



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

ACCREDITATION REPORT

CARITAS INSTITUTE OF HIGHER EDUCATION

LEARNING PROGRAMME RE-ACCREDITATION

**BACHELOR OF HEALTH SCIENCES (HONOURS) AND
HIGHER DIPLOMA IN EARLY CHILDHOOD EDUCATION**

APRIL 2021

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1. TERMS OF REFERENCE

- 1.1 Based on the Service Agreement (No.: AA678), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (Cap. 592), was commissioned by Caritas Institute of Higher Education to conduct learning programme re-accreditation with the following Terms of Reference:
- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the programmes of Caritas Institute of Higher Education (the Operator) (Paras 2.1-2.2) meet the stated objectives and HKQF standards and can continue to be offered as accredited programmes; and
 - (b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

2. HKCAAVQ'S DETERMINATION

- 2.1 HKCAAVQ has determined that the Bachelor of Health Sciences (Honours) meets the stated objectives and QF standard at Level 5 and can continue to be offered as an accredited programme with a validity period of four years.
- 2.2 Subject to the compliance with the restrictions set out in paras. 2.5.1-2.5.3, the Higher Diploma in Early Childhood Education meets the stated objectives and QF standard at Level 4, and can continue to be offered as an accredited programme with a validity period of three years.
- 2.3 **Validity Period**
- 2.3.1 The validity period will commence on the date specified below. Operators may apply to HKCAAVQ to vary the commencement date of the validity period. Applications will be considered on a case-by-case basis.

2.4 The determinations on the Programmes are specified as follows:

Name of Operator(s)	Caritas Institute of Higher Education 明愛專上學院	
Name of Award Granting Body	Caritas Institute of Higher Education 明愛專上學院	
Title of Learning Programme	Bachelor of Health Sciences (Honours) 健康科學榮譽學士	Higher Diploma in Early Childhood Education 幼兒教育高級文憑
Title of Qualification(s) [Exit Award(s)]	Bachelor of Health Sciences (Honours) 健康科學榮譽學士	Higher Diploma in Early Childhood Education 幼兒教育高級文憑
Primary Area of Study and Training	Medicine, Dentistry and Health Sciences	Education
Sub-area (Primary Area of Study and Training)	Health Care	Education and Teacher Education
Other Area of Study and Training	Not applicable	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable	Not applicable
QF Level	Level 5	Level 4
QF Credits	270	350
Mode(s) of Delivery and Programme Length	Part-time, 2.5 years	Full-time, 2 years
Start Date of Validity Period	1 September 2021	1 September 2021
End Date of Validity Period	31 August 2025	31 August 2024
Number of Enrolment(s)	Two enrolments per year	One enrolment per year
Maximum Number of New Students	40 per year	80 per year
Address of Teaching / Training Venue(s)	2 Chui Ling Lane, Tseung Kwan O, New Territories, Hong Kong	

2.5 Restrictions

Higher Diploma in Early Childhood Education (HDECE) Programme

- 2.5.1 The Operator is to ensure that the Programme is continuously approved by the Education Bureau so that the graduates will be eligible for registration as Qualified Kindergarten Teachers.
- 2.5.2 The Operator is to ensure that the Programme is continuously recognised by the Social Welfare Department so that the graduates will be eligible for registration as Child Care Workers (CCWs) and Child Care Supervisors (CCSs).
- 2.5.3 The Operator is to ensure that the Programme is continuously recognised by the Social Welfare Department (SWD) so that the graduates of the Programme could be considered as having acquired training equivalent to the One-year In-service Course in Special Child Care Work (SCCW) of the SWD for special child care workers.

The Operator is to submit relevant evidence to HKCAAVQ on compliance with the restrictions before enrolling any students to the Programme for the 2021/22 academic year. (Para. 4.1.11)

2.6 Recommendations

HKCAAVQ also offers the following recommendations for continuous improvement of the Programmes.

Bachelor of Health Sciences (Honours) (BHS) Programme

- 2.6.1 The Operator is to review the shortening of the programme length and the relationship to student performance, workload demand, the quality of learning and the possible stress put on students. (Para. 4.4.4)
- 2.6.2 The Operator is to offer multiple/ flexible modes of delivery for English language supports, such as the use of technology. (Para. 4.6.1)

HDECE Programme

- 2.6.3 The Operator is to ensure students' attainment of the sixth Programme Intended Learning Outcome on the application of the learned theories and approaches in early childhood education through different means such as stipulating requirements on the provision of

referencing of academic papers, articles and research in course assessments. (Para. 4.4.15)

- 2.6.4 The Operator is to ensure that views of students on workload are collected and addressed timely through existing/ new mechanisms such as Course Teaching Evaluation (CTE) and Programme Committee. (Para. 4.4.17)
- 2.6.5 The Operator is to ensure that the workload of individual teaching staff is reviewed through existing/ new mechanisms such as Programme Co-ordination Meeting so that timely support to teaching staff can be provided. (Para. 4.5.10)
- 2.7 HKCAAVQ will subsequently satisfy itself whether the Operator remains competent to achieve the relevant objectives and the Programmes continue to meet the standard to achieve the relevant objectives as claimed by the Operator by reference to, amongst other things, the Operator's fulfilment of any conditions and compliance with any restrictions stipulated in this Accreditation Report. For the avoidance of doubt, maintenance of accreditation status is subject to fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report.

3. INTRODUCTION

- 3.1 Caritas Institute of Higher Education (CIHE) (formerly known as Caritas Francis Hsu College) operates under the auspices of Caritas – Hong Kong, a non-profit charitable organisation in Hong Kong offering a wide range of services in medical, social work and community services, in addition to education services. CIHE has been registered as a Post-Secondary College under the Post Secondary Colleges Ordinance (Cap. 320) since 2001. In 2010, CIHE underwent its second Institutional Review and acquired the accreditation status for offering degree-level programmes. CIHE's first bachelor's degree programme at QF Level 5 was launched in 2011. CIHE currently operates 12 bachelor degree programmes at QF level 5 and three higher diploma programmes at QF level 4.
- 3.2 For this learning programme re-accreditation exercise, HKCAAVQ formed an expert Panel (Panel Membership in Appendix 1). In view of the outbreak of the Coronavirus Disease-2019 (COVID-19), the site visit was conducted via video-conferencing from 3 to 5 February 2021

to reduce social contact. HKCAAVQ's Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework (Version 1.2, November 2020) was the guiding document for the Operator and the Panel in conducting this exercise.

