced scholars or relatively junior scholars and opined that there was a gap to be filled in the middle. The College responded that it had adopted a year-round recruitment strategy to ensure that qualified staff were recruited to meet the manpower needs for the postgraduate

programmes, and a staff development plan was in place to ensure the professional development of staff and to strengthen their loyalty to the College.

- 4.9.2 The College informed the Panel that 77% of the teaching staff were proficient in both English and Chinese and had trilingual abilities in English, Cantonese and Putonghua. Nevertheless, some teaching staff whom the Panel met with during the site visit shared that they would need further training in Putonghua. In view of the fact that the College would offer the MEd Programme in Putonghua in addition to English and recruit students from the Mainland, the Panel **advised** the College to provide more training to the staff on the use of Putonghua as a teaching language.
- 4.9.3 The Panel noted that the staff-to-student ratio for the programmes was capped at 1:25 and that this ratio was used for formulating the staffing plan for the programmes. The Panel reminded the College that this ratio should be adjusted for postgraduate programmes to ensure that academic staff could give sufficient attention to students as well as research.
- 4.9.4 The College also submitted a manpower calculation table for the MEd Programme upon full operation from 2026/27 onwards, that is, with a total of 240 students comprising 160 full-time students from one cohort and 80 part-time students from two cohorts, based on the assumption of nine students per Final Project supervision group and 18 students per PIL supervision group. The Panel considered project supervision would be more effective if changed to, or supplemented by, individual supervision but such a change would have significant implications for manpower planning. Please refer to Para. 4.8.5 for more discussion on this.
- 4.9.5 The Panel observed during the site visit that the Programme Management Team and the frontline staff, including the teachers and academic support staff, were highly committed to the College and keen to share the Yew Chung values and approach to ECE with the ECE community and beyond. Teaching staff shared with the Panel that they found the support provided them by the College in terms of training, research and career development satisfactory and that they were prepared for the challenges including the high workload to come with the launching of the two programmes.
- 4.9.6 The Panel also reviewed the following information and documents on staffing and staff development for the two programmes:

- (a) Appointment Criteria of Academic Staff under the 3-track Structure;
- (b) Staffing Plan for 2025/26 to 2029/30;
- (c) Staff Development Policy and Strategies;
- (d) Staff Development Activities for 2020/21 to 2022/23;
- (e) Staff Development Plan for 2023/24 to 2028/29;
- (f) Research Goals and Activities; and
- (g) Research Projects and Output.

4.9.7 In consideration of the above, the Panel formed the view that the Operator has appropriately qualified staff to manage and deliver the programmes.

4.10 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.

- 4.10.1 The Panel was reassured during the site visit of the unconditional support from the YCEF to the College and the two new programmes. The Panel also considered the facilities at the Main Campus, especially the thoughtfully and innovatively designed PPDS, fit for pedagogical and research purposes.
- 4.10.2 The College shared with the Panel that while the MEd full-time students would attend class at the Main Campus, the MEd part-time students and PGDE(ECE) students would attend class at the City Campus. The College also submitted a planned Master Timetable in the 2025/26 academic year at the Main campus to demonstrate the utilisation of the space and facilities after the launching of the MEd Programme. The Panel considered the arrangement acceptable in general.
- 4.10.3 Although the College had designated some areas for students' discussion and collaborative work, the Panel observed during the site visit that self-study space for students appeared to be quite limited.

With the launching of the two programmes, the demand for self-study space was anticipated to rise. The Panel, therefore, **advised** the College to extend the opening hours of the library and make smart use of the classrooms, such as using flexible seating and movable boundaries, to cater for the needs of the large number of students on the postgraduate programmes.

4.10.4 The Panel was informed that the College is committed to providing comprehensive student support services including career and leadership development, well-being support, academic advising and access to professional networks. The Panel reminded the College about the unique needs of postgraduate students, especially full-time Mainland students, such as the needs for accommodation and language support, and **advised** the College to closely monitor the students with academic and personal support needs and review the effectiveness of the support services provided to postgraduate students from time to time for continuous improvement.

4.10.5 In consideration of the above, the Panel formed the view that there are sufficient resources and services to support the delivery of the two programmes.

4.11 **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.

4.11.1 The College shared with the Panel that it had developed a culture, system and processes for Quality Assurance and Enhancement (QAE) to oversee the development, management, delivery and review of its learning programmes. It also informed the Panel that updates of the QAE mechanisms and tools were done to prepare for the launching of the MEd and PGDE(ECE) Programmes, including re-structuring the Board of Studies, appointing a new Vice President, creating the posts of Postgraduate Programme Director and dual Programme Coordinators, updating the Terms of Reference and composition of committees and revising the various evaluation systems and forms.

