



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

Evidence Guide

For Vocational and Professional Programmes Accreditation (Online Learning Programmes)

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1. Notes to Operators

- 1.1 This **Evidence Guide** should be read in conjunction with the ***Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework*** (Manual). The document is available at www.hkcaavq.edu.hk.
- 1.2 The Four-stage Quality Assurance Process (Process) of the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) is designed to progressively develop Operators' competency in self-review, self-monitoring and enhancement of their internal quality assurance capacity. HKCAAVQ's accreditation exercises help Operators to develop internal mechanisms to improve the quality of their institutional operations and learning programmes.
- 1.3 Each stage in the Process has a specific purpose and therefore requires relevant evidence corresponding to the accreditation standards. The information required and the possible types of evidence that should be submitted for the various stages of the Process, along with the accreditation standards, are listed in the respective chapters.
- 1.4 This Evidence Guide is designed to provide guidance to Operators seeking Learning Programme Accreditation / Re-accreditation (LPA/re-LPA) for their **local online learning programmes (i.e. programme has more than 50% of instruction delivered online)** in the selection and presentation of evidence to demonstrate that the accreditation standards have been met. ***Operators are encouraged to use the Submission Form in Chapter 3, together with the relevant appendices, to submit evidence for accreditation.*** The Accreditation Panel may request further information and/or documents in writing before/or during site-visit/ meeting with the Operators.
- 1.5 A local institution/organisation that wishes to have a local online learning programme accredited and award its own local qualification must have previously been accredited by HKCAAVQ and have a valid Initial Evaluation (IE) or Institutional Review (IR) status and have a track record of delivery of at least one accredited programme. For eligibility for non-local online learning programmes, please refer to: https://www.hkcaavq.edu.hk/en/accreditation/others/online_learning_programmes/.
- 1.6 An Operator is required to undertake another IE if its approved IE status does not cover the intended HKQF level of the online programme(s) submitted for accreditation. Operators should take note of additional evidence to demonstrate its institutional competency in operating online learning programmes and are encouraged to use ***the***

Submission Form in Chapter 2 , together with the relevant appendices, to submit evidence for accreditation.

- 1.7 Under the 'Evidence-based' guiding principle for accreditation, it is the responsibility of Operators to provide sufficient evidence to demonstrate that they meet the accreditation standards as well as any applicable statutory requirements in Hong Kong. Operators should provide all relevant documents required for the accreditation test conducted by HKCAAVQ throughout the accreditation process. In preparing evidence, the emphasis should be on quality and relevance, not quantity.
- 1.8 According to the 'Fitness for purpose' guiding principle, the accreditation is based on the Operators' stated objectives and the scope and level under the Qualifications Framework (QF) of the learning programmes they offer. As Operators are different in size, complexity of operation and scope of expertise, Accreditation Panel (Panel) will take these differences into account. The accreditation standards that must be met by all Operators remain the same, but the types of evidence presented may differ. The possible evidence suggested in this Evidence Guide is indicative only. ***Operators may customise the Submission Form to present the evidence that suit their purposes.***
- 1.9 Operators applying for IE and LPA/ Re-LPA may refer to the **Explanatory Notes** in **Chapters 4 and 5** for reference. Examples listed in these chapters demonstrate possible ways of presenting the evidence and they are not meant to be exhaustive.
- 1.10 Operators of Associate Degree and Higher Diploma programmes should observe the requirements detailed in the *Updated Revised Common Descriptors for Associate Degree and Higher Diploma Programmes under the New Academic Structure* published by the Education Bureau and available on the HKCAAVQ website at www.hkcaavq.edu.hk.
- 1.11 Operators should observe the policies, principles, and guidelines on the key features of the Hong Kong Qualifications Framework (HKQF). Details are available on the HKQF website at www.hkqf.gov.hk.
- 1.12 Upon submission, the Submission Form and all other attached documents become part of HKCAAVQ's records and are not returnable.

2. Initial Evaluation

Submission Form (for Online Learning Programmes)

Apply for Initial Evaluation (IE) accreditation status at QF Level:

Scope of learning programmes to be offered (Please use ☒ to select the option(s))

☐ Learning programmes to be offered to the local public

☐ Learning programmes (in-house training) to be offered only to the staff of the Operator and/or the Holding Company/Parent Organisation of the Operator in Hong Kong

☐ Others (please specify):

Name of Operator

(English)

(Chinese)

Name of Award Granting Body (*award(s) of the learning programme(s) to be granted by:*)

(English)

(Chinese)

Operating Address

(English)

(Chinese)

Website

Name of Holding Company/Parent Organisation (*if the Operator is not a legal entity*)

(English)

(Chinese)

Relevant appendices:

- Business Registration or Certificate of Incorporation or relevant registration documents Appendix:

- Lease agreement or proof of property ownership of the Operating Address Appendix:

- Others: Appendix:

Accreditation Standard

The governing body of the operator has clearly defined and appropriate educational/ training objectives, and has implemented a management structure to realise those objectives, for the delivery of learning programme(s) that fall within the scope of the QF level(s) sought.

