



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

SUMMARY ACCREDITATION REPORT

Caritas Institute of Community Education

Learning Programme Re-accreditation

Higher Diploma in Early Childhood Education

June 2017

This accreditation report is issued by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) in its capacity as the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (Cap 592) (AAVQO). This report outlines the HKCAAVQ's determination, the validity period of the determination as well as any conditions or restrictions on the determination.

1. Introduction

- 1.1 Caritas Institute of Community Education (CICE), which was awarded the Initial Evaluation (Qualifications Framework Levels 1 – 4) accreditation status in August 2013, has provided life-long education opportunities through a range of award-bearing, vocational and externally-funded programmes ever since its establishment.
- 1.2 Based on the Service Agreement, HKCAAVQ was commissioned by Caritas Institute of Community Education (明愛社區書院) (the Operator) to conduct a Learning Programme Re-accreditation exercise to assess and determine whether Higher Diploma in Early Childhood Education continues to achieve the stated objectives and meets the Qualifications Framework (QF) standard at QF Level 4.
- 1.3 The accreditation exercise was conducted according to the relevant accreditation guidelines referred to in the Service Agreement and the Terms of Reference stated therein. The Education Bureau's *“Updated Revised Common Descriptors for Associate Degree and Higher Diploma Programmes under the New Academic Structure”* and *“Programme Framework of the Certificate in Early Childhood Education Course”* are also the guiding documents used by the Panel and the Operator in conducting this validation exercise for the Higher Diploma programme. A site visit took place on 5 May 2017.

2. HKCAAVQ's Accreditation Determination

Having due consideration of the accreditation panel's observations and comments as presented in this Report, HKCAAVQ makes the following accreditation determination:

Approval

Name of Operator(s)	Caritas Institute of Community Education 明愛社區書院
Name of Award Granting Body	Caritas Institute of Community Education 明愛社區書院
Title of Learning Programme	Higher Diploma in Early Childhood Education 幼兒教育高級文憑
Title of Qualification(s) (Exit Award(s))	Higher Diploma in Early Childhood Education 幼兒教育高級文憑
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
Industry	Not applicable
Branch	Not applicable
QF Level	Level 4
QF Credits	372
Mode(s) of Delivery and Programme Length	Full-time 2 years (3,724 notional learning hours, including 1,710 contact hours)
Intermediate Exit Award(s)	Not applicable
Validity Period	3 years and 7 months 1 November 2017 to 31 May 2021
Number of Enrolment(s)	One enrolment per year
Maximum Number of New Students	Maximum of 58 learners per year Maximum of 29 learners per class
Specification of Competency Standards-based Programme	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Specification of Generic (Foundation) Competencies-based Programme	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Notes to be indicated on the QR	This programme includes Practicum for 68 QF credits to be conducted in 17 weeks. 此課程包括 17 星期的實習，佔 68 資歷學分。
Address of Teaching/ Training Venue(s)	Caritas Institute of Community Education - Hung Hom No. 5 Dyer Avenue, Hung Hom, Kowloon 明愛社區書院 - 紅磡 九龍紅磡戴亞街 5 號

Recommendations

1. The Operator should review the appropriateness and effectiveness of assessing student's participation as a measure in facilitating and gauging student's attainment of the intended learning outcomes.
2. The Operator should develop means and mechanism to enhance and update the understanding of QF levels and standards among part-time teaching staff, External Examiners and External Advisors for the effective performance of their roles.
3. The Operator should provide more support to students' practical skills training for the attainment of the intended learning outcomes in field attachments by setting up a permanent Teaching Demonstration Room.

3. Programme Details

The following is the programme information provided by the Operator.

3.1 Programme Objectives

- Equip students with the practical skills and professional knowledge in education and care of children of 0-8 years;
- Provide an interdisciplinary training to students using a wide range of teaching approaches to facilitate students to obtain a holistic understanding of child development;
- Help students acquire a broad-based theoretical grounding in child development, diverse student needs, and curriculum development relevant to early education settings;
- Develop students' competence in curriculum planning, implementation, management and reflective practice;
- Raise students' awareness of the professional and ethical roles of early childhood educators within the cultural, social, economic and political contexts of Hong Kong; and
- Help students build a solid foundation of generic skills, academic literacy and social awareness for work and degree study.

3.2 Programme Intended Learning Outcomes

- Synthesize child development theories and use that as a theoretical framework to inform their teaching practice;
- Apply learning theories, and contemporary teaching approaches that combine Information and Communication Technology (ICT) to plan, implement and critically evaluate early education curricula and programmes that are safe and developmentally appropriate to children of 0-8 years in Hong Kong;
- Identify children's diverse needs and develop appropriate strategies and approaches to work with them and involve their families in the learning process;

- Collaborate with parents and stakeholders to promote children's holistic development;
- Analyze the cultural, social, economic and political factors affecting the development of early childhood education in Hong Kong;
- Reflect and perform the professional roles and responsibilities of early childhood educators exhibiting commitment to professionalism, ethics and reflective practice; and
- Apply the generic skills (including languages, IT, interpersonal communication, quantitative and analytical skills, the ability to learn how to learn, and skills of presenting and evaluating information for planning and investigative purposes) and awareness of local and international issues to work and further study at degree level.

