



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 HIGHER EDUCATION

**LEARNING PROGRAMME ACCREDITATION FOR
HIGHER DIPLOMA IN EARLY CHILDHOOD EDUCATION**

JUNE 2018

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 Higher Education (CIHE) is owned by Caritas – Hong Kong, a non-profit charitable organization in Hong Kong offering a wide range of services in medical, social work and community services, in addition to education services. CIHE was formerly known as Caritas Francis Hsu College (CFHC) which was established in 1985 and registered as a Post Secondary College under the Post Secondary Colleges Ordinance (Cap. 320) in 2001 for the conferment of four-year programmes leading to sub-degree awards. CFHC underwent an Institutional Review and was granted the approval by the government to change to the current name and to award degree programmes in June 2011. CIHE currently operates seven bachelor degree programmes at QF level 5 and one higher diploma programme at QF level 4.
- 1.2 CIHE commissioned HKCAAVQ to conduct a learning programme accreditation of the Higher Diploma in Early Childhood Education programme.
- 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 19-20 April 2018.

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(s) 營辦者名稱	Caritas Institute of Higher Education 明愛專上學院
Name of Award Granting Body 資歷頒授者名稱	Caritas Institute of Higher Education 明愛專上學院
Title of Learning Programme 進修課程名稱	Higher Diploma in Early Childhood Education 幼兒教育高級文憑
Title of Qualification(s) [Exit Award(s)] 資歷名稱 (結業資歷)	Higher Diploma in Early Childhood Education 幼兒教育高級文憑
Primary Area of Study and Training 主要學習及培訓範疇	Education
Sub-area (Primary Area of Study and Training) 子範疇 (主要學習及培訓範疇)	Education and Teacher Education
Other Area of Study and Training 其他學習及培訓範疇	Not applicable
Sub-area (Other Area of Study and Training) 子範疇 (其他學習及培訓範疇)	Not applicable
QF Level 資歷架構級別	Level 4
QF Credits 資歷學分	350
Mode(s) of Delivery and Programme Length 授課模式及修讀期	Full-time, 2 years
Start Date of Validity Period 有效期的開始日期	1 September 2018
End Date of Validity Period 有效期的終止日期	31 August 2021
Number of Enrolment(s) 招收學員次數	One enrolment per year

Maximum Number of New Students 新學員人數上限	From 2018/19 onwards: Year 1 Entry – 80 per year For 2018/19 only: Year 2 Entry – 60 per year
Specification of Competency Standards-based Programme 「能力標準說明」為本課程	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Other Specific Condition(s) of Approval 獲批准的其他附帶條件	One restriction as specified in the accreditation report.
Notes to be indicated on the QR 於資歷名冊上顯示的其他資料	This programme includes Practicum for a total of 61 QF credits to be conducted in Year 1 and Year 2.
Address of Teaching / Training Venue(s) 授課地址	2 Chui Ling Lane, Tseung Kwan O, New Territories, Hong Kong 香港新界將軍澳翠嶺里 2 號

2.1.1 Restriction

CIHE is to ensure that the Programme is approved by the Education Bureau and the Social Welfare Department so that the graduates will be eligible for registration as Qualified Kindergarten Teachers and Child Care Workers respectively.

CIHE is to submit relevant evidence to HKCAAVQ on the fulfilment of the restriction before enrolling students to the Programme.

2.1.2 Recommendations

- (a) CHIE should review and refine the reference lists in the module syllabi to ensure that they are up-to-date.
- (b) CIHE should unify the different grading systems used by the credit-bearing modules of the Programme.
- (c) CIHE should further develop the assessment policy to provide guidance on the assessment loads on individual assessment items that takes into account the weightings of the assessment items within a module and the credit value of the module.

3. Programme Details

The following programme information is provided by the operator.

3.1 Programme Objectives

- To command a broad-based theoretical grounding in child development and young children's specific needs for curriculum development in early childhood education;
- To acquire a holistic understanding of child development as a result of going through an interdisciplinary training and being exposed to a wide range of teaching and learning approaches and strategies;
- To thoroughly appreciate and be able to take stock of the professional and ethical roles as early childhood educators in the cultural, social, political and economic contexts of Hong Kong;
- To acquire competence in curriculum planning, implementation, management and reflective practice;
- To command expertise in practical skills and professional knowledge in education and care of children 2-6 years of age;
- To acquire proficiency and competence in generic skills including communication skills in English and Chinese (and Putonghua) and academic as well as numeracy competencies; and
- To attain maturity and capability professionally and academically for advancement in the workplace and/or to pursue an undergraduate programme in their continuing professional development.

3.2 Programme Intended Learning Outcomes

- To identify children's diverse needs to develop suitable strategies and approaches to work with them in the learning process;
- To synthesize child development theories as a theoretical framework to inform teaching practice;

- To reflect on and assume the professional roles and responsibilities of early childhood educators and their commitment to professionalism, ethics and reflective practice;
- To collaborate with children’s parents and families, and other stakeholders, in a team work spirit to work out strategies and methods for achieving children’s holistic development;
- To analyse the cultural, social, political and economic factors in Hong Kong that govern the development of early childhood education;
- To apply learning theories and approaches in early childhood education, employing Information Communication Technology (ICT) and other useful tools, to plan, implement and evaluate early childhood curricula and programmes that are safe and developmentally appropriate to children of 2-6 years of age in Hong Kong; and
- To apply generic skills and the awareness of local and international issues for functioning optimally in the profession and/or in preparation for advancing to the degree level academically.