Background of the Operator

- 1.1 Please describe the nature of business of the Operator and the Holding Company/ Parent Organisation, if applicable.

- 1.2 Do you consider your organisation a higher education/ academic programme operator, a vocational and professional programme operator, or both (dual-sector)? Please use '✓' to select the option(s) (☒ both options for dual-sector)

☐ Higher education/ academic programme operator
Which area(s)/ sub-area(s) of study do your programmes belong to?

☐ Vocational and professional programme operator
Which industr(ies) do your programmes belong to?

- 1.3 Please use '✓' (multiple selections allowed) to select the legal status and business nature that best describes the core business of the Operator and the Holding Company/ Parent Organisation, if applicable:

- ☐ Government
- ☐ Statutory body
- ☐ Trade union
- ☐ Registered society
- ☐ An organisation registered under the Companies Ordinance (Cap. 622)
- ☐ Limited company
- ☐ Sole proprietorship
- ☐ Partnership
- ☐ An education institute having self-accrediting status (Operator listed under Schedule 2 in the Accreditation of Academic and Vocational Qualifications Ordinance, Cap. 592)
- ☐ An education institute registered under the Post-Secondary Colleges Ordinance (Cap. 320)
- ☐ An education institute registered under the Education Ordinance (Cap. 279)
- ☐ An education institute registered under the Non-Local Higher and Professional Education Ordinance (Cap. 493)
- ☐ An organisation exempted from tax under section 88 of the Inland Revenue Ordinance
- ☐ Others: _____

Education/ Training Provision

- 1.4 Please provide the Vision and Mission of the Operator and/or the Holding Company/ Parent Organisation, if applicable.

- 1.5 Please describe the education/ training objectives and the scope of the education/ training provision.

- 1.6 Please provide the following information about the existing operation of learning programmes:

Year of establishment of the Operator	
Commencement year for operating online learning programmes	
Number of learning programmes being operated (both face-to-face and online)	
Area(s)/sub-area(s) of study / Industr(ies) involved	
Target learners of existing programmes	
Total number of learners in the last 12 months (both face-to-face and online)	

- 1.7 Please provide details of the learning programme(s) that is/are planning to seek for accreditation in the coming two years (both face-to-face and online learning programmes).

Type/Name of Programme	QF Level	Duration	Annual intake

Relevant appendices:

- Brief history of the Operator/ Annual reports of past 2 years Appendix: _____
- List of existing programmes (both face-to-face and online learning programmes) Appendix: _____
- Strategic plan/ Training plan with indication of the plan in providing online learning programmes Appendix: _____
- Documents showing the Operator's compliance with the statutory/ regulatory requirements, if any, for online learning provision in its country of origin Appendix: _____
- Policies and/or operational arrangements for online delivery, including security policy for protecting teaching/learning and assessment data online, learner privacy, copyright or IP of online learning materials Appendix: _____
- Others: Appendix: _____

Organisational Structure

- 1.8 If a Holding Company/ Parent Organisation exists, please explain its relationship with the Operator.

- 1.9 Please provide an organisational chart and describe the hierarchical structure of the governance and management of the Operator, with clear indication of the chains of command and the reporting lines of staff in different functions/ departments/ units.

- 1.10 Please state the major functions and responsibilities of the key personnel in the governance and management structure related to training and educational service.

Position/Job Title	Employment (F/T, P/T)	Major Functions and Responsibilities
1.		
2.		
3.		

- 1.11 What are the channels used by the management to communicate with staff on policies and procedures?