4.11.2 Further discussion on quality assurance is in Section 4.4 above. Overall, the Panel considered the preparatory work for the launching

of the two programmes effective but at an early stage. In view of the relatively limited experience of the College in offering learning programmes at HKQF Level 5 and above, the Panel made the following recommendation:

Recommendation

The Operator is to monitor and, where necessary, update the quality assurance system and processes from time to time to ensure that they are efficient and effective for the operation of the MEd and PGDE(ECE) Programmes. (Para. 2.9.4)

4.11.3 The Panel noted that the MEd and PGDE(ECE) Programmes had gone through internal programme development and approval processes involving the Programme Development Teams (PDTs), the Quality Assurance Committee, BoS, Academic Board and Council. External Consultants were engaged as members of the PDTs to provide global insights and the ECE External Advisory Committee of the College was consulted for input into the programmes along the way. After that, the Programme Proposals were submitted to an Internal Validation Panel (IVP), which comprised academics, professionals and practitioners at a senior level from outside the College with background and experience relevant to the programmes being validated. The Programme Proposals were revised and refined based on IVP's comments before proceeding to external accreditation.

4.11.4 In addition to those mentioned at Para. 4.4.1, the Panel also reviewed the following information and documents regarding the quality assurance of the programmes:

- (a) Terms of Reference and Composition of the MEd and PGDE(ECE) Programme Committees;
- (b) Terms of Reference and Composition of the ECE External Advisory Committee;
- (c) Profile of External Overseas Programme Development Team Members;
- (d) Class Observation Mechanism and Feedback Form;
- (e) Lecturer Reflection Form;
- (f) Lecturer Feedback on External Examiner Comments Form; and

(g) Meeting Minutes of Academic Board, Board of Studies, Quality Assurance Committee and External Advisory Committee.

4.11.5 In consideration of the above, the Panel formed the view that a quality assurance system is in place to monitor and review the development and performance of the two programmes on an on-going 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(s) no longer meets/meet 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(s) 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 (<https://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 HKQF website at <https://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 HKQF. 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: 63/11/01

15 October 2024

JoH/CQ/HW/rel

Yew Chung College of Early Childhood Education

**Initial Evaluation and Learning Programme Accreditation for Master of
Education and Postgraduate Diploma in Education (Early Childhood Education)**

14 – 16 August 2024

Panel Membership

Initial Evaluation

Panel Chair

Professor Martin LOCKETT

Professor

University of Nottingham Ningbo China
CHINA

*** Panel Secretary**

Dr Helen WONG

Consultant

Academic Accreditation and Assessment
Hong Kong Council for Accreditation of
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* The Panel Secretary is also a member of the Accreditation Panel.

Yew Chung College of Early Childhood Education

Initial Evaluation and Learning Programme Accreditation for Master of Education and Postgraduate Diploma in Education (Early Childhood Education)

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

Graduate Profile of Master of Education

Qualification Title	Master of Education 教育學碩士
Qualification Type	Master's Degree
HKQF Level	Level 6
Primary Area of Study and Training	Education
Sub-area (Primary Area of Study and Training)	Not applicable
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
Programme Objectives	The Programme aims to enable students to: 1. Enhance their professional and interdisciplinary competencies and develop effective communication, mentoring, and leadership skills in the ever-developing field of Education; 2. Cultivate professional ethics through promoting ethical practices, demonstrating social responsibility, and fostering collegial relationships, encouraging participants to embrace a deep sense of moral responsibility in their professional conduct; and 3. Develop an appreciation of, and a personal capacity for, promoting innovation and diversity in educational environments.
Programme Intended Learning Outcomes	Upon successful completion of the Programme, students should be able to: 1. Demonstrate the application of advanced knowledge and skills in the field of Education, encompassing management and leadership abilities; 2. Expertly design, implement, and assess exceptional educational programmes catering to diverse learners across various contexts; 3. Identify, analyze, synthesize, and evaluate current and emerging issues and challenges in Education critically, creatively, and ethically; 4. Conduct research and inquiry to generate new

