



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

SUMMARY ACCREDITATION REPORT

TUNG WAH COLLEGE

**LEARNING PROGRAMME ACCREDITATION FOR
BACHELOR OF EDUCATION (HONOURS) IN
EARLY CHILDHOOD EDUCATION**

JANUARY 2016

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 Tung Wah College (the College) was incorporated in 2010 as a wholly-owned subsidiary of Tung Wah Group of Hospitals (TWGHs) and operates independently as a privately-funded tertiary education institution. The College has undergone Institutional Review with HKCAAVQ and gained Cap 320 Registration status since 2011.
- 1.2 HKCAAVQ was commissioned by 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 Bachelor of Education (Honours) in Childhood Education programme of the College meets the stated objectives and QF standards and can be offered as an accredited programme from the 2016/17 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 13 November 2015.

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

Name of Operator	Tung Wah College 東華學院
Name of Award Granting Body	Tung Wah College 東華學院
Title of Learning Programme	Bachelor of Education (Honours) in Early Childhood Education 幼兒教育(榮譽)學士
Title of Qualification (Exit Award)	Bachelor of Education (Honours) in Early Childhood Education 幼兒教育(榮譽)學士
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
QF Level	Level 5
QF Credit	609
Mode of Delivery and Programme Length	Full-time, 4 years Part-time, 4 years
Intermediate Exit Award(s)	<p>Title of Qualification: Higher Diploma in Early Childhood Education 幼兒教育高級文憑</p> <p>QF Level: Level 4</p> <p>QF Credits: 344</p> <p>Attainment: Completion of the first 2 years in full-time mode of the Bachelor of Education (Honours) in Early Childhood Education</p>
Start date of Validity Period	1 September 2017
End date of Validity Period	31 August 2022

Number of Enrolments	One enrolment per year
Maximum Number of New Students	Full-time, Year 1 Entry – 50 per year Full-time, Year 3 Entry – 40 per year Part-time, Year 3 Entry – 45 per year
Specification of Competency Standards Based Programme	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Address of Teaching Venue	Nos. 90A & 98, Shantung Street, Mongkok, Kowloon 31 Wylie Road, Homantin, Kowloon

2.1.1 Recommendations

- (a) The College should further strengthen the programme feature of Special Educational Needs (SEN) by drawing on resources from related disciplines to enrich programme content and teaching activities.
- (b) The College should ensure appropriate diversity in assessment tasks so as to (i) balance students' workload in courses, and (ii) enhance their exposure in the creative and technological aspects of ECE.
- (c) The College should regularly review the workload of teaching staff to ensure sufficient support in programme coordination, delivery and Practicum supervision.

3. Programme Details

The following programme information is provided by the operator.

3.1 Programme Objectives

- The aim of the Bachelor of Education (Honours) in Early Childhood Education (BEdeCE) programme is “to prepare students for professional careers in early childhood settings with appropriate competence to deliver high quality teaching and make significant contribution to the early childhood education sectors by equipping students with necessary knowledge and practical skills for career entry.”

At the completion of the BEdECE programme, students will be able:

- To utilise critical thinking in constructing arguments about contemporary issues in early childhood education;
- To apply knowledge and skills to various childcare or early childhood educational settings;
- To design curriculum which suit the diverse learning and/or developmental needs of children across the changing socio-economic and educational environment;
- To demonstrate competence in integrating knowledge and skills to work with children with diverse needs in early childhood education and their families;
- To demonstrate competence to undertake independent fieldwork across different childcare or early childhood educational settings; and
- To illustrate leadership across various childcare or early childhood educational settings.

3.2 Programme Intended Learning Outcomes

- Upon completion of the BEdECE, graduates are expected to be able to:

PILO1	Apply content and pedagogical knowledge to the teaching and learning process for children from 0 to 8 years old.
PILO2	Analyse the influences exerted by the changing social-demographic profiles upon the development of early childhood education.
PILO3	Design, implement and evaluate the curriculum and pedagogy to cater children with diverse needs.
PILO4	Provide competent, safe and ethical child care for children with strict adherence to ethical guidelines and other professional standards related to early childhood practice.
PILO5	Demonstrate effective interpersonal skills in communicating with child care professionals, children, parents and families in early childhood settings.
PILO6	Develop learning goals, solve problems and complete tasks independently in schools and in self-study.

PILO7	Evaluate interdisciplinary learning strategies for children with diverse needs across a wide range of early childhood settings.
PILO8	Perform leadership role to advocate the learning and well-being of children with diverse needs through global perspectives.

3.3 Programme Structure

Component	No. of Courses	Notional Learning Hours	No. of QF Credits	% by QF Credits
Discipline				
Core	24	3,387 hours	338.7 credits	55.6%
Elective	2	282 hours	28.2 credits	4.6%
General Education				
Core	3	423 hours	42.3 credits	7.0%
Elective	4	549 hours	54.9 credits	9.0%
Language				
Core	5	720 hours	72.0 credits	11.8%
Capstone Project	1	246 hours	24.6 credits	4.0%
Practicum	3	480 hours	48.0 credits	8.0%
Total	42	6,087 hours	609 credits	100%

3.4 Graduation Requirements

- To be eligible for graduation, students are required to (a) complete the minimum required credit units as prescribed for the programme with a graduation Grade Point Average (gGPA) of at least 2.0; (b) achieve GPA of 1.0 or above in all courses in the programme; (c) pass the Practicum as prescribed for the programme; and (d) attain a valid score of 6.0 in IELTS or equivalent (for degree level programmes).