Relevant appendices:

- Job descriptions or other documents demonstrating the roles and responsibilities of key personnel related to training and educational services, including those for developing, delivering and managing online learning programmes and IT infrastructure for online delivery Appendix: _____
- Profiles of members of the governing body and senior management staff to demonstrate members/staff with designated roles/duties have relevant qualification and/or experience in overseeing the development and delivery of online learning programmes Appendix: _____
- Documents showing management policies related to quality assurance Appendix: _____
- Documents showing policies that ensure integrity and accountability in achieving educational and training objectives, including measures to prevent corruption Appendix: _____
- Staff/ Teaching Staff Handbook Appendix: _____
- Others: Appendix: _____

Learners Record Management

- 1.12 Please provide the policies/ guidelines/ methods for maintaining integrity, security, accuracy and currency of learner data and records (e.g. admission records, learners' personal details, assessment results, etc.)
- a. Procedures of managing learner records: checking, inputting, retention period, etc.

b. Method(s) used for storing and backup

c. Policy/ guidelines for data privacy and security (e.g. access rights to learner records)

d. Measures for maintaining data integrity, accuracy and currency

Relevant appendices:

- Guidelines on managing learner data including data privacy
- Others:

Appendix: _____

Appendix: _____

Information for Learners

1.13 Please state the method(s)/ channels (e.g. website, electronic learning platform) used for providing programme and service information (e.g. timetables, learning support facilities and services, availability of training and support staff for learner consultations, etc.) to learners.

Relevant appendices:

- Learner Handbook
- Others:

Appendix: _____

Appendix: _____

Domain: IE-2 Financial Viability and Resources Management

Accreditation Standard

The operator must have adequate financial and physical resources to achieve its educational/ training objectives, with well-defined systems and processes to manage its finances to support the quality and effectiveness of its operation.

Financial Resources

The financial information and appendices provided in items 2.1-2.3 will only be reviewed by a Financial Expert appointed by HKCAAVQ for this accreditation exercise. Please provide the requested information and documents in a **SEPARATE folder / envelope**.

- 2.1 Please provide financial statements/ proof of the past two years' operation (e.g. audited financial statements and tax returns).
[Appendix:]
- 2.2 Please provide financial projections, business plans showing the Operator's sustainability for meeting the training responsibilities.
[Appendix:]
- 2.3 Please provide further details if the following situations apply.
 - i. *[For new start-ups]* Please provide annual return or similar support document(s).
[Appendix: _____]
 - ii. *[For operators who receive financial support from the Holding Company/ Parent Organisation]* Please provide evidence demonstrating the financial arrangement between the Operator and the Holding Company/ Parent Organisation.
[Appendix: _____]
 - iii. *[For operators who receive financial support from the Holding Company/ Parent Organisation]* Please provide evidence demonstrating the Holding Company/ Parent Organisation's financial status, such as audited financial statements, cash flow statement and tax returns.
[Appendix: _____]
 - iv. *[For operators who run in deficit for the past two years]* Please provide evidence of financial support from other sources (e.g. supporting letter from Holding Company, if applicable, or personal guarantee letter from the Director certified by a lawyer or Certified Public Accountant (CPA) together with evidence of financial proof of the guarantor)
[Appendix: _____]

Financial Planning, Budgeting and Allocation Policies

- 2.4 Please briefly explain the procedures for budgeting (including planning, vetting and approval and regular review) of the Operator.

- 2.5 Please describe the financial allocation policies and/or internal financial control measures to ensure the availability of appropriate financial and physical resources of the Operator for the operation and the delivery of its learning programme(s).

Online Delivery Platform, Teaching/Training Venues, Facilities and Equipment

- 2.6 Please provide the link of the online delivery platform for the provision of online learning programmes.

- 2.7 Please provide details of the learner identity verification system adopted.

- 2.8 *(For Operator offering programmes with face-to-face instruction)* Please provide the address and the relevant information and document(s)^[2] for all teaching/training venues used^[1]. If different teaching/training venues are used, please list them out separately.

Teaching/Training venue (1):

Address
(English)

Address
(Chinese)

Type/Use of
the building

- ☐ Commercial Building ☐ Industrial Building*
☐ Composite Building (non-residential portion)
☐ Shopping Centre ☐ Education Institute/ School
☐ Non-domestic Premises in Public Housing Estate/ Community Services Complex
☐ Others (Please specify:)

* Operator should refer to the land lease or building deed of the venue. Industrial buildings are generally only allowed to be used for industrial purposes. If the concerned venue can be used to deliver the programme(s) legally without violating the prevailing statutory and regulatory requirements about the use of the building (e.g. such as having obtained a waiver), please provide sufficient evidence to support this:

Ownership of
the premises

- ☐ Leasehold ☐ Privately owned
☐ Authorised use from other organisation(s)
☐ Others (Please specify:)

Teaching/Training venue (...):

Address

(English)

Address

(Chinese)

Type/Use of
the building

- ☐ Commercial Building ☐ Industrial Building*
- ☐ Composite Building (non-residential portion)
- ☐ Shopping Centre ☐ Education Institute/ School
- ☐ Non-domestic Premises in Public Housing Estate/ Community Services Complex
- ☐ Others (Please specify: _____)

*Operator should refer to the land lease or building deed of the venue. Industrial buildings are generally only allowed to be used for industrial purposes. If the concerned venue can be used to deliver the programme(s) legally without violating the prevailing statutory and regulatory requirements about the use of the building (e.g. such as having obtained a waiver), please provide sufficient evidence to support this:

Ownership of
the premises

- ☐ Leasehold ☐ Privately owned
- ☐ Authorised use from other organisation(s)
- ☐ Others (Please specify: _____)

[1] Teaching/Training venue(s) refers to venue for the delivery of learning and teaching/training activities, including lecture, tutorial, workshop, laboratory session, workplace attachment, assessment and/or on-the-job training, etc (if applicable).