3.3 Programme Structure

Type of modules	No. of modules	No. of credits	No. of QF credits	% by QF credits
Specialised				
Core	20	41	186	55.7%
Elective	1	2	9	
Generic				
Core	6	18	81	27%
Elective	1	3	14	
Practicum	2	13.4	61	17.3%
Total	30	77	350	

3.4 Graduation Requirements

- Successfully complete all 30 modules;
- Attain a cumulative GPA of 2.0 or above; and
- Pass three non-credit-bearing modules.

3.5 Admission Requirements

- Have obtained Level 2 in five subjects (including Chinese Language and English Language) in the HKDSEE; or
- Have graduated from the Diploma Yi Jin; or
- Having completed a QF level 3 programme that aims to enhance students' basic competency for academic advancement, has at least 420 contact hours as its study duration, and is approved by CIHE; or
- Being a mature applicant aged 21 or above on 1 September of the year when admission is sought, with relevant working experience and academic background; or
- Have obtained an equivalent qualification.

Applicants falling short of the minimum admission requirements can be admitted on special consideration but should not be more than 5% of the total intake on a programme basis, and not more than 3% on an institutional basis.

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.

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File Reference: 49/23/01

Graduate Profile

Qualification Title (in English and Chinese, if applicable)	Higher Diploma in in Early Childhood Education
Qualification Type (e.g. Bachelor Degree)	Higher Diploma
QF Level	4
Primary Area of Study / Training	Area: 05 (Education) Sub-area: Education and Teacher Education
Other Area of Study / Training (if any)	N/A
Programme Objectives	<p>On completion of the Programme students will have achieved the following objectives:</p> <ol style="list-style-type: none"> 1. To command a broad-based theoretical grounding in child development and young children's specific needs for curriculum development in early childhood education; 2. To acquire a holistic understanding of child development as a result of going through an interdisciplinary training and being exposed to a wide range of teaching and learning approaches and strategies; 3. To thoroughly appreciate and be able to take stock of the professional and ethical roles as early childhood educators in the cultural, social, political and economic contexts of Hong Kong; 4. To acquire competence in curriculum planning, implementation, management and reflective practice; 5. To command expertise in practical skills and professional knowledge in education and care of children 2-6 years of age;

	<p>6. To acquire proficiency and competence in generic skills including communication skills in English and Chinese (and Putonghua) and academic as well as numeracy competencies; and</p> <p>7. To attain maturity and capability professionally and academically for advancement in the workplace and/or to pursue an undergraduate programme in their continuing professional development.</p>
<p>Programme Intended Learning Outcomes</p>	<p>On completion of the Programme students will have achieved the following Programme Intended Learning Outcomes:</p> <ol style="list-style-type: none"> 1. To identify children’s diverse needs to develop suitable strategies and approaches to work with them in the learning process; 2. To synthesize child development theories as a theoretical framework to inform teaching practice; 3. To reflect on and assume the professional roles and responsibilities of early childhood educators and their commitment to professionalism, ethics and reflective practice; 4. To collaborate with children’s parents and families, and other stakeholders, in a team work spirit to work out strategies and methods for achieving children’s holistic development; 5. To analyse the cultural, social, political and economic factors in Hong Kong that govern the development of early childhood education; 6. To apply learning theories and approaches in early childhood education, employing Information Communication Technology (ICT) and other useful tools, to plan, implement and evaluate early childhood curricula and programmes that are safe and developmentally appropriate to children of 2-6 years of age in Hong Kong; and

	7. To apply generic skills and the awareness of local and international issues for functioning optimally in the profession and/or in preparation for advancing to the degree level academically.
Education Pathways	Articulation to a degree programme in Early Childhood Education or any other related discipline or profession
Employment Pathways	Registered Kindergarten Teacher Registered Child Care Worker Child Care Supervisor
Minimum Admission Requirements	<p>For admission to Year 1 of the Programme, applicants must satisfy one of the following admission requirements:</p> <p>(a) Have obtained Level 2 in five subjects (including Chinese Language and English Language) in the Hong Kong Diploma of Secondary Education Examination; OR</p> <p>(b) Have graduated from the Diploma Yi Jin; OR</p> <p>(c) Having completed a QF level 3 programme that aims to enhance students' basic competency for academic advancement, has at least 420 contact hours as its study duration, and is approved by the Institute; OR</p> <p>(d) Being a mature applicant aged 21 or above on 1 September of the year when admission is sought, with relevant working experience and academic background; OR</p> <p>(e) Have obtained an equivalent qualification.</p>
Operator (in English and Chinese, if applicable)	Caritas Institute of Higher Education (CIHE) 明愛專上學院