3.5 Admission Requirements

Year 1 Standard Entry

- Hong Kong Diploma of Secondary Education (HKDSE) Level 3 in English Language and Chinese Language and Level 2 in Mathematics and Liberal Studies, plus Level 2 in one Elective/Applied Learning Subject; OR
- Hong Kong Advanced Level Examination (HKALE) passes in AS Use of English and AS Chinese Language & Culture, plus a pass in one Advanced Level (AL) subject or passes in two Advanced

Supplementary Level (AS) subjects; AND Hong Kong Certificate of Education Examination (HKCEE) five passes including English Language and Chinese Language; OR

- HKALE passes in AS Use of English and AS Chinese Language & Culture plus a pass in one AL subject or passes in two AS subjects; AND HKCEE Level 2 in English Language and Chinese Language plus three passes in other subjects; OR
- A minimum score of 28 in International Baccalaureate (IB) Diploma AND fulfill the following English language requirements:
 - Grade 4 or higher in the Higher Level English Language (B Syllabus); or
 - Grade 5 or higher in the Standard Level English Language (B Syllabus); or
 - Grade 4 or higher in the Higher or Standard Level English Language (A1 or A2 Syllabus); or
 - Grade 4 or higher in the Standard Level English – Text and Performance; or
 - Grade 4 or higher in the Standard Level English – Literature and Performance (A1 syllabus); OR
- An equivalent qualification.

Year 3 Standard Entry

- Satisfactory completion of a recognised or equivalent Higher Diploma (HD) / Certificate Programme in Early Childhood Education; OR
- Have obtained equivalent qualifications.

Year 1 Non-Standard Entry

A maximum of 5% of the students can be admitted through non-standard entry. The College may consider granting non-standard entry to applicants for BEdECE who do not meet the standard admission requirements, but come with maturity, work experience and motivation to learn. It will be a case-by-case assessment where applicants have to be over 25, have completed secondary schooling and have at least 3 years of working experience in related fields and satisfactorily passing an admission interview.

3.6 Graduate Profile

- Please refer to Appendix.

4. Substantial Change

- 4.1 HKCAAVQ may vary or withdraw the Accreditation Report if it is satisfied that any of the grounds set out in section 5 (2) of the AAVQO apply. This includes where HKCAAVQ is satisfied that the Operator is no longer competent to achieve the relevant objectives and/or the Programme no longer meets the standard to achieve the relevant objectives as claimed by the Operator (whether by reference to the Operator's failure to fulfil any conditions and/or comply with any restrictions stipulated in this Accreditation Report or otherwise) or where at any time during the validity period there has/have been substantial change(s) introduced by the Operator after HKCAAVQ has issued the accreditation report(s) to the Operator and which has/have not been approved by HKCAAVQ. Please refer to the '*Guidance Notes on Substantial Change to Accreditation Status*' in seeking approval for proposed changes. These Guidance Notes can be downloaded from the HKCAAVQ website. The accreditation status of the Operator and/or Programme will lapse immediately upon the expiry of the validity period or upon the issuance of a notice of withdrawal of the Accreditation Report.

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.: 15/293
File Reference: 104/17/01

**Graduate Profile of Bachelor of Education (Honours) in
Early Childhood Education**

Qualification Title	Bachelor of Education (Honours) in Early Childhood Education 幼兒教育(榮譽)學士
Qualification Type	Bachelor Degree
QF Level	5
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	<p>At the completion of the BEdECE programme, students will be able:</p> <ul style="list-style-type: none"> (a) To utilise critical thinking in constructing arguments about contemporary issues in early childhood education; (b) To apply knowledge and skills to various childcare or early childhood educational settings; (c) To design curriculum which suit the diverse learning and/or developmental needs of children across the changing socio-economic and educational environment; (d) To demonstrate competence in integrating knowledge and skills to work with children with diverse needs in early childhood education and their families; (e) To demonstrate competence to undertake independent fieldwork across different childcare or early childhood educational settings; and (f) To illustrate leadership across various childcare or early childhood educational settings.