[2] The relevant information and document(s) refer to the evidence that can sufficiently demonstrate the Operator has the rights/ is authorised to access and use the mentioned premises as teaching/training venue(s) for the programme(s). The evidence can also demonstrate the Operator has ensured compliance with the prevailing statutory and regulatory requirements (including all the property/tenancy related agreements such as the deed of mutual covenant) in relation to the use of and access to the premises for the purposes of operating the programme(s). (The Operator may be exempted from providing some information and document(s) such as the proof of land/property use, ownership, and safety if the teaching/training venue(s) is/are situated in the premises of the government, statutory bodies, public hospitals, [schools registered with the Education Bureau](#), [degree-awarding higher education institutions](#), and the like.) The relevant information and documents are listed as follows:

Relevant appendices:

- Evidence to demonstrate the Operator has the rights/ is authorised to access and use the mentioned premises as teaching/training venue(s) for the programme(s), e.g. Lease/ Ownership agreement/ Terms of contract/ agreement with relevant external organisation(s) of each teaching/ training venue. Appendix: _____
- Evidence to demonstrate each teaching/training venue is appropriate for the purposes of operating the programme(s) seeking accreditation and providing the related learners support services, including evidence of the land/property use and the title of the property, compliance with the prevailing statutory and regulatory requirements (including all the property/tenancy related agreements such as the deed of mutual covenant), floor and layout plan, information and photos of the facilities and equipment, safety measures (e.g. insurance to cover public liability and learners' personal accidents; Appendix: _____

Certificate of Fire Service Installations and Equipment issued by registered fire service installation contractors)	
• Evidence to demonstrate the teaching/training venue(s) is/are situated in the premises of school(s) registered with the Education Bureau or exempted from registration as a school for offering educational programmes.	Appendix: _____
• Evidence to demonstrate the teaching/training venue(s) is/are situated in an industrial building which is approved by related government department(s) for change in use of the building.	Appendix: _____
• Others:	Appendix: _____

2.9 Please list the facilities and equipment for each of the teaching/training venues mentioned above, which are necessary for operation of learning programme(s) within the scope of the education and training provision.

Type of Room ^[1]	No. of Room	Seating Capacity	Facilities/ Equipment

[1]Type of room, e.g. training room, computer laboratory, language laboratory, etc.

Relevant appendices:	
• Documents describing functions of the online delivery platform , which includes measures to ensure its accessibility, reliability, security and for tracking learners' progress	Appendix: _____
• Lease/ Ownership agreement/ Terms of contract/ agreement of each teaching/ training venue	Appendix: _____
• Others:	Appendix: _____

Maintenance

2.10 Please provide the guideline(s)/ method(s) for the Operator(s) to regularly review the adequacy and appropriateness, in terms of quality, safety, quantity, accessibility, security and utility, of its application software, facilities, and equipment. When and how the follow-up action(s) have been/ will be taken?

2.11 Please provide the budgets reflecting investment in developing and maintaining the online infrastructure and/or system in the next three years.

Domain: IE-3 Organisational Staffing

Accreditation Standard

The operator must be able to engage staff who are competent to manage its operations, to lead programme planning and development, and to support the delivery of learning programme(s) up to the claimed QF level(s).

Headcount and Appointment Criteria

- 3.1 Please provide the staffing information and the appointment criteria for staff at different positions/ job titles/ ranks.

Position/ Job Title/ Rank	Head Count (existing – current staff number; planned – number of staff to be recruited in the near future)	Appointment Criteria (e.g. academic qualifications, professional qualifications, industry experience, teaching/ training experience, skills)	Name of existing staff fulfilling the appointment criteria	Employment term of the existing staff (Full-time, Part-time, Temporary, etc.) ^[1]
Management Staff for the education and training provision				
1.	Existing: Planned:			
2.	Existing: Planned:			
Programme Development, Management, Quality Assurance Staff				
3.	Existing: Planned:			
4.	Existing: Planned:			
Programme Administrative and Support Staff^[2]				
5.	Existing: Planned:			
6.	Existing: Planned:			

Number of teaching/ training staff^[3] (existing): Full-time ____; Part-time ____

[1] Full-time – normally refers to appointment of service for not less than 35 hours a week

[2] Some examples of Programme Administrative and Support staff are workshop/ laboratory technicians, counsellors, learners support staff, etc.