4. PANEL'S DELIBERATIONS

4.1 Programme Objectives and Learning Outcomes

The learning programme must have objectives that address community, education and/or industry needs, with learning outcomes that meet the relevant HKQF standards, for all exit qualifications from the programme.

BHS Programme

- 4.1.1 The Bachelor of Health Sciences (Honours) (BHS) is hosted by the School of Health Sciences.
- 4.1.2 The Operator informed the Panel that the major challenge of the BHS Programme since the initial accreditation has been the low enrolment rate; and the programme team has decided to reposition the Programme by reviewing and revising the curriculum design to better serve the purpose of helping sub-degree holders to advance in the healthcare sector.
- 4.1.3 According to the information provided in the accreditation documents, the Panel observed that the Operator has undertaken the following actions to provide input to the repositioning exercise:
 - (a) Conducted a benchmarking analysis on specifications of the BHS Programme against eight local competitor programmes such as admission requirements, curriculum and mode of study;
 - (b) Conducted a survey of potential employers from mid-October to early November 2020 to examine the training needs of sub-degree holder in the health sector for career advancement;
 - (c) Analysed the admission statistics of the four admission exercises of BHS Programme conducted during the validity period to 2020/21 cohort; and
 - (d) Reviewed the marketing and promotional strategies of the BHS Programme.

- 4.1.4 The positioning of the Programme is to be revised from 2021/22 academic year as follows:

Original	Revised
The BHS Programme aimed to broaden the horizons in health knowledge and the health care system, and to enhance the professional and personal value development to the vocationally trained healthcare workforce for career and academic advancements	The BHS Programme will aim at providing managerial training and enhancing the professional and personal value development for sub-degree holders who seek to pursue career and academic advancement in the health care sector.

- 4.1.5 Arising from the above repositioning, the Programme Objectives (POs) and Programme Intended Learning Outcomes (PILOs) are to be revised starting from 2021/22 academic year as follows:

Programme Objectives (POs)

Original	Revised
1. To strengthen student's understanding, commitment and awareness of the ethical and societal considerations accounted for in the policies set forth by the policy maker in the health care industry	1. To strengthen student's understanding, commitment and awareness of the ethical and societal considerations accounted for in the policies set forth by the policy maker in the health care industry sector
2. To equip students with abilities in management for the supervision and coordination of health services to meet the needs and development of the health care industry	2. To equip students with abilities in management for the supervision and coordination of health services to meet the needs and development of the health care industry sector
3. To develop students' ability to keep abreast of the global development of the health care industry	3. To develop students' ability to keep abreast of the global development of the health care industry sector

Programme intended Learning Outcomes (PILOs)

	Original	Revised
PILO 1	Appraise and criticise the structures, functions, and skills in managing services in the health system	Demonstrate understanding and knowledge in the determinants of health service delivery and management
PILO 2	Make evidence-based judgements regarding health and health-related issues with the integration of ethics, reasoning and critical thinking skills	Same
PILO 3	Propose revision to operational procedures to deliver, maintain and improve the quality of services	Develop plan to implement services and evaluate the quality of services in the health care setting
PILO 4	Conduct investigations on the knowledge in their learning for further development as a life-long learner	Same

4.1.6 The Institute provided the following information to the Panel to illustrate that the Programme continues to meet the QF standard at Level 5:

- (a) Mapping of Programme Objectives against PILOs
- (b) Mapping of PILOs against courses
- (c) Mapping of PILOs against Generic Level Descriptors at QF Level 5
- (d) Mapping of courses against Generic Level Descriptors at QF Level 5
- (e) Sample teaching and learning materials
- (f) Sample marked assessments at high, average and low grades and their associated assessment rubrics/ criteria of courses, including the capstone course

4.1.7 In assessing the industry needs for graduates, the Operator has conducted a Graduate Destination Survey during the validity period. All six respondents are engaged in the employment sector of Medical and Health Care Services after graduation. The Panel noted the

following key findings and formed a view that the graduates of the Programme have been well received by the industry and the Programme can enable the graduates to further their studies.

Year of survey	2019/20
Total number of part-time graduates	7
Response rate	85.7% (6 respondents)
Employment rate	100%
Proceed with further study	1 (Part-time postgraduate programme offered by local institution)
The studies in the BHS Programme are related to their employment	Strongly Agree: 16.7% Agreed: 16.7% Neutral: 66.6%

HDECE Programme

- 4.1.8 The Higher Diploma in Early Childhood Education (HDECE) is hosted by the School of Humanities and Languages. The Programme Objectives (POs) and Programme Intended Learning Outcomes (PILOs) remain unchanged since the last accreditation. The same set of POs and PILOs are to be implemented from 2021/22 academic year as follows:

Programme Objectives

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 0-8 years of age;
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

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.

Programme Intended Learning Outcomes

1. To identify children's diverse needs to develop suitable strategies and approaches to work with them in the learning process;
2. To synthesise 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 teamwork 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.

4.1.9 The Institute provided the following information to the Panel to demonstrate that the Programme continues to meet the QF standard at Level 4:

- (a) Mapping of Programme Objectives against PILOs
- (b) Mapping of PILOs against courses
- (c) Mapping of courses against Generic Level Descriptors of Qualifications Framework
- (d) Sample teaching and learning materials
- (e) Sample marked assessments at high, average and low grades and their associated assessment rubrics / criteria of courses, including the two practicum courses

- 4.1.10 In ascertaining the industry needs for graduates, the Operator has conducted two Graduate Surveys during the validity period. The majority of respondents were successfully employed in the Education sector after graduation, especially in local early childhood education settings as kindergarten teacher/ teaching assistant or full-time teacher. The Panel noted the following key findings and formed a view that the graduates of the Programme have been well received by the industry and the Programme can enable the graduates to further their studies.

