Notes of the Second Meeting of the Second Term of Liaison Panel for Accreditation of Vocational and Professional Education and Training at 2:30p.m. on 10 June 2021 in the Theatre of the office of the Hong Kong Council for Accreditation of Academic and Vocational Qualifications, 10 Siu Sai Wan Road, Chai Wan, Hong Kong

Present:	Dr CHIU Sau Mee (Chair)
	Ms Cecilia KUK
	Mr David LEUNG
	Mr NG Ah Ming
	Ms Cecilia TAM
	Professor LI Chung
	Professor Agnes TIWARI
	Dr WONG Chi Mei
	Mr Daniel CHAM
	Mrs Vivian CHEUNG
	Ms Anna LUI (Secretary)

Absent with apologies:	Mr Victor LAM
	Ms CHUNG Lai Kuen

In Attendance:	Dr Joe HONG
	Ms Helen YAU
	Ms Anne LAU

1   **INTRODUCTION**

Chair welcomed Members to the second meeting of Liaison Panel for Accreditation of Vocational and Professional Education and Training and expressed appreciation of the participation of the Members.

2   **BRIEFING ON THE LATEST DEVELOPMENT OF HKCAAVQ's ACCREDITATION SERVICES**

2.1   **Update on the Manual for the Four-stage Quality Assurance Process under the HKQF**

Members noted that the Manual for the Four-stage Quality Assurance Process under HKQF (the "Manual"), which incorporated details of the

revised accreditation standards together with the operational guidelines was first published in April 2019. Members were informed that the Manual was updated in November 2020. Based on the operational experience, feedback from Operators, and development of accreditation services, operational details in the Manual were updated for the purpose of enhancing the consistency, clarity and currency of the information related to the accreditation process, outcome and status. Members welcomed the updates and appreciated the supportive measures provided to Operators.

2.2   **Interim Review of Differentiation Approach in Accreditation**

Members were informed of the methodology, key observations and findings of the interim review of differentiation approach in accreditation. Members noted that the differentiation approaches adopted include paper-based review, variation in validity period, customisation and any combination of the above. The differentiation decision rests on systematic analysis of the Operators' track record at both organizational and programme levels drawn from HKCAAVQ's Quality Management System (QMS). Members welcomed the positive findings of the interim review in that the differentiation approach has been implemented consistently in accreditation, and appreciated that HKCAAVQ would continue to collect feedback from Operators and implement the differentiation approach in a fair and consistent manner. Members generally supported the implementation of differentiation approach in accreditation which served as a recognition of Operator's good track records. For further development of the differentiation approach, Members considered that flexibility in granting validity period, sharing of good practices in accreditation, and enhanced transparency in execution of differentiation approach could be explored.

2.3   **Development of QR Mobile**

HKCAAVQ shared with Members the current development of the QR mobile. Members noted that the QR Mobile was successfully launched in December 2020, followed by the official launching ceremony and demonstration at *QR Mobile Goes Live-Briefing-cum-Demonstration* held in February 2021. With a simple and easy-to-read layout, the QR Mobile enables the public to search qualification information and credit transfer arrangements of over 8,000 qualifications operated by more than 200 operators at the fingertip. All content of the QR Desktop is available in the

QR Mobile with customisation to fit for purpose. Users can even bookmark their favourite records and share the information through common messenger applications. Members welcomed this new provision.

3   **DISCUSSION ON THE LATEST DEVELOPMENT OF VOCATIONAL AND PROFESSIONAL EDUCATION AND TRAINING IN HONG KONG**

3.1   During the COVID-19 pandemic, more and more Operators from the VPET sector adopted online learning mode or blended learning mode in delivery of lessons. Members shared their experience in employing various on-line learning tools and meeting platforms for virtual classrooms. Members considered that careful adaptation of training materials for online learning mode, inclusion of interactive tools to promote learner engagement, sufficient technical support would serve as good practices for virtual classrooms.

3.2   Members exchanged their views on online assessment. Members discussed a range of issues in relation to online assessment such as the challenges in maintaining assessment integrity, alignment of learning outcomes with assessment tasks, requirement of financial investment and resources in online assessment, trainers and learners' technology competency and the provision of technical aids and support, etc. Members had the general view that it might not be easy to conduct online assessments for vocational programmes comprising practical training components.

3.3   Members also discussed the lessons learnt from online assessment practices under COVID-19. To enhance the efficiency, reliability and integrity of online assessment, Members generally agreed that the design, process and types of assessments could be adjusted. After deliberations, Members were of the view that the online assessment tasks should focus more on requiring learners to demonstrate competency of understanding and attainment of the intended learning outcomes. Members considered that varied question types requiring learners to think and apply what they have learnt instead of responding to questions with straight forward answers through simple search from web or the training materials.

3.4 Members shared their experience in conducting the accreditation exercises via virtual meeting platforms as contingency arrangements during the COVID-19 pandemic and explored the use of various online platforms for simulation-based training under the Pandemic to enhance learners' acquisition of skills applicable to real-life situations. Members generally agreed that the use of online learning mode and online assessment would become a growing trend in the VPET sector with the advancement of technology.

3.5 HKCAAVQ explored the possible measures and suggestions to enhance learners' engagement in the VPET sector. Members exchanged views on this issue from different perspectives, including the roles of learner representatives in the accreditation panel, the relationship between learner representatives and the operators under review, the criteria for selecting learner representatives as well as the training on quality assurance provided to potential learner representatives.

3.6 Members had the general view that learner representatives should possess relevant learning experience relating to the programmes under accreditation and have no association with the operators under review to avoid conflict of interest. Given the relatively short duration of most VPET programmes, Members considered that it might not be easy to invite relevant and appropriate learners to join as members of the accreditation panel.

3.7 Members also shared their experience in inviting current learners or former graduates as learner representatives to take part in the accreditation exercises. Members considered that the current practices of inviting learner representatives to attend learners and graduate sessions during the onsite visits might suffice and be useful in collecting inputs from the learners in the accreditation process, especially in evaluating the effectiveness of the programmes.

4 **Any Other Business**

There being no other business, the meeting was adjourned at 4:50 p.m.

SmC/AnL/anl

(Aug 2021)