



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

**SUMMARY ACCREDITATION REPORT**

**GRATIA CHRISTIAN COLLEGE**

**LEARNING PROGRAMME ACCREDITATION**

**HIGHER DIPLOMA IN EARLY CHILDHOOD EDUCATION  
PROGRAMME**

**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 The legal entity of Gratia Christian College (GCC), Gratia Christian College Limited was registered under the Companies Ordinance, Cap. 32, as a non-profit making company limited by guarantee on 20 December 2013. In July 2015, GCC was registered as an approved post-secondary college with degree-granting status under the Post Secondary Colleges Ordinance (Cap 320). Since the registration, GCC has had three Bachelor degree programmes in the disciplines of business administration, psychology and social work accredited by HKCAAVQ.
- 1.2 HKCAAVQ was commissioned by Gratia Christian College (the College) to conduct a learning programme accreditation exercise with the following Terms of Reference:
  - (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the Higher Diploma in Early Childhood Education Programme of Gratia Christian College (the College) meets the stated objectives and QF standard and can be offered as an accredited programme from the 2017/18 academic year; and
  - (b) To issue to the College an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.
- 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. A site visit took place on 11 to 12 April 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:

## 2.1 Learning Programme Accreditation

Approval

<b>Name of Operator(s)</b>	Gratia Christian College 宏恩基督教學院
<b>Name of Award Granting Body</b>	Gratia Christian College 宏恩基督教學院
<b>Title of Learning Programme</b>	Higher Diploma in Early Childhood Education Programme 幼兒教育高級文憑課程
<b>Title of Qualification(s) [Exit Award(s)]</b>	Higher Diploma in Early Childhood Education 幼兒教育高級文憑
<b>Primary Area of Study and Training</b>	Education
<b>Sub-area (Primary Area of Study and Training)</b>	Education and Teacher Education
<b>Other Area of Study and Training</b>	Not applicable
<b>Sub-area (Other Area of Study and Training)</b>	Not applicable
<b>QF Level</b>	Level 4
<b>QF Credits</b>	336
<b>Mode(s) of Delivery and Programme Length</b>	Full-time, 2 years
<b>Start Date of Validity Period</b>	1 September 2017
<b>End Date of Validity Period</b>	31 August 2020
<b>Number of Enrolment(s)</b>	One enrolment per year
<b>Maximum Number of New Students</b>	Year 1 entry – 60 per year
<b>Address of Teaching / Training Venue(s)</b>	5 Wai Chi Street, Shek Kip Mei, Kowloon

### 2.1.1 Recommendations

- (a) The College should monitor the implementation of the Programme to ensure that the full range of child development has been sufficiently covered especially the aspects of physical and socio-emotional development.
- (b) The College should introduce written tests in the selection process to assess the language abilities of the mature applicants and determine whether they can meet the demands of the Programme.
- (c) The College should review the appropriateness of the medium of instruction on an on-going basis and with reference to the employment and further study outcomes of graduates of the Programme.
- (d) The College should monitor the assessment workload of students and teaching staff and take action to alleviate their workload if necessary.
- (e) The College should provide more support services to students with disabilities to facilitate their participation in group activities and social interactions.
- (f) The College should establish a formal channel to collect feedback from the practicum partners for continuous improvement of the placement programme.

## 3. Programme Details

The following programme information is provided by the operator.

### 3.1 Programme Objectives

- Students are inspired to develop academically and spiritually, discover complementation between knowledge and faith, think critically with clarity, act professionally with integrity, and work in teams effectively with humility.
- They are nurtured to be servant leaders to exemplify the “CHRIST” values in various early childhood education services and the NGO sector.
- They are equipped with the most updated theories, knowledge and skills to be competent professionals in the ECE settings.

### 3.2 Programme Intended Learning Outcomes

Upon completion of the Programme, graduates will be able to:

- demonstrate a foundation of general and specialised knowledge and skills in early childhood education, including language skills, appropriate for progressing to further study in relevant degree programmes;
- develop Christian character and commit with the spirit of servant leaders to the well-being of others and the betterment of the organisations they serve;
- gain a deeper understanding of his/her strengths, weaknesses, interests and aspirations and a sense of confidence, responsibility to others and commitment to life-long learning, and his/her life and career pursuit ;
- develop an understanding of contemporary issues in both local and international contexts and discuss the possible connections amongst them and the implications on his/her living;
- develop basic ICT skills to access, collect, handle and present information in a range of multi-media formats;
- demonstrate an understanding of the global and local issues in ECE and the context of the Hong Kong SAR education system, and be able to examine the factors affecting the development of children, their families, teachers and the education settings;
- evaluate the characteristics and development of young children (including those with special needs) and their families, understand their individual and group needs, and be able to empower families to support their children's development and learning;
- examine, abide by and appreciate the ethical guidelines and professional standards related to early childhood practice, and actively seek out opportunities to grow professionally as reflective practitioners;
- identify the essence of quality ECE by examining various curriculum approaches, methods of inquiry, formal and informal assessment strategies, and learning areas of young children;
- explain how young children (including those with special needs) learn and create learning experience so as to help them develop their moral and spiritual character, creativity, critical thinking, aesthetic appreciation, problem-solving ability and social skills; and

- plan curriculum based on subject knowledge, curriculum goals and development needs of young children, and apply verbal, non-verbal, and media communication techniques to foster active learning, inquiry, cooperation, and supportive interactions in the classroom.

### 3.3 Programme Structure

<b>Component</b>	<b>No. of Courses</b>	<b>Notional Learning Hours</b>	<b>No. of QF Credits</b>	<b>% by QF Credits</b>
<b>Specialised</b> <i>Core</i>	15 courses	1,842 hours	184 credits	54.8%
<b>Generic</b> <i>Core</i>	5 courses	618 hours	62 credits	18.5%
<i>Elective</i>	2 courses	252 hours	25 credits	7.4%
<b>Practicum</b>	3 courses	646 hours	65 credits	19.3%
<b>Total</b>	<b>25 courses</b>	<b>3,358 hours</b>	<b>336 credits</b>	<b>100%</b>

### 3.4 Graduation Requirements

- Attain a cumulative Grade Points Average (GPA) of 2.0 or above
- Achieve with grade D or above in all courses (not including *Practicum I* and *II*)
- Obtain a pass grade in *Practicum I* and grade C or above in *Practicum II*.

### 3.5 Admission Requirements

- Level 2 in Chinese Language, English Language, Mathematics, Liberal Studies plus one other subject in the Hong Kong Diploma of Secondary Education (HKDSE) Examination; or
- Secondary school graduates from other education systems with results comparable to (a) above (for non-native speakers of Chinese, academic result in Chinese may not be required); or
- Students who have successfully completed a foundation diploma or Diploma Yi Jin; or
- Mature applicants who are aged 21 or above on the 1<sup>st</sup> of September in the year when admission is sought.

#### **4. Substantial Change**

- 4.1 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.

#### **5. Qualifications Register**

- 5.1 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). The Operator should apply separately to have their quality-assured qualifications entered into the QR.
- 5.2 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.: 17/54  
File Reference: 106/06/01