Year of survey	2019	2020
Total number of full-time graduates	16	18
Response rate	62.5% (10 respondents)	50% (9 respondents)
Working full-time	6	0
Engaged in full-time study after graduation	0	6 (Full-time bachelor programmes offered by local institutions)
Looking for work	3	2
Engaged in other activities	1	1
Job-seeking duration	Within three months	No applicable

- 4.1.11 The Operator informed the Panel that they planned to seek approval from the Education Bureau and recognitions from the Social Welfare Department (SWD) so that graduates of the HDECE Programme can continuously be qualified for registration as Qualified Kindergarten Teachers, Child Care Workers (CCWs) and Child Care Supervisors (CCSs); and the Programme can continuously be recognised and the graduates can be considered as having acquired training equivalent to the One-year In-service Course in Special Child Care Work (SCCW) of the SWD for special child care workers. In this regard, the Panel reviewed the four current approval and recognition documents and stated the following restrictions. (Para. 2.5.1-2.5.3)

Restrictions

1. The Operator is to ensure that the Programme is continuously approved by the Education Bureau so that the graduates will be eligible for registration as Qualified Kindergarten Teachers.

2. The Operator is to ensure that the Programme is continuously recognised by the Social Welfare Department so that the graduates will be eligible for registration as Child Care Workers (CCWs) and Child Care Supervisors (CCSs).
3. The Operator is to ensure that the Programme is continuously recognised by the Social Welfare Department (SWD) so that the graduates of the Programme could be considered as having acquired training equivalent to the One-year In-service Course in Special Child Care Work (SCCW) of the SWD for special child care workers.

The Operator is to submit relevant evidence to HKCAAVQ on compliance with the restrictions before enrolling any students to the Programme for the 2021/22 academic year.

- 4.1.12 After considering the above information, the Panel considered that the POs address community, education and/or industry needs, and the PILOs meet the relevant HKQF standards.

4.2 **Learner Admission and Selection**

The minimum admission requirements of the learning programme must be clearly outlined for staff and prospective learners. These requirements and the learner selection processes must be effective for recruitment of learners with the necessary skills and knowledge to undertake the programme.

BHS Programme

- 4.2.1 Resulting from the repositioning of the BHS Programme, starting from 2021/22 academic year, the minimum admission requirements are to be revised as follows with the existing advanced-standing admission route removed. Applicants will be invited to attend an admission interview.

Original	Revised
Sub-degree holders in the health discipline, including dispensers, health workers, and other supporting staff in the health sector	Sub-degree holders in the health discipline or sub-degree holders with one-year work experience in a health-related institution, organisation, or company

- 4.2.2 The Panel reviewed the profiles of students admitted to the Programme during the validity period and noted that no student was admitted on a non-standard basis.
- 4.2.3 The maximum number of new students since the last accreditation was 80 per year. The Operator provided to the Panel the actual enrolment numbers by academic year during the validity period. The Panel observed that the total enrolment numbers from 2017/18 to 2020/21 were very low, i.e. 2-9 students per year.
- 4.2.4 To tackle the low enrolment rates, the Operator informed the Panel that they have timely revisited and revised the marketing and promotion strategies, and also shared regarding those which they have recently adopted.
- 4.2.5 The Operator proposed to lower the maximum yearly number of new students from 80 to 40 in the next validity period.
- 4.2.6 In addition to the existing Higher Diploma in Pharmaceutical Dispensing offering by the sister institute Caritas Bianchi College of Careers (CBCC), which has been considered by the Operator a feeder programme to BHS Programme since the last accreditation; the Panel was also informed about two new sources of potential students to the Programme. They are the two recently accredited Higher Diploma in Health Care and Higher Diploma in Enrolled Nursing (General) offered by CBCC and CIHE respectively.
- 4.2.7 Upon the repositioning of the Programme, the revision of minimum admission requirements and the three feeder programmes identified, the Operator projected that the Programme will gradually reach the newly proposed maximum yearly student intake in the next validity period. The Panel considered that this newly proposed student intake for 2021/22 and onward is appropriate.

HDECE Programme

- 4.2.8 The minimum admission requirements of the Programme remain unchanged from 2021/22 academic year as follows. Applicants will be invited to attend an admission interview.

For admission to Year 1 of the HDECE Programme, applicants must satisfy one of the following admission requirements:

- (a) Have obtained Level 2 in five subjects (including Chinese Language and English Language) in the Hong Kong Diploma of Secondary Education Examination (HKDSEE); OR
- (b) Have graduated from the Diploma Yi Jin; OR
- (c) Have completed a QF Level 3 programme that is approved by the Institute; OR
- (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
- (e) Have obtained an equivalent qualification.

4.2.9 The Panel reviewed the profiles of students admitted to the Programme during the validity period and noted that no student was admitted on a non-standard basis.

4.2.10 The maximum number of new students since the last accreditation was 80 per year. The Operator provided the Panel the application and enrolment numbers by academic year during the validity period. The Panel observed that the total enrolment numbers from 2018/19 to 2020/21 were unsatisfactory, i.e. 39-56 per year, though the number of applications received had always exceeded the maximally allowable student intake per year, i.e. 89-599 per year.

4.2.11 The Operator shared with the Panel the possible reasons which led to the noted unsatisfactory enrolment rates, such as the recent pandemic situation. The Operator informed the Panel that they have timely revisited and revised the marketing and promotion strategies, and also shared regarding those which they have recently adopted.

4.2.12 The Operator projected that the enrolment number would gradually reach the maximum yearly allowable number of 80 in 2023-24, and therefore proposed to maintain the said number unchanged in the next validity period. The Panel considered that the proposed student intake for 2021/22 and onward is appropriate.

4.2.13 In consideration of the above information, the Panel formed the view that the minimum admission requirements are clearly outlined for staff and prospective learners. The requirements and the learner selection processes are effective for the recruitment of learners with the necessary skills and knowledge to undertake the Programmes.

4.3 Programme Structure and Content

The structure and content of the learning programme must be up-to-date, coherent, balanced and integrated to facilitate progression in order to enable learners to achieve the stated learning outcomes and to meet the programme objectives.

BHS Programme

- 4.3.1 Resulting from the revised POs and PILOs mentioned in 4.1, the Operator provided the Panel details of the proposed revisions and changes to the programme structure and content. The revised programme structure and content to be implemented from 2021/22 academic year are depicted below.