[3] Teaching/ Training staff refers to staff who perform teaching/ training duties of programme learning and teaching/ training activities, including lecture, tutorial, workshop, laboratory session, workplace attachment and/or on-the-job training, etc.

Human Resources Policies

3.2 Please explain the human resources policies and procedures for recruitment, deployment, staff conduct and discipline (e.g. handling conflict of interest), induction, performance review and staff development (e.g. formulation of individual development plan, requirements on continuous professional development hours) for the education and training services.

3.3 Please provide further information regarding the staff development scheme/ support (e.g. financial support, in-house training and study leave).

3.4 Please describe development activities for preparing staff to take up roles in managing or delivering online learning programmes.

Relevant appendices:

- Guidelines/ Staff Handbook showing relevant human resources policies and procedures Appendix: _____
- Others: Appendix: _____

Domain: IE-4 Organisational Quality Assurance

Accreditation Standard

The operator must have an internal quality assurance system that can support effective management and monitoring of the quality of its learning programme(s) in delivering learning outcomes that align with the GLDs of the QF, to meet its educational/ training objectives.

Quality Assurance Mechanism

★ *Helpful tips:* Operators are advised to compile all policies, guidelines, methods, tools, etc. relevant to the quality assurance mechanism into one Manual for ease of retrieval and progressive development of the quality assurance mechanism.

4.1 Please outline the quality assurance mechanism for programme development, approval, monitoring, review and modification of learning programmes(s) (e.g. committee structure and/or flowcharts delineating the approval and review processes).

4.2 Please provide details of the responsible personnel/ committees/ external members for programme development, approval, monitoring, review and modification of learning programme(s).

Responsible Staff (Positions & Names)/ Committees / Units (Operator)	Major Responsibilities (e.g. Programme development, approval, monitoring, review and modification)

4.3 Please explain the procedures, frequency and responsible staff/ committee/ unit for reviewing the effectiveness of the quality assurance mechanism and for continuously improving the internal quality assurance capacity.

Relevant appendices:

- Quality Assurance Manual/ Guidelines, demonstrating the quality assurance policies and procedures for learning programmes in different delivery modes Appendix: _____
- Terms of reference of the committees responsible for programme development and management, with indication of roles and responsibilities in managing online learning programmes, including the management of IT infrastructure Appendix: _____
- Membership composition and appointment criteria of the above committees Appendix: _____
- Current membership lists of the above committees Appendix: _____
- Sample meeting notes of the above committees demonstrating their roles in programme development and management Appendix: _____
- Others: Appendix: _____

Programme Development and Approval

- 4.4 Please specify mechanism/ methods used for ensuring the programme(s) can address the industry/ community needs and can meet the QF objectives and standards (e.g. consulting external stakeholders to collect information on community/ industry needs of the learning programme(s) seeking accreditation).

- 4.5 Please describe the programme vetting/ validation/ approval procedures and the associate approval criteria (the standards of quality) at programme and/or organisational levels that guide the review and approval of its learning programmes to ensure that the QF standards, educational/training and programme objectives are met.

Relevant appendices:

- Templates/ Tools and records for collecting information on community/ industry needs for programme development and approval Appendix: _____
- Templates of Feasibility and/or Benchmarking Study Appendix: _____
- Methods/ Tools and records for programme development (e.g. sample programme proposals/ plans) Appendix: _____
- Methods/ Tools and records for programme vetting and approval/ internal validation and follow up actions Appendix: _____
- Others: Appendix: _____

Programme Management and Monitoring

- 4.6 Please describe the approach used to monitor programme delivery (e.g. learning analytics, internal review meetings, interim course/ module/ subject evaluation, irregularity report, etc.).

Programme Management and Monitoring Activities	Responsible Unit/ Person (Operator)	Frequency	Review Focus (e.g. quality of module/ programme delivery)	Tools Employed (e.g. statistics from online delivery platform)	Follow-Up Procedures

- 4.7 Please explain the procedures for handling learners' complaints to ensure that there are available channels for learners to file their complaints, and the complaints are handled in a reasonable timeframe by appropriate staff/ committees/ units.

