



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

SUMMARY ACCREDITATION REPORT

YEW CHUNG COMMUNITY COLLEGE

LEARNING PROGRAMME RE-ACCREDITATION

HIGHER DIPLOMA IN EARLY CHILDHOOD EDUCATION

NOVEMBER 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 Yew Chung Community College (YCCC) is an independent, self-financing tertiary education institution incorporated as a wholly-owned subsidiary of the Yew Chung Education Foundation (YCEF).
- 1.2 HKCAAVQ was commissioned by YCCC to conduct a learning programme re-accreditation exercise with the following Terms of Reference:
 - (a) To conduct an accreditation test as provided for in the Accreditation of Academic and Vocational Qualifications Ordinance to determine whether the Higher Diploma in Early Childhood Education Programme of Yew Chung Community College meets the stated objectives and Qualifications Framework (QF) standard and can continue to be offered as an accredited programme from the 2018/19 academic year; and
 - (b) To issue to YCCC 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 13 September 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 Re-accreditation

Approval

Name of Operator	Yew Chung Community College 耀中社區書院
Name of Award Granting Body	Yew Chung Community College 耀中社區書院
Title of Learning Programme	Higher Diploma in Early Childhood Education Programme 幼兒教育高級文憑課程
Title of Qualification (Exit Award)	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
QF Level	Level 4
QF Credits	324
Mode of Delivery and Programme Length	Full-time, 2 years
Start Date of Validity Period	1 September 2018
End Date of Validity Period	31 August 2022
Number of Enrolment(s)	One enrolment per year
Maximum Number of New Students	120 per year
Specification of Competency Standards-based Programme	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Address of Teaching Venue	2 nd and 3 rd Floor, Austin Plaza, Jordan, Kowloon

2.1.1 Recommendations

- (a) YCCC should further explore and extend the use of Moodle in a creative and effective way to complement face-to-face teaching and learning.
- (b) YCCC should expand the scope of information resources and the physical environment for student and staff interaction and recreation at the new campus.
- (c) YCCC should continuously monitor the level of English proficiency of students, especially those with DSE English Level 2, and provide further support for English language enhancement as appropriate.

3. Programme Details

The following programme information is provided by the operator.

3.1 Programme Objectives

General Programme Objectives

- (i) Engage in lifelong learning with capability for independent learning and critical thinking.
- (ii) Pursue further study, professional development and / or a career in Early Childhood Education.
- (iii) Acquire and demonstrate knowledge and skills about children's development in the early years, both typical and atypical, and the role of contemporary teaching practices, culture, and the family as influences that shape children's development.
- (iv) Function as effective team members of a multidisciplinary team and contribute to and coordinate activities in various areas.
- (v) Demonstrate strengthened language ability, IT, interpersonal and other generic skills as well as awareness of many issues of Hong Kong, China and the world, including professional standards and ethics guiding early childhood education and care.

Specific Programme Objectives

- (vi) Be registered as Kindergarten Teachers with the Education Bureau (EDB).
- (vii) Be registered as Child Care Workers, Child Care Supervisors and Special Child Care Workers with the Social Welfare Department (SWD).

3.2 Programme Intended Learning Outcomes

General Programme Intended Learning Outcomes

Knowledge and Skills

- (i) Demonstrate a foundation of knowledge and skills, and the ability to integrate and apply the knowledge and skills within the area of early childhood education and care. The knowledge and skills should include an understanding of contemporary social, behavioural, cultural, ethical, family and educational issues as well as diverse needs of children in both local and international contexts.

Independent Learners

- (ii) Apply a range of generic learning strategies in order to acquire and internalise new knowledge. Develop a growing sense of confidence, responsibility and commitment to excellence by demonstrating the ability to undertake independent learning and becoming more aware of his/her strengths, weaknesses, interests, and involvement in life planning.

Effective Communicators

- (iii) Demonstrate effective communication skills including ability to express his/her views both in spoken and written format clearly and competently to a range of audiences (professional peers, community members, families of young children) and across cultures. Be an informed advocate for sound educational practices and policies.

Teamwork and Leadership

- (iv) Develop and demonstrate effective team participation and emerging leadership skills based on an understanding of professional responsibilities and roles. Show awareness and reflect on professional and ethical dilemmas and undertake caring and supportive practices based on sound moral, ethical and professional values.

Critical Thinkers

- (v) Exercise creativity and apply a range of critical, independent thinking, problem-solving and objective evaluation strategies and skills to tackle issues and exercise judgment in a context given by the programme, and extend the application to challenge the existing norms and practices where necessary.

Specific Programme Intended Learning Outcomes

Child development within the context of families and communities;
support optimal child learning

- (vi) Summarise the complex characteristics of young children (including those with diverse needs), their families and communities. Give examples on how to value children's individual and group needs, and make use of this understanding to create respectful, reciprocal relationships in the classroom. Learn ways to support families and to involve them in their children's development and learning.

ECE curriculum, developmental domains, assessment

- (vii) List the components of high quality early childhood education by outlining various curriculum approaches and formal and informal assessment strategies.

ECE teacher roles, teacher-child relationships, classroom design

- (viii) Discuss how young children (including those with diverse needs) learn and develop and how ECE practitioners can provide learning opportunities that support their holistic development. Choose strategies that support individual needs and describe how positive social interactions and a well-designed and stimulating school environment can influence individual and group motivation. Explain the role of the ECE teacher in implementing learning opportunities that support children's creativity, critical thinking, problem-solving and performance skills.

Local to global issues influencing ECE; address special needs; high quality ECE:

- (ix) Define the structure of the Hong Kong SAR education system and describe the cultural, social, economic and political factors that have affected its development. Discuss global issues in early childhood education and care and demonstrate reasons to advocate for high quality ECE programmes, including those which serve children with special needs.

Plan and implement classroom lessons

- (x) Produce classroom lessons based upon knowledge of subject matter, young children (including those with diverse needs), the community, and curriculum goals. Practise implementing these lessons.

Understand professional standards in ECE

- (xi) Describe and apply the current professional standards in early childhood education and care and identify ways to demonstrate the standards within the context of early learning environments and through participation in group projects, teamwork, and presentations of work.

3.3 Programme Structure

	No. of courses	Curriculum Hours	QF credit	Total
Specialised ECE courses	17	765	204	63%
Languages and General Education courses	7	315	84	26%
Practicum	1	316	36	11%
Total	25	1396	324	100%

3.4 Graduation Requirements

For graduation, students are required to (i) complete 324 QF credits, (ii) pass the coursework and end-of-course examinations (if any) of all courses of the programme; (iii) pass all coursework and assessments of each Practicum part and obtained Grade C or above in the overall Practicum course; (iv) obtain a final Cumulative Grade Point Average of 2.0 or above; and (v) complete an annual English proficiency test at the beginning of each academic year and an exit IELTS test.

3.5 Admission Requirements

Applicants are required to meet the following minimum entrance requirements:

- (a) Have attained Level 2 in five subjects in the Hong Kong Diploma of Secondary Education (HKDSE), including Chinese Language and English Language or equivalent; or
- (b) Be a mature applicant of age 21 or above by 1 September of the year of admission. These applicants must demonstrate potential to successfully complete the programme and possess aptitude

- and motivation for study; and
- (c) Pass the admission interview.

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.