	Original	Revised
	12 Core Courses + 8 Elective Courses (up to 2 General Education (GE) elective courses can be studied)	16 Core Courses + 4 Elective Courses (up to 1 GE elective course can be studied)
1.	Ethics and Moral Issues	Same
2.	Health Organisation Management and Leadership in Health Care	
3.	Health Policy and Health Economics	<i>Moved</i> from core to elective course and <i>Replaced</i> by “Critical Thinking” as core course
4.	Infection Control and Epidemiology	Same
5.	Professional Communication in Health Care	
6.	Research Methodology	
7.	Evidence-Based Clinical Reasoning	
8.	Global Citizenship	
9.	Occupational Safety and Health	
10.	Professional, Legal and Ethical Issues in Health Care	
11.	Public Health	

12.	Quality Management in Health Care (capstone course)	<i>No longer the capstone course</i>
13.	Elective 1	Same
14.	Elective 2	
15.	Elective 3	
16.	Elective 4	
17.	Elective 5	Chronic Diseases: Pathophysiology and Management
18.	Elective 6	Frontline Management in Health Care
19.	Elective 7	Sociology in Health Care
20.	Elective 8	Project (capstone course)

Students pursuing the BHS Programme are also required to take the non-credit-bearing course Integrated Seminar and Community Involvement.

- 4.3.2 The revised course syllabuses and the list of General Education (GE) electives were provided to the Panel. The students and graduates whom the Panel met expressed their appreciation for electives available which cover a variety of service areas in the health sector. They are pleased with the electives which can not only serve one's interest but also cover the service area(s) which are relevant to their current full-time jobs, and therefore they would be able to apply the learned knowledge and skills at their workplaces.
- 4.3.3 The Operator informed the Panel that with the addition of summer semester to the Programme, the Programme will run for three instead of two semesters in each academic year, and with 3 courses delivered in each semester. The programme length will be updated from 3-year (six semesters) to 2.5-year (seven semesters) starting from 2021/22 academic year.
- 4.3.4 Having reviewed the Transition Plan in response to the revised programme structure and content, the Panel considered that appropriate arrangements and supports are in place for the affected students.
- 4.3.5 The Panel reviewed the description of the course *Evidence-Based Clinical Reasoning* and observed that wordings of "clinical diagnostic" were used in one of the teaching topics. The Panel considered the chosen wordings are not appropriate and may mislead students'

expectation on the topic concerned. The Panel therefore **ADVISES** the Operator to consider changing the wordings “clinical diagnostic” in the syllabus of the course *Evidence-Based Clinical Reasoning* to a more appropriate term such as “clinical problems” so as to avoid students expecting that they can be able to make medical diagnoses.

HDECE Programme

- 4.3.6 The initial design of the HDECE Programme as based in substantial part on a recently discontinued higher diploma programme in early childhood education offered by the sister institution *Caritas Institute of Community Education (CICE)* of the Operator, and which unlike the modular-based design of ECE programmes at other local institutions. The design of the Programme is also guided by the EDB’s *Framework* and the Curriculum Development Council (CDC)’s *Kindergarten Education Curriculum Guide – Joyful Learning through Play Balanced Development All the Way* released in 2017.
- 4.3.7 To better position the HDECE Programme in its operating context and also in considering the future need of the graduates of the Programme for articulation, whether to the top-up degree programme offered by CIHE or other institutions, the Operator had reviewed the HDECE Programme by assessing the need for the Programme in the external environment and also conducted benchmarking analysis on the Programme against eight higher diploma in early childhood education programmes offered at other local post-secondary institutions.
- 4.3.8 Upon results of the above review, the Operator proposed to modify and revise the programme structure and content with a view to making it modular by merging courses, re-sequencing, modifying and enhancing. The following information was provided to the Panel:
- (a) Results of the latest need analysis (September 2020) and related findings by comparing with and contrasting against the data from the last benchmarking analysis conducted in 2018 for the initial accreditation exercise;
 - (b) Results of benchmarking analysis against other local higher diploma in early childhood education programmes;
 - (c) Details of the proposed revisions and changes to the structure and content, and the relevant illustration with rationales;
 - (d) Programme Syllabuses for all core, elective and generic courses; and
 - (e) Other information relating to EDB’s programme framework and registration for professional recognitions:

- Programme Framework of Certificate in Early Childhood Education [C(ECE)] issued by EDB in 2018
- Programme Review Form in Policy Framework of C(ECE)
- Mapping Table of Course Objectives in Policy Framework of C(ECE)
- Summary of Breakdown on Course Hours for Registration of Child Care Supervisors
- Summary of Breakdown on Course Hours for Registration of Child Care Workers
- Mapping Table for Assessment for the In-service Special Child Care Workers Training

4.3.9 The following comparison table depicts the current programme structure and the revised one to be implemented from 2021/22 academic year.

	Current Programme Structure (Total credits of the programme: 78.2)	Revised Programme Structure (Total credits of the programme:78)
Foundation Stage	Year 1 (Total credits: from 39.3 to 39)	
Common Core Courses	<ul style="list-style-type: none"> - Play and Environment Design (1.7) - Fostering Children's Physical Development and Health (2) - Fostering Children's Cognitive and Language Development (2.7) - Creativity and Aesthetic Development: Music and Movement (1.7) - Creativity and Aesthetic Development: Visual Arts (1.7) - Fostering Children's Social-Emotional and Moral Development (2.7) - Observing and Assessing Young Children (1.7) - Child Development (2.7) - Introduction to Early Child Education and Care (2.7) 	<ul style="list-style-type: none"> - Care, Health and Safety for Children and infant Toddlers (3) <i>(Change from Health, Safety and Nutrition for Young Children; credit from 2 to 3; match with BEdECE and moved from Year 2 to Year1)</i> - Child Development, Observation and Assessment (3) <i>(Merge Child Development and Observing and Assessing Young Children to form one course; credit from 4.4 to 3)</i> - Introduction to Early Child Education and Care (3) <i>(Credit from 2.7 to 3)</i> - Fostering Children's Cognitive and Language Development (3) <i>(Credit from</i>