Relevant appendices:

- Methods/ Templates/ Tools and records for programme monitoring, e.g. management reports from online delivery platform for monitoring learners' progress Appendix: _____
- Guidelines/ Learner Handbook Appendix: _____
- Others: Appendix: _____

Programme Review and Continuous Improvement Measures

4.8 Please explain the programme review process and continuous improvement measures:

- Programme Review Procedures/ Activities for programme evaluation, enhancement: *e.g. collect feedback from various stakeholders (graduates, learners, teaching staff, external members, employers, etc.); collect relevant sources (statistical information, programme performance, etc.); programme re-validation, etc.*
- Responsible staff/ committee/ unit for programme/ course/ module/ subject review
- Frequency of the activities/ meetings
- Review focus (the standards of quality and performance indicators/ requirements) at programme and/or organisational levels: *e.g. learning outcomes, programme structure, admission requirement, QF credits, graduation rate, completion rate, etc.*
- Tools Employed: *e.g. questionnaire, statistical records*
- Follow-Up Procedures: *e.g. continuous improvement measures at programme and/or organisational levels, modification (learning and teaching materials, teaching venues, etc.)*

Programme Review Procedures/ Activities	Responsible Unit/ Person (Operator)	Frequency	Review Focus	Tools Employed	Follow-Up Procedures

Relevant appendices:

- Sample management reports from online delivery platform for reviewing learners' achievement (e.g. learners' engagement, performance, attrition) and effectiveness of online learning Appendix: _____
- Methods/ Templates/ Tools and records for collecting feedback and evidence from various stakeholders and relevant sources for programme evaluation, continuous improvement and enhancement, e.g. questionnaires and summary statistics Appendix: _____
- Methods/ Tools and records for programme review, continuous improvement measures and follow-up actions taken, e.g. meeting minutes Appendix: _____
- Template or Sample Annual/ Periodic Programme Review Report Appendix: _____
- Summary of changes made to the programmes and follow up actions taken, if any. Appendix: _____
- Others: Appendix: _____

3. Learning Programme Accreditation/ Learning Programme Re-accreditation

Submission Form (for Online Learning Programmes)

(For accreditation/ re-accreditation of more than one learning programme in an exercise, please use a separate Submission Form for each learning programme.)

① *The Operator should refer to the policies/ guidance under the EDB and HKQF (www.hkqf.gov.hk) that are relevant to learning programme accreditation/ re-accreditation, e.g.:*

-  Award Title Scheme (ATS)
-  Generic Level Descriptors (GLD)
-  Use of QF Credits
-  Credit Accumulation and Transfer (CAT) under the HKQF
-  Practical Guide to the GLD under the HKQF (Reference for Operators of Learning Programmes)
-  The Qualifications Guidelines (QG) for SCS-based and SGC-based Courses under HKQF
-  Relevant Specification of Competency Standards (SCS)/ Specification of Generic Competencies (SGC)
-  Updated Revised Common Descriptors for Associate Degree and Higher Diploma Programmes under the New Academic Structure

Programme Information

Name of Operator

(English) _____

(Chinese) _____

Name of Award Granting Body

(English) _____

(Chinese) _____

Programme Title

(English) _____

(Chinese) _____

Qualification Title (Exit Award)

(English) _____

(Chinese) _____

Qualification Title of Intermediate Exit Award(s) (if applicable)

(English) _____

(Chinese) _____

Name of Stream(s) (if applicable)

(English) _____

(Chinese) _____

Target learners of the programme (Please use ☒ to select the option):

☐ Learning programmes to be offered to the local public

☐ (In-house training) Learning programmes to be offered only to the staff of the Operator and/or the Holding Company/Parent Organisation of the Operator in Hong Kong

Proposed QF Level	<u>For Terminal Exit Award:</u> QF Level _____ <u>For Intermediate Exit Award:</u> (if applicable) QF Level _____
Notional Learning Hours	<u>For Terminal Exit Award:</u> • Face-to-face hours: _____ • Online learning hours: _____ • Self-study hours: _____ • Total (face-to-face + online learning + self-study hours): _____ • % of instruction delivered online: _____% • QF credits: _____ <u>For Intermediate Exit Award:</u> (if applicable) • Face-to-face hours: _____ • Online learning hours: _____ • Self-study hours: _____ • Total (face-to-face + online learning + self-study hours): _____ • % of instruction delivered online: _____% • QF credits: _____
Mode(s) of Delivery & Programme Length (Can check more than one box and cross out the classifications that are not appropriate)	<u>For Terminal Exit Award:</u> ☐ Full-time: _____ Months/weeks/days ☐ Part-time: _____ Months/weeks/days ☐ Workplace attachment/On-the-job training: _____ Months/weeks/days/hours ☐ In-house training programme ☐ Others (Please specify) _____ (_____ Months/weeks/days/hours) <u>For Intermediate Exit Award:</u> (if applicable) ☐ Full-time: _____ Months/weeks/days ☐ Part-time: _____ Months/weeks/days ☐ Workplace attachment/On-the-job training: _____ Months/weeks/days/hours ☐ In-house training programme ☐ Others (Please specify) _____ (_____ Months/weeks/days/hours)
Number of Enrolment	☐ Number of enrolment per year: _____ ☐ Others (please specify) _____

