

**Notes of the Second Meeting of the Third Term of Liaison Panel for Accreditation of Vocational and Professional Education and Training (LPAVPET) at 2:30 p.m. on 3 July 2024.**

Present: Dr CHIU Sau Mee (Chair)  
Mr AU Kwok Chung  
Mr Richard CHENG  
Ms CHUNG Yim, Carol  
Mr HUNG Chi Chung  
Ms Charmaine LEE  
Mr Simon LEUNG  
Mr NG Ah Ming  
Ms Louwi CHAN (Secretary)

Absent with Apologies: Mr Daniel CHAM  
Ms Angie CHOW  
Professor Agnes TIWARI

In Attendance: Mr Albert CHOW  
(HKCAAVQ Staff) Ms Helen YAU  
Ms Polly WONG  
Ms CHEUNG Hiu Tung  
Ms Ivy LAU

**1. INTRODUCTION**

- 1.1.** Chair welcomed Members to the meeting of Liaison Panel for Accreditation of Vocational and Professional Education and Training and expressed appreciation of the participation of the Members.
- 1.2.** Chair invited Members to share their experience and good practices on fostering quality assurance culture within and beyond their networks.

**2. BRIEFING ON THE LATEST DEVELOPMENT OF HKCAAVQ'S ACCREDITATION SERVICES AND CONSULTANCY PROJECTS**

## **2.1. Development of Applied Education**

### **2.1.1. Explanatory Notes on Common Descriptors**

Members were briefed of the major enhancements of Common Descriptors for Associate Degree (AD) and Higher Diploma (HD) Programmes (the Common Descriptors), effective since the 2024/25 academic year. The Common Descriptors stipulate the following new requirements for HD:

- Inclusion of relevant and substantial work experience as one of the minimum entrance requirements;
- Featuring the integration of generic and specialised contents and the use of work-based learning (WBL), project-based learning or similar pedagogies in the curriculum design to enable application by learners in real-world situations; and
- Encouraging the engagement of industries, professions and trade associations in the design, delivery, assessment, and review of HD programmes.

The newly stipulated minimum entrance requirements for HD programmes should be comparable in totality to the prevailing standards, ensuring that the expected competencies in both Chinese and English languages are duly considered during the development.

Members welcomed the enhancements made to the Common Descriptors. With the updated minimum entrance requirements, Members considered that it would be beneficial to provide adequate learner support and supplementary language classes to strengthen the subject-specific language proficiency of learners enrolled in the HD programme.

### **2.1.2. Pilot Project on the Development of Applied Degree Programmes**

Members were briefed of the latest development of applied degree programmes. The first batch of courses under the Pilot Project on the Development of Applied Degree Programmes (the Pilot Project) have been launched in the 2022/23 academic year. To review and foster the development of applied degree in Hong Kong and further strengthen the VPET progression pathway at the post-secondary level, the second round of the Pilot Project is currently underway. The four selected applied degree programmes covers four disciplines, namely hotel and tourism management, sports and recreation management, building services engineering, and health information and services management.

Members appreciated that the development and enhancement of applied education strengthens and deepens collaboration with industries to provide more diversified and quality VPET programmes

for attracting and nurturing high-quality talents with applied skills. With strong industry involvement and support in the development of applied degree programmes, it may help alleviate the constraints of limited resources faced by individual Operators. By leveraging the expertise and resources of industry partners, educational institutions are better equipped to deliver quality VPET learning programmes.

### **2.1.3. Institutional Review of University of Applied Science**

Members were informed that HKCAAVQ has completed the Institutional Review for the first University of Applied Sciences (UAS) in Hong Kong. The establishment of UAS signifies the HKSAR Government's commitment to raising the status of VPET at the university degree level, providing young people with an alternative pathway to success. UAS strengthens the VPET articulation pathway through enabling students with VPET background to have their relevant learning experiences duly recognised. It also encourages further integration of industries and education, and the cooperation between institutions and enterprises, and nurturing higher quality talent with applied knowledge and skills.