	<ul style="list-style-type: none"> - Early Childhood Education: Current Theories and Approaches (1.7) - Practicum I (6) 	<p>2.7 to 3)</p> <ul style="list-style-type: none"> - Fostering Children's Social-Emotional and Moral Development (3) <i>(Credit from 2.7 to 3)</i> - Fostering Children's Physical Development and Health (2) <i>(Same)</i> - Integrated Play Based Curriculum and Environment Planning, Implementation and Evaluation in Early Childhood Education (4) <i>(Merge Play and Environment Design, Developing Integrated Curriculum in Early Childhood Education and Curriculum Planning, Implementation and Evaluation to form one course; credit from 5.4 to 4)</i> - Introduction to Children with Diverse Needs (3) <i>(Change from Children with Diverse Needs in order to match with BEdECE; credit from 2.7 to 3)</i> - Practicum I (4) <i>(Credit from 6 to 4, Practicum hours are deducted from 224 hours to 197 hours)</i>
Institute Required Common Courses	<ul style="list-style-type: none"> - Chinese Communication (3) - Use of English (3) - Practical Putonghua (3) 	Same
General Education Courses	<ul style="list-style-type: none"> - Social Ethics (3) - College Life and You 	Same
Year 2 (Total credits: from 38.9 to 39)		

Common Core Courses	<ul style="list-style-type: none"> - Early Childhood Mathematics (1.7) - Nature and Living (1.7) - Children with Diverse Needs (2.7) - Collaboration with Parents and Communities (1.7) - Working with Children with Special Educational Needs (3) - English as a Second Language in Early Childhood (2) - Management, Sustainable Development and Quality Assurance in Early Childhood Education (2) - Developing Integrated Curriculum in Early Childhood Education (1.7) - Curriculum Planning, Implementation and Evaluation (2) - Health, Safety and Nutrition for Young Children (2) - Practicum II (7.4) 	<ul style="list-style-type: none"> - Enriching Children's Experience in Science and Mathematics (3) <i>(Merge Nature and Living and Early Childhood Mathematics to form one course, credit from 3.4 to 3)</i> - Promoting Children's Creativity and Aesthetic Development through Visual Arts and Music (3) <i>(Merge Creativity and Aesthetic Development: Music and Movement with Creativity and Aesthetic Development: Visual Arts to form one course; Credit from 3.4 to 3)</i> - Building School, Family and Community Partnership (3) <i>(Change from Collaboration with Parents and Communities in order to match with BECE208 Building School, Family and Community Partnerships; credit from 1.7 to 3)</i> - Management, Sustainable Development and Quality Assurance in Early Childhood Education (3); <i>(Credit from 2 to 3 matching with BECE 209 Management, Sustainable Development and Quality Assurance in Early Childhood Education)</i> - Supporting Children with Diverse Needs (3) <i>(Change from Working with Children with Diverse Needs)</i> - Social Environment for Children with
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		<p>Diverse Needs (3) <i>(Change from elective to Core, credit from 2 to 3)</i></p> <ul style="list-style-type: none"> - Early Childhood Education: Current Theories and Approaches (3) <i>(Credit from 1.7 to 3)</i> - Practicum II (6) <i>(Credit from 7.4 to 6, Practicum hours are deducted from 298 hours to 249hours)</i>
Institute Required Common Courses	<ul style="list-style-type: none"> - Effective English Communication (3) - Numerical and Information Technology Literacy (3) 	<ul style="list-style-type: none"> - Effective English Communication (3) <i>(same)</i> - Emerging Technologies and Data Analysis for Workplace (3) <i>(Institute-wide universal arrangement)</i>
General Education Courses	<ul style="list-style-type: none"> - GE Elective (3) 	Same
Programme Elective Courses (ONE of FOUR courses from list shown below):		
	<ul style="list-style-type: none"> - Teaching Music to Young Children (2) - Putonghua for Young Children (2) - Drama and Story-telling as Pedagogy (2) - Social Environment for Children with Diverse Needs (2) 	<ul style="list-style-type: none"> - Putonghua for Young Children (2) <i>(same)</i> - English as a Second Language in Early Childhood (2) <i>(Move from Core to Elective; same credit as before)</i> - Teaching Music to Young Children (2) <i>(Deleted)</i> - Drama and Story-telling as Pedagogy (2) <i>(Deleted)</i>

4.3.10 Having reviewed the Transition Plan in response to the soon revised programme structure and content, the Panel considered that appropriate arrangements and supports are in place for the affected students.

4.3.11 Based on the above information, the Panel formed the view that the structure and content of the learning programmes are up-to-date,

coherent, balanced and integrated to facilitate progression in order to enable learners to achieve the stated learning outcomes and to meet the programme objectives.

4.4 Learning, Teaching and Assessment

The learning, teaching and assessment activities designed for the learning programme must be effective in delivering the programme content and assessing the attainment of the intended learning outcomes.

BHS Programme

- 4.4.1 The BHS Programme employs a range of learning and teaching activities such as lecture, tutorial, workshop, discussion forum and debate. The typical class sizes of 360 for lectures, 20-30 for tutorials and 15-20 for laboratory practice/ workshops according to the normal practice of the School of Health Sciences were provided to the Panel.
- 4.4.2 In addition to the revised course syllabuses and list of General Education (GE) electives, the Operator also provided the followings regarding the learning, teaching and assessment of the Programme:
 - (a) Learning and Teaching Policy;
 - (b) e-Learning Policy;
 - (c) Sample teaching and learning materials;
 - (d) Assessment and Feedback Policy;
 - (e) General Guidelines for Degree Classification;
 - (f) Assessment Scheme and Grading System;
 - (g) Sample marked assessments at high, average and low grades and their associated assessment rubrics / criteria of courses, including the capstone course; and
 - (h) Passing rates of courses.
- 4.4.3 Students must have successfully completed 60 credits (20 courses) for graduation.
- 4.4.4 The Panel was informed that BHS students are mostly working adults with full-time jobs in the health sector, and they usually have three school nights from 7-10 PM in a week. With the shortened programme length starting from the next validity period (Para.4.3.3) and considering the nature of their jobs in the health sector, such as working in shifts, plus the already busy class schedule in each week; the Panel **RECOMMENDS** that the Operator is to review the

shortening of the programme length and the relationship to student performance, workload demand, the quality of learning and the possible stress put on students. (Para. 2.6.1)