Maximum Number of New Learners	☐ Maximum number of new learners per year: _____ ☐ Maximum number of learners per class: _____ ☐ Others (please specify) _____
Specification of Competency Standards Based (SCS-based) Programme	<u>For Terminal Exit Award:</u> ☐ Yes ☐ No <u>For Intermediate Exit Award:</u> (if applicable) ☐ Yes ☐ No
Specification of Generic Competencies Based (SGC-based) programme	<u>For Terminal Exit Award:</u> ☐ Yes ☐ No <u>For Intermediate Exit Award:</u> (if applicable) ☐ Yes ☐ No
Vocational Qualifications Pathway (VQP) programme Vocational Qualifications Pathway (VQP) programmes are designed to meet the competencies requirements of specific job roles defined by an Industry Training Advisory Committee (ITAC). For details, please refer to: https://www.hkqf.gov.hk/en/vqp/index.html	<u>For Terminal Exit Award:</u> ☐ Yes ☐ No <u>For Intermediate Exit Award:</u> (if applicable) ☐ Yes ☐ No
Programme adopting SCS-based Training Package SCS-based Training Package (Training Package) is an integrated set of learning & teaching, assessment, and support materials developed with reference to the relevant UoC contained in the SCS of an industry. Differentiation may be applied for programmes adopting Training Package. For the list of Training Packages, please refer to: https://www.hkqf.gov.hk/en/scs/scs_training_packages/index.html	<u>For Terminal Exit Award:</u> ☐ Yes • Please specify the Package(s) adopted: _____ • Please specify the % of content (in terms of QF credits) developed based on the above Package(s): _____% ☐ No <u>For Intermediate Exit Award:</u> (if applicable) ☐ Yes • Please specify the Package(s) adopted: _____ • Please specify the % of content (in terms of QF credits) developed based on the above Package(s): _____% ☐ No
Primary Area of Study and Training <i>(Mandatory for all programmes. Please refer to the 'New Classification of Areas of Study and Training in the Qualifications Register (QR), List of Sub-areas and Illustrative Scope Statements':</i> https://www.hkcaavq.edu.hk/en/forms_and_guidance_notes/accreditation_academic_vocational_professional_accreditations/	<u>For Terminal Exit Award:</u> Area: _____ Sub-area: _____ <u>For Intermediate Exit Award:</u> (if applicable) Area: _____

	Sub-area: _____
Other Area of Study and Training (Optional)	<u>For Terminal Exit Award:</u> Area: _____ Sub-area: _____ <u>For Intermediate Exit Award:</u> (if applicable) Area: _____ Sub-area: _____
Industry (Mandatory for SCS-based programmes. Please refer to the Area of Study and Industry / Branch Mapping Table on QR: www.hkqr.gov.hk/HKQRPRD/web/hkqr-en/operators/Guidelines_Forms/index.html . The Industry must be consistent with those of the programme's SCS components.)	<u>For Terminal Exit Award:</u> _____ <u>For Intermediate Exit Award:</u> (if applicable) _____
Branch (Mandatory for SCS-based programmes. Please refer to the Area of Study and Industry / Branch Mapping Table on QR: www.hkqr.gov.hk/HKQRPRD/web/hkqr-en/operators/Guidelines_Forms/index.html . The Branch must be consistent with those of the programme's SCS components.)	<u>For Terminal Exit Award:</u> _____ <u>For Intermediate Exit Award:</u> (if applicable) _____
Planned programme launch date	_____
<i>(The following applies to Higher Diploma Programme only)</i>	
Hosting Department/Unit	_____
Proportion of Generic and Specialised Contents of Terminal Exit Award	Generic contents: _____% Specialised contents: _____%
Proportion of Generic and Specialised Contents of Intermediate Exit Award (if applicable)	Generic contents: _____% Specialised contents: _____%

Additional Evidence for Re-LPA

1. Please list any recommendation(s) made by HKCAAVQ in the accreditation report in the last (re-)accreditation exercise and the follow up actions taken, if any. Please provide explanation(s) if no action has been taken.