	knowledge and insights that enhance both educational practice and theory; and 5. Communicate and collaborate effectively with different stakeholders to advocate for high quality education.
Education Pathways	Graduates can pursue further postgraduate studies, including doctoral degrees, offered locally or overseas.
Employment Pathways	Graduates can pursue careers in school administration, adult and vocational training, teacher education, classroom teaching, policy development, curriculum development, educational assessment and evaluation, educational research and other relevant fields.
Minimum Admission Requirements	<i>For students in the English as Medium of Instruction (EMI) class:</i> a) Hold a recognised Bachelor's degree or equivalent, and b) Fulfil the College's minimum English language requirements, i.e., applicants should have: 1. Obtained the degree from a programme for which the medium of instruction was English; or 2. Achieved the scores indicated in one of the following English language tests: i. TOEFL: 550 (paper-based) / 79 (Internet-based); or ii. IELTS (academic): 6.5; or iii. GMAT (verbal): Band 21; or 3. Achieved Level 4 or above in the English Language subject in the Hong Kong Diploma of Secondary Education Examination (HKDSE); or equivalent; and c) Pass the admission interview in English. <i>For students in the Chinese as Medium of Instruction (CMI) class:</i> a) Hold a recognised Bachelor's degree or equivalent, and b) Fulfil the College's minimum Chinese language requirements, i.e., applicants should have: 1. Obtained the degree from a programme for which the medium of instruction was Chinese; or 2. Achieved Level 4 or above in the Chinese Language subject in the Hong Kong Diploma of

	Secondary Education Examination (HKDSE); or equivalent; and c) Pass the admission interview in Putonghua.
Operator	Yew Chung College of Early Childhood Education 耀中幼教學院

Graduate Profile of Postgraduate Diploma in Education (Early Childhood Education)

Qualification Title	Graduate Profile of Postgraduate Diploma in Education (Early Childhood Education) 學位教師教育深造文憑（幼兒教育）
Qualification Type	Postgraduate Diploma
HKQF Level	Level 6
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
Programme Objectives	The Programme aims to enable students to: 1. Engage in lifelong learning with a capability for independent learning and critical thinking and the ability to deal with complex and/or new information, and to apply this knowledge to inform decision-making and problem-solving in educational contexts; 2. Demonstrate ability to critically review, consolidate and extend systematic knowledge and skills about the holistic nature of child development, and the role of culture and the family as influences that shape children's development; 3. Pursue career, further study and ongoing professional development (e.g. Certificate for Kindergarten Principals, Master's or Doctoral programmes, or other related training), enhance career objectives and contribute to the overall advancement of the field of Early Childhood Education; 4. Register as Kindergarten Teachers with the Education Bureau; and 5. Register as Child Care Workers, Child Care Supervisors, and qualified as Special Child Care Workers with the Social Welfare Department.

Programme Intended Learning Outcomes	Upon successful completion of the Programme, students should be able to: 1. Analyse child development holistically in various contexts and support optimal child learning; 2. Demonstrate skills in formulating and implementing strategies to support children's learning and development, with emphasis on understanding children's individual and group motivation and behaviour in diverse learning environments; 3. Compare and undertake a variety of formal and informal assessment strategies to support, evaluate and ensure the continuous all-round development of young children; 4. Value the complex characteristics of young children and their families and communities, advocate for respectful, reciprocal relationships that support and empower families, and involve all families in their children's development and learning; 5. Critically evaluate the importance of, and be able to apply, appropriate strategies to contribute, both independently and collegially, to the quality of their schools to the benefit of children, parents, community and colleagues; and 6. Identify and conduct themselves as reflective members of the ECE profession and adhere closely to the ethical guidelines and other professional standards, especially the HKSAR education system structure, relating to early childhood practice.
Education Pathways	Graduates can pursue further study at Master's and/or Doctoral degree programmes in Early Childhood Education and related disciplines. Graduates are also qualified for enrolment in the Certification Course for Kindergarten Principals approved by the Education Bureau.
Employment Pathways	Graduates can work as: • Registered Kindergarten Teachers; • Registered Child Care Workers, Child Care Supervisors and Special Child Care Workers.
Minimum Admission Requirements	a) Hold a recognised Bachelor's degree or equivalent; and b) Fulfil the College's minimum English language requirements, i.e., applicants should have: 1. Obtained the degree from a programme for which the medium of instruction was English; or

	2. Achieved the scores indicated in one of the following English language tests: i. TOEFL: 550 (paper-based) / 79 (Internet-based); or ii. IELTS (academic): 6.5; or iii. GMAT (verbal): Band 21; or 3. Achieved Level 4 or above in the English Language subject in the Hong Kong Diploma of Secondary Education Examination (HKDSE); or equivalent and c) Pass the admission interview.
Operator	Yew Chung College of Early Childhood Education 耀中幼教學院