HDECE Programme

- 4.4.5 The HDECE Programme employs a range of learning and teaching activities such as lecture, tutorial, discussion, case study, practical workshop, group teaching demonstration, and Simulation and Experiential Learning Activities. The typical class sizes of 90 for lectures and 30 for tutorials, workshops and other learning and teaching activities of the Programme were provided to the Panel.
- 4.4.6 In addition to the programme syllabuses, the Operator also provided the followings regarding the learning, teaching and assessment of the Programme:
 - (a) Teaching materials and assessment schemes of sample new courses;
 - (b) Grading system;
 - (c) Sample marked assessments at high, average and low grades and their associated assessment rubrics / criteria of courses, including the two practicum courses; and
 - (d) Passing rates of specialised courses.
- 4.4.7 The Operator informed the Panel that the total practicum hours in the Programme are to be reduced to avoid overloading the student from 2021/22 academic year, namely Practicum I from 224 to 197 hours and Practicum II from 298 to 249 hours.
- 4.4.8 In response to the feedback from the practicum supervisors, six supervision hours will be added starting from 2021/22 academic year. A triangular meeting between the student concerned, the practicum consultant or his/ her representative from the corresponding practicum partner, and the practicum supervisor of the Programme will be held at the end of each on-site supervision session.
- 4.4.9 The Practicum Handbook and a list of secured practicum positions provided by 104 practicum partners were provided.
- 4.4.10 Students must have successfully completed the constituent courses of the HDECE Programme in accordance with the regulations and the curriculum plan for graduation.

- 4.4.11 According to the sixth PO, the HDECE Programme aims to facilitate students to acquire proficiency and competence in generic skills, including communication skills in English, Chinese and Putonghua. The Panel noted from the Annual Programme Report 2018/19 that the enhancement of students' English competence and skills in academic practices was one of the identified issues; and the Report suggested the Programme cooperating with the Language Centre to provide supplementary English tutorial sessions and coordinating with Library for workshops in APA citation and library reference services in the next academic year. The Panel also noted from the revised course structure and content to be implemented that the course *English as a Second Language in Early Childhood* will be changed from being a Common Core Course to become a Programme Elective Course; while the two Institute Required Common Courses will remain unchanged, namely *Use of English* and *Effective English Communication*.
- 4.4.12 After meeting with the students and graduates of the Programme, the Panel observed that when students required English language related support, they usually went to the teaching staff; and none of them whom the Panel met mentioned the services available at the Language Centre on campus.
- 4.4.13 In light of the observations in the last two paragraphs, the Panel **ADVISES** the Operator to continue to strengthen the students' English communication skills and competence and skills in academic practices by continuing to provide appropriate language support/ services to students, and encourage/ refer them to use those services when deemed needed.
- 4.4.14 According to the sixth PILO, students are expected "*To apply learning theories and approaches in early childhood education...and other useful tools, to plan, implement and evaluate early childhood curricula and programmes...*" The programme team and teaching staff whom the Panel met confirmed to the Panel that theories and approaches in early childhood education have also been introduced to the students along with the relevant ways of application in the Programme.
- 4.4.15 Having reviewed the tabled samples of student assessments, the Panel observed that the referencing of academic papers and articles in individual assessment scripts were either insufficient or absent; and based on the assessment samples of the two practicum courses provided, the Panel formed a view that students might not be required to explicitly link theories and research to their lesson plans or reflection journals. The Panel therefore **RECOMMENDS** that the

Operator is to ensure students' attainment of the sixth Programme Intended Learning Outcome on the application of the learned theories and approaches in early childhood education through different means such as stipulating requirements on the provision of referencing of academic papers, articles and research in course assessments. (Para. 2.6.3)

- 4.4.16 The Panel noted from meeting minutes of the Programme Committee, which student representatives had attended, and the Course and Teaching Evaluation (CTE) results provided that some students shared that the programme schedule is tight and there are quite a lot of course works to complete. Having reviewed the information on learning, teaching and assessment, the Panel echoed the views of students. In the meeting with the students and graduates, they also expressed similar views on the workload of the Programme though they commented positively on their learning experience.
- 4.4.17 To avoid overloading the students, the Panel **RECOMMENDS** that the Operator is to ensure that views of students on workload are collected and addressed timely through existing/ new mechanisms such as Course Teaching Evaluation (CTE) and Programme Committee. (Para. 2.6.4)
- 4.4.18 Notwithstanding the recommendations above, the Panel formed the view that the learning, teaching and assessment activities designed for the Programmes are effective in delivering the programme content and assessing the attainment of the intended learning outcomes.

4.5 **Programme Leadership and Staffing**

The Operator must have adequate programme leader(s), teaching/training and support staff with the qualities, competence, qualifications and experience necessary for effective programme management, i.e. planning, development, delivery and monitoring of the programme. There must be an adequate staff development scheme and activities to ensure that staff are kept updated for the quality delivery of the programme.

BHS Programme

- 4.5.1 The BHS Programme is managed and delivered by one Programme Leader and a team of five full-time and four part-time teaching staff, and one teaching staff from the School of Humanities and Languages who teaches relevant courses in the Programme. The Operator

provided to the Panel the staff recruitment plan for 2021/22 to 2024/25 academic years based on the staff-student ratio at 1:20.

- 4.5.2 The Panel reviewed the curricula vitae of the Programme Leader and teaching staff and considered that they have relevant qualifications and experience to manage and teach the Programme. The average teaching load of BHS full-time staff are 9-15 hours per week.
- 4.5.3 The Panel observed that students are appreciative of the teaching staffing being attentive and responsive to their questions during and outside classes; and are willing to provide a prompt response through different means of communication such as email and social media applications.
- 4.5.4 In the meetings with programme team and teaching staff, the Panel noted the dependency of new and existing part-time staff on the Programme Leader for orientation, mentorship, academic advices and also for support on other matters related to their duties in the Programme. The Panel therefore formed a view that the existing orientation to the new part-time staff may not be sufficient. The Panel was also informed that while a 10-session induction programme is available for new full-time teaching staff, no induction programme is currently arranged for their part-time counterparts. In light of the above observations, the Panel **ADVISES** that the Operator may consider expanding the existing induction programme to all new part-time staff of the Programme.
- 4.5.5 The Operator provided to the Panel a list of staff development activities that were conducted from 2017 to 2020. The Panel was informed that CIHE provides Staff Development Fund for doctoral studies and researches, and granting of conference/ study leave for both teaching and administrative staff. The Panel also reviewed information on the mentoring scheme for teaching staff.