3.3 Programme Structure

Module Title	QF Credit
Chinese Communication 中文傳意	
English for Academic Purposes 學術英文	
Child Development 兒童發展	
Introduction to Early Childhood Education and Care 幼兒教育初探	
Early Childhood Education: Contemporary Theories and Approaches 現代幼兒教與學: 理論與方法	
Fostering Children's Social-Emotional and Moral Development 兒童社交情緒及德育發展與培育	
Fostering Children's Physical Development and Health 兒童身體健康發展與培育	
Fostering Children's Cognitive and Language Development 幼兒認知及語言之發展與培育	
Drama and Story-telling as Pedagogy 戲劇及故事教學法	
Play and Classroom Design 遊戲及課室設計	
Observing and Assessing Young Children 幼兒觀察與評估	
Creativity and Aesthetic Development: Music and Movement 創意與美感發展：音樂與律動	
Creativity and Aesthetic Development: Visual Arts 創意與美感發展：視覺藝術	
Preparation Course for PSC Test 普通話水平測試預備	
Field Attachment I 教學實習 (一)	
English for Professional Purposes 專業英語	

Technology and Early Childhood Education 科技與幼兒教育	
Developing Integrated Curriculum in Early Childhood Education 幼兒教育綜合課程發展	
Curriculum Planning, Implementation and Evaluation 課程計劃、實施與評估	
Health, Safety and Nutrition for Young Children 幼兒健康、安全與營養	
Children with Diverse Needs 幼兒學習差異	
Collaboration with Parents and Communities 家校與社區合作關係	
English as a Second Language in Early Childhood 幼兒英語學習	
Working with Children with Special Educational Needs 特殊學習需要幼兒照顧	
Management, Sustainable Development and Quality Assurance in Early Childhood Education 幼兒教育之課程管理、持續發展及質素保證	
Field Attachment II 教學實習(二)	
<i>Electives (Choose 1)</i> Teaching Music in Early Childhood Education 幼兒音樂學習	
Putonghua for Young Children 幼兒普通話	
Total	

3.4 Graduation Requirements

- Pass in each required module and obtain at least 2.0 in cumulative GPA;
- Achieve an attendance rate of 80% or above in each required module;
- Pass the modules “Whole Person Development I” and “Whole Person Development II”; and
- Obtain a First Aid Certificate recognized by the HKSAR.

3.5 Admission Requirements

- Obtained Level 2 or above in five HKDSE subjects including English and Chinese; or
- Successfully completed Diploma Yi Jin; or
- Successfully completed CICE’s QF Level 3 full-time programme; or
- Obtained other acceptable equivalent qualifications; and
- Passed an entrance interview.

Special Note:

For non-Chinese-speaking students, alternatives Chinese qualifications are accepted for students who have met the following conditions: (a) students who have learned Chinese Language for less than 6 years while receiving primary and secondary education; or (b) students who have learned Chinese Language

for 6 years or more in schools, but have been taught an adapted and simpler Chinese Language curriculum not normally applicable to the majority of students in local schools.

Each applicant for allowed to use not more than two Applied Learning subjects with “Attained” and “Attained with Distinction” levels in the application.

In addition, mature applicants who are over 21 years of age with a minimum of 2 years’ work experience may be considered on a case-by-case basis. Additionally, they should pass an admission interview.

4. Appeal

- 4.1 If the Operator is aggrieved by the determination made in this accreditation report, then pursuant to Part 3 of the Accreditation of Academic and Vocational Qualifications Ordinance (AAVQO) (Cap 592) 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. Please refer to Cap. 592A (<http://www.legislation.gov.hk/eng/home.htm>) for the appeal rules. Details of the appeal procedure are contained in section 13 of the AAVQO and can be accessed from the QF website at <http://www.hkqf.gov.hk>.

5. Substantial Change

- 5.1 The accreditation status of the learning programme(s) will lapse upon the expiry of the validity period or HKCAAVQ may withdraw the accreditation status at any time during the validity period if there are substantial changes made to the programme(s) that have not been approved by HKCAAVQ. Please refer to the ‘*Guidance Notes on Substantial Change to Accreditation Status*’ in seeking approval for proposed changes. The Guidance Notes can be downloaded from the HKCAAVQ website.

6. Qualifications Register

- 6.1 Qualifications accredited by HKCAAVQ are eligible for entry into the Qualifications Register (QR) at <http://www.hkqr.gov.hk> for recognition under the Qualifications Framework (QF). Operators should apply separately to have their quality-assured qualifications entered into the QR.
- 6.2 Only learners who commence the study of the named accredited learning programme during the validity period and who have graduated with the named qualification listed in the QR will be considered to have acquired a qualification recognised under the QF.

Report No.: 17/60
File Reference: VA128/02/15a