Programme Intended Learning Outcomes	<p>Upon completion of the Programme, graduates are expected to be able to:</p> <table border="1"> <tr> <td data-bbox="450 271 592 353">PILO1</td> <td data-bbox="592 271 1453 353">Apply content and pedagogical knowledge to the teaching and learning process for children from 0 to 8 years old.</td> </tr> <tr> <td data-bbox="450 353 592 483">PILO2</td> <td data-bbox="592 353 1453 483">Analyse the influences exerted by the changing social-demographic profiles upon the development of early childhood education.</td> </tr> <tr> <td data-bbox="450 483 592 566">PILO3</td> <td data-bbox="592 483 1453 566">Design, implement and evaluate the curriculum and pedagogy to cater children with diverse needs.</td> </tr> <tr> <td data-bbox="450 566 592 689">PILO4</td> <td data-bbox="592 566 1453 689">Provide competent, safe and ethical child care for children with strict adherence to ethical guidelines and other professional standards related to early childhood practice.</td> </tr> <tr> <td data-bbox="450 689 592 813">PILO5</td> <td data-bbox="592 689 1453 813">Demonstrate effective interpersonal skills in communicating with child care professionals, children, parents and families in early childhood settings.</td> </tr> <tr> <td data-bbox="450 813 592 896">PILO6</td> <td data-bbox="592 813 1453 896">Develop learning goals, solve problems and complete tasks independently in schools and in self-study.</td> </tr> <tr> <td data-bbox="450 896 592 1019">PILO7</td> <td data-bbox="592 896 1453 1019">Evaluate interdisciplinary learning strategies for children with diverse needs across a wide range of early childhood settings.</td> </tr> <tr> <td data-bbox="450 1019 592 1142">PILO8</td> <td data-bbox="592 1019 1453 1142">Perform leadership role to advocate the learning and well-being of children with diverse needs through global perspectives.</td> </tr> </table>	PILO1	Apply content and pedagogical knowledge to the teaching and learning process for children from 0 to 8 years old.	PILO2	Analyse the influences exerted by the changing social-demographic profiles upon the development of early childhood education.	PILO3	Design, implement and evaluate the curriculum and pedagogy to cater children with diverse needs.	PILO4	Provide competent, safe and ethical child care for children with strict adherence to ethical guidelines and other professional standards related to early childhood practice.	PILO5	Demonstrate effective interpersonal skills in communicating with child care professionals, children, parents and families in early childhood settings.	PILO6	Develop learning goals, solve problems and complete tasks independently in schools and in self-study.	PILO7	Evaluate interdisciplinary learning strategies for children with diverse needs across a wide range of early childhood settings.	PILO8	Perform leadership role to advocate the learning and well-being of children with diverse needs through global perspectives.
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Education Pathways	<p>Graduates may pursue postgraduate programmes in early childhood education or similar disciplines at other local and overseas educational institutes, such as Master of Arts in Early Childhood Education and Master of Education (Early Childhood Education).</p>																
Employment Pathways	<p>Graduates are expected to be capable of serving in the following sectors in the society of Hong Kong as Qualified Kindergarten Teachers (QKT), Child Care Workers (CCW) and Child Care Supervisors (CCS):</p> <ul style="list-style-type: none"> (a) Crèche (b) Nursery Cum Kindergarten (c) Kindergarten (d) International School (e) Special Child Care Centre (f) Playgroup <p>Graduates may also teach in early childhood settings overseas, subject to the registration requirements of the relevant local authorities.</p>																

<p>Minimum Admission Requirements</p>	<p><u>Year 1 Standard Entry</u></p> <p>(a) Hong Kong Diploma of Secondary Education (HKDSE) Level 3 in English Language and Chinese Language and Level 2 in Mathematics and Liberal Studies, plus Level 2 in one Elective/Applied Learning Subject; OR</p> <p>(b) Hong Kong Advanced Level Examination (HKALE) passes in AS Use of English and AS Chinese Language & Culture, plus a pass in one Advanced Level (AL) subject or passes in two Advanced Supplementary Level (AS) subjects; AND Hong Kong Certificate of Education Examination (HKCEE) five passes including English Language and Chinese Language; OR</p> <p>(c) HKALE passes in AS Use of English and AS Chinese Language & Culture plus a pass in one AL subject or passes in two AS subjects; AND HKCEE Level 2 in English Language and Chinese Language plus three passes in other subjects; OR</p> <p>(d) A minimum score of 28 in International Baccalaureate (IB) Diploma AND fulfill the following English language requirements:</p> <ul style="list-style-type: none"> • Grade 4 or higher in the Higher Level English Language (B Syllabus); or • Grade 5 or higher in the Standard Level English Language (B Syllabus); or • Grade 4 or higher in the Higher or Standard Level English Language (A1 or A2 Syllabus); or • Grade 4 or higher in the Standard Level English – Text and Performance; or • Grade 4 or higher in the Standard Level English – Literature and Performance (A1 syllabus); OR <p>(e) An equivalent qualification.</p> <p><u>Year 3 Standard Entry</u></p> <p>(a) Satisfactory completion of a recognised or equivalent Higher Diploma (HD) / Certificate Programme in Early Childhood Education; OR</p> <p>(b) Have obtained equivalent qualifications.</p> <p><u>Year 1 Non-Standard Entry</u></p> <p>A maximum of 5% of the students can be admitted through non-standard entry. The College may consider granting non-standard entry to applicants for the Programme who do not meet the standard admission requirements, but come with maturity, work experience and motivation to learn. It will be a case-by-case assessment where</p>
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