HDECE Programme

- 4.5.6 The HDECE Programme is managed and delivered by one Programme Leader and a team of 10 full-time and 11 part-time teaching staff. The Operator provided the Panel the staff recruitment plan for 2021/22 to 2023/24 academic years based on the staff-student ratio at 1:25.
- 4.5.7 The Panel reviewed the curricula vitae of the Programme Leader and teaching staff and considered that they have relevant qualifications and experience to manage and teach the Programme.

- 4.5.8 The average teaching load of HDECE full-time staff is 15-18 hours per week plus supervision of about 10 students per semester; and the Panel was informed that they are expected to spend, apart from teaching, a portion of their time on administrative, research, scholarly and others such as community activities.
- 4.5.9 Having met with teaching staff, students and graduates, the Panel formed a view that the teaching team is a group of caring teachers who constantly provide not only academic guidance to students but also support at a personal level.
- 4.5.10 After reviewing the above information, discussing with representatives of teaching staff, students and graduates and considering the CIHE's current goal to become the first Catholic University in Hong Kong; the overall workload of teaching staff in fulfilling their duties in the Programme and responding to the said institutional goal is of concern to the Panel. Therefore, the Panel **RECOMMENDS** that the Operator is to ensure that the workload of individual teaching staff is reviewed through existing/ new mechanisms such as Programme Co-ordination Meeting so that timely support to teaching staff can be provided. (Para. 2.6.5)
- 4.5.11 The Operator provided the Panel with a list of staff development activities which were conducted from 2018 to 2020. The Panel was informed that CIHE provides Staff Development Fund for doctoral studies and research and grants conference/ study leave for both teaching and administrative staff. The Panel also reviewed information on the mentoring scheme for teaching staff.
- 4.5.12 Notwithstanding the recommendation above, the Panel considered that the Operator has adequate programme leaders, teaching and support staff with the qualities, competence, qualifications and experience necessary for effective programme management. And there are adequate staff development schemes and activities to ensure that staff are kept updated for the quality delivery of the Programmes.

4.6 **Learning, Teaching and Enabling Resources/Services**

The Operator must be able to provide learning, teaching and enabling resources/services that are appropriate and sufficient for the learning, teaching and assessment activities of the learning programme, regardless of location and mode of delivery.

BHS Programme

- 4.6.1 The staff of the language centre informed the Panel during the presentation (Para. 4.6.2) regarding the available English language services and support; and the Panel considered that the services are beneficial to the BHS students. Examples of the services are individual or group consultation services, use of APA referencing & writing course, International English Language Testing System (IELTS) preparation courses and scholarship and free of charge English proficiency tests such as Test of English as a Foreign Language (TOEFL) and Test of English for International Communication (TOEIC). Nevertheless, the Panel was informed during the meeting with students and graduates that not many of them have ever used the language services even though the students knew about the available services at the language centre. The Panel then formed a view that with the daytime full-time job commitments and busy class schedule at nights (Para. 4.4.4), they may not be able to attend some of the services that they need/ want, such as those which are only available during the library opening hours from 8:30AM to 9:00PM on week days. Therefore, the Panel **RECOMMENDS** that the Operator is to offer multiple/ flexible modes of delivery for English language supports, such as the use of technology. (Para. 2.6.2)

Both Programmes

- 4.6.2 The Operator provided the Panel information on the teaching and learning resources for the BHS and HDECE Programmes, including the utilisation rates of the facilities, library holdings and e-resources and information on the e-learning platform. In the meetings with the Operator, the Panel was informed about the plan to extend the library opening hours on Saturdays. As the site visit was conducted via video-conferencing, the Panel was given a PowerPoint presentation, and video tour introducing the campus and facilities and equipment, general and programme specialised, of the offering site at Tseung Kwan O, New Territories. The students and graduates of both Programmes whom the Panel met commented positively on the overall resources/ services provided in the two Programmes.
- 4.6.3 Concerning the financial resources, the Operator provided the Panel the financial projections, i.e. 2021/22 to 2024/25 for BHS Programme and 2021/22 to 2023/24 for HDECE Programme; the sensitivity analyses at different projected annual enrolment numbers and the relevant breakeven points of each programme. To deal with the possibility of under-enrolment, the Panel noted that CIHE has derived

from its operational surplus a Reserve Fund for managing the potential financial crisis. CIHE also provided the Panel with a letter from the Chief Executive of Caritas – Hong Kong on the sponsoring body's undertaking to absorb any operational deficits which may be incurred by the Programmes.

- 4.6.4 Notwithstanding the recommendation above, the Panel is of the view that the Operator provided appropriate and sufficient resources for the learning, teaching and assessment activities of the Programmes.

4.7 **Programme Approval, Review and Quality Assurance**

The Operator must monitor and review the development and performance of the learning programme on an on-going basis to ensure that the programme remains current and valid and that the learning outcomes, learning and teaching activities and learner assessments are effective to meet the programme objectives.

Both Programmes

- 4.7.1 Regarding monitoring and reviewing of the development and performance of the BHS and HDECE Programmes, the Operator provided the following information in regard to the quality assurance of the Programmes:
- (a) Handbook of Academic Policies, Regulations, Guidelines & Procedures 2021/22;
 - (b) Quality Assurance Handbook;
 - (c) Extracts of Minutes of the following Committees/ Meeting held during the validity period:
 - Programme Team Meeting
 - Programme Reviewing Committee
 - Programme Advisory Committee
 - Examiners Committee (BHS Programme only)
 - Internal Programme Validation Panel
 - Quality Assurance Committee (Academic)
 - Academic Board
 - (d) Reports/ findings of the followings:
 - Annual Programme Reports
 - External Examiners' Reports
 - Course and Teaching Evaluation (CTE)
 - Graduate Destination Survey (GDS)

4.7.2 Having reviewed the above documents and discussed with internal and external stakeholders of the two Programmes, the Panel had the following observations and comments:

- (a) There were records of feedback collected from and identification of issues/ concerns raised by students, teaching staff and other internal and external stakeholders of each of the Programmes;
- (b) The Operator has undertaken remedial/ follow-up actions in response to the feedback mentioned in (a);
- (c) The following performance indicators were monitored during the validity period for both Programmes. No major issue had been reported:
 - Application and enrolment numbers
 - Students' academic performance
 - Graduation rates
 - Award classification
- (d) The Operator had undertaken appropriate follow-up actions in response to the relevant recommendations from the last accreditations of both Programmes.