Members supported the initiatives for advancing applied education, and agreed that concerted efforts should be made by all stakeholders to seek strengthening collaboration in education development between Hong Kong and other cities in the Greater Bay Area (GBA), fostering mutual recognition of relevant qualifications and work experiences, as well as reinforcing the development of VPET in Hong Kong.

## **2.2. Continuous Improvement of Quality Assurance Process under the Hong Kong Qualifications Framework**

HKCAAVQ shared with Members about the latest enhancement measures proposed to continuously improve the quality assurance process under the HKQF, including:

- Updating the eligibility requirements for accreditation of local online learning programme;
- Advocating continuous quality enhancement of the Operators and their learning provisions; and
- Implementing ongoing monitoring and enhanced differentiation approach on accredited learning programme with positive track record and extended validity period, such as annual reporting to HKCAAVQ on programme enhancement measures relevant to the accreditation standards.

The proposed changes have been incorporated into the Manual for the Four-stage QA Process under the HKQF and are currently under consultation.

Additionally, to provide useful references to the Operators who wish to develop and incorporate work-based learning (WBL) elements into their learning programmes, HKCAAVQ has formed a dedicated working group to propose and enhance the Manual for the Four-stage QA Process under the HKQF and Evidence Guides by incorporating WBL related elements or good practices into such documents.

Members welcomed the proposed enhancement measures which could promote continuous enhancement of the Operators and their learning provisions.

### **2.3. Development of Accreditation Services In Greater Bay Area**

#### **2.3.1. School Review**

Members were briefed of the background and review process of the School Review exercise. The aim of this consultancy service in quality assurance outside Hong Kong is to assess whether the operations of the secondary Hong Kong sections of the Mainland schools were comparable to those of similar registered schools in Hong Kong. School Review is conducted with reference to the framework of comprehensive review for schools under the direct Subsidy Scheme in Hong Kong developed by the Education Bureau (EDB).

#### **2.3.2. Guangdong Qualifications Framework**

HKCAAVQ shared with Members the progress of the consultancy services on developing a quality assurance system under the Guangdong Lifelong Education Qualifications Framework.

Members welcomed the collaboration on education development between Hong Kong and other cities in the GBA; and looked forward to further enhancing collaborations and connections in accreditation services across the regions.

### **3. Discussion on the latest development of vocational and professional education and training in Hong Kong**

#### **3.1. How to better quality assure emerging VPET learning programmes?**

To enable more effective management and monitoring of the quality, and continuous enhancement of the VPET learning programmes, Members emphasized the importance of promoting a quality assurance culture and values among the Operators, and further enhancing the guidance and support offered to the Operators.

For instance, to enhance the quality of programmes incorporating WBL elements, Members recommended providing relevant training to the involved industry partners, which could cover their respective roles and

obligations during workplace training, as well as good practices of mentoring arrangements etc.

**3.2. What are your views on industry-academia collaboration? Is your company/ institution interested in participating, and what support is needed?**

Members considered that industry-academia collaboration could help ensure the educational programmes and skill development are aligned with the practical demands of the industries and professions. Specifically, the Industry Training Advisory Committees (ITACs) have defined the competency requirements and standards for different job tasks across various industries.

HKCAAVQ supplemented that the development of Vocational Qualifications Pathway (VQP) by the respective ITACs and establishment of the UAS further encourage the engagement of industries, professions and trade associations in VPET development. These initiatives foster the tailoring of curriculum and qualifications to meet the industry-specific needs and job requirements, thereby strengthening the link between learning and work.

**3.3. Any other enhanced quality assurance measures that can be considered under the differentiation approach for streamlined accreditation process and longer validity period?**

Members expressed support for the implementation of an enhanced differentiation approach for accredited learning programmes. This could effectively foster a structured and streamlined document submission process, ensuring consistency in the evidence-based documentation required for the accreditation exercise.

Furthermore, Members also proposed other potential enhancement measures to streamline the accreditation process, such as exploring the feasibility to develop generative artificial intelligence enabled accreditation process, real-time online data sharing and user-friendly document submission platform.

**4. ANY OTHER BUSINESS**

**4.1.** With no other business, the meeting was adjourned at 4:47 p.m.