4.7.3 In conclusion, based on the documentation reviewed and the discussions with various stakeholders during the site visit, the Panel considered that the development and performance of the Programmes have been monitored and reviewed on an on-going basis to ensure that the Programmes remain current and valid and that the learning outcomes, learning and teaching activities and learner assessments are effective to meet the relevant programme objectives.

5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT

5.1 Variation and withdrawal of this Accreditation Report

5.1.1 This Accreditation Report is issued pursuant to section 5 of the AAVQO, and contains HKCAAVQ's substantive determination regarding the accreditation, including the validity period as well as any conditions and restrictions subject to which the determination is to have effect.

5.1.2 HKCAAVQ may subsequently decide to vary or withdraw this 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.

- 5.1.3 If HKCAAVQ decides to vary or withdraw this Accreditation Report, it will give the Operator notice of such variation or withdrawal pursuant to section 5(4) of the AAVQO.
- 5.1.4 The accreditation status of Operator and/or Programme will lapse immediately upon the expiry of the validity period or upon the issuance of a notice of withdrawal of this Accreditation Report.

5.2 Appeals

- 5.2.1 If the Operator is aggrieved by the determination made in this Accreditation Report, then pursuant to Part 3 of the AAVQO 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.
- 5.2.2 If the Operator is aggrieved by a decision to vary or withdraw this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of the Notice of Withdrawal.
- 5.2.3 The Operator should be aware that a notice of variation or withdrawal of this Accreditation Report is not itself an accreditation report and the right to appeal against HKCAAVQ's substantive determination regarding accreditation arises only from this Accreditation Report.
- 5.2.4 Please refer to Cap. 592A (<http://www.legislation.gov.hk>) 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>.

5.3 **Qualifications Register**

- 5.3.1 Qualifications accredited by HKCAAVQ are eligible for entry into the Qualifications Register ("QR") at <https://www.hkqr.gov.hk> for recognition under the QF. The Operator should apply separately to have their quality-assured qualifications entered into the QR.
- 5.3.2 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.

Ref: 49/22/02; 49/23/02

13 April 2021

JoH/SF/FiL/VT/vt/foI

Caritas Institute of Higher Education

**Learning Programme Re-accreditation for
(i) Bachelor of Health Sciences (Honours) and
(ii) Higher Diploma in Early Childhood Education**

3 – 5 February 2021

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Appendix 2

Graduate Profile of Bachelor of Health Sciences (Honours)

Qualification Title	Bachelor of Health Sciences (Honours) 健康科學榮譽學士
Qualification Type	Bachelor Degree
QF Level	5
Primary Area of Study and Training	Medicine, Dentistry and Health Sciences
Sub-area (Primary Area of Study and Training)	Health Care
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
Programme Objectives	<p>The objectives of the BHS Programme are:</p> <ol style="list-style-type: none">1. To strengthen students' understanding, commitment and awareness of the ethical and societal considerations accounted for in the policies set forth in the health care sector;2. To equip students with abilities in management for the supervision and coordination of health services to meet the needs and development of the health care sector; and3. To develop students' ability to keep abreast of the global development of the health care sector.
Programme Intended Learning Outcomes	<p>Upon completion of the BHS Programme, graduates should be able to:</p> <ol style="list-style-type: none">1. Demonstrate understanding and knowledge in the determinants of health service delivery and management;2. Make evidence-based judgements regarding health and health-related issues with the integration of ethics, reasoning and critical thinking skills;3. Develop plan to implement and evaluate the quality of services in the health care setting; and4. Conduct investigations on the knowledge in their

	learning for further development as a life-long learner.
Education Pathways	Graduates of the Programme will be equipped with the knowledge of the health systems, supervisory and management skills and knowledge, and thinking, reasoning and research skills for further academic advancement. They will be able to pursue further studies in different postgraduate programmes, for example, Master in Nursing programme and other Master of Philosophy programmes, for further professional development and/ or academic advancement.
Employment Pathways	The Programme will enhance graduates' potential for career advancement at the supervisory level, for example, Senior Dispenser and Clinic Manager. The degree qualification will also equip them for other positions and jobs in the healthcare industry, such as Regulatory Affairs Executive, Clinical Research Associate, Clinical Application Specialist, Medical Representative, and Medical Science Liaison.
Minimum Admission Requirements	<ol style="list-style-type: none"> 1. Having successfully completed an Associate Degree/ Higher Diploma in health discipline that is pitched at Level 4 of the QF; OR 2. Having successfully completed an Associate Degree/ Higher Diploma in any discipline that is pitched at Level 4 of the QF PLUS one-year work experience in a health-related institution, organisation, or company; OR 3. Having obtained an equivalent qualification
Operator	Caritas Institute of Higher Education 明愛專上學院

Graduate Profile of Higher Diploma in Early Childhood Education

Qualification Title	Higher Diploma in Early Childhood Education 幼兒教育高級文憑
Qualification Type	Higher Diploma
QF Level	4
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	<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 0-8 years of age; 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 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.

Programme Intended Learning Outcomes	<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 synthesise 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 teamwork 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	<ul style="list-style-type: none"> ▪ Qualified Kindergarten Teacher (QKT) / Child Care Worker (CCW) / Special Child Care Worker (SCCW) ▪ Child Care Supervisor (CCS)

Minimum Admission Requirements	<ol style="list-style-type: none"> 1. Have obtained Level 2 in five subjects (including Chinese Language and English Language) in the Hong Kong Diploma of Secondary Education Examination; OR 2. Have graduated from the Diploma Yi Jin; OR 3. Have completed a programme that is pitched at Level 3 of the Qualifications Framework and is approved by the Institute; OR 4. 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 5. Have obtained an equivalent qualification.
Operator	Caritas Institute of Higher Education (CIHE) 明愛專上學院