Recommendation(s)	Follow-up Action(s)

2. Please provide information on Substantial Change(s) approved by HKCAAVQ during the validity period, if any.

Details of Substantial Change(s)	Date of Approval

Domain: LPA-1 Programme Objectives and Learning Outcomes

Accreditation Standard

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

Programme Objectives

1.1 Programme objectives:

1.2 Intended career pathways and/or further education opportunities of learners:

- *Employment:*
- *Education:*

Please provide justifications for the intended pathways listed above.

1.3 Details of professional recognition/ licensing or registration requirement, if applicable.

Relevant appendices:

- Relevant information/ evidence of market demand (e.g. market/ employer/ learner survey) Appendix: _____
- Records of benchmarking the programme seeking accreditation with existing online learning programmes in the market Appendix: _____
- Documents of recognition/ approval from professional bodies (with evidence that the adoption of online delivery mode for whole or part of the programme is accepted by the professional bodies for professional recognition/ licensing or registration) Appendix: _____
- Benchmarking with similar internal and/or external programmes (face-to-face delivery mode) to demonstrate comparability of programme learning outcomes Appendix: _____

Note: If the online learning programme has an equivalent face-to-face delivery mode leading to the same award, the programme objectives, PILOs and constituent modules should be identical. Any divergence must be explained.

- Others: Appendix: _____

Programme Intended Learning Outcomes

- 1.4 Programme Intended Learning Outcomes (PILOs) and Stream-specific Intended Learning Outcomes (SILOs), if any:

(For terminal exit award)

Programme Intended Learning Outcomes (PILOs)	Upon completion of the Programme, learners should be able to: PILO-1. PILO-2. PILO-3.
ILOs of Specific Stream(s) (SILOs), if any	Stream 1: _____ SILO-1. SILO-2. SILO-3. Stream 2: _____ SILO-1. SILO-2. SILO-3. Stream 3: _____ SILO-1. SILO-2.

(For intermediate exit award, if applicable)

Programme Intended Learning Outcomes (PILOs)	Upon completion of the Programme, learners should be able to: PILO-1. PILO-2. PILO-3.
ILOs of Specific Stream(s) (SILOs), if any	Stream 1: _____ SILO-1. SILO-2. SILO-3. Stream 2: _____ SILO-1. SILO-2. SILO-3. Stream 3: _____ SILO-1. SILO-2.

1.5 Analysis table for checking how the programme is pitched at the claimed QF Level:

MILOs	GLD (QF Level ____)			
	Knowledge and Intellectual Skills	Processes	Autonomy and Accountability	Communication, ICT and Numeracy
<i>Module Title:</i>				
1.				
2.				
3.				
4. ...				

Possible Evidence for Re-LPA

1.6 Change(s) made since the last (re-)accreditation exercise:

Items	Change(s) Made and Reasons	Appendix
Programme Title		
Programme Objectives		
PILOs		
Others		

Relevant appendices:

- Results of graduate survey Appendix: ____
- Employer survey/ feedback related to employability/ job performance of graduates Appendix: ____
- Records showing the changes have gone through the internal quality assurance review and approval process Appendix: ____
- Others: Appendix: ____

Accreditation Standard

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.

Admission Requirements

- 2.1 Admission requirements (e.g. work experience, academic qualifications, and specific skills such as IT literacy):
-
- 2.2 *[For programmes having both face-to-face and online delivery modes]* Justifications for different admission requirements (e.g. requirements on IT skills) and student selection process for different delivery modes:
-
- 2.3 Details (e.g. coverage, selection criteria, screening process, approval) of admission tests or entrance examinations (e.g. interview and skill test), if any:
-

Relevant appendices:

- Application form Appendix: _____
- Admission test paper and/or Interview questions and selection criteria Appendix: _____
- Others: Appendix: _____

Policies and Procedures on Admission and Credit Accumulation and Transfer

- 2.4 Admission policy (e.g. special admission/ non-standard entry, considerations for learner selection, etc.), if applicable:
-
- 2.5 Policies on Credit Accumulation and Transfer (CAT) at institutional and/or programme level (e.g. exemption, advanced standing, etc.), if applicable:
-
- 2.6 Please explain the methods/ procedures for checking the submitted documents provided by the applicants and for making verification about the applicants' qualifications.
-
- 2.7 Please explain how information such as delivery mode of the programme and the required learning resources (e.g. computer with specific software) that are needed for completion of the programme is disseminated to prospective learners before their enrolment.
-

Relevant appendices:

- Guidelines/ Learner Handbook showing relevant policies and procedures on admission and credit accumulation and transfer
- Others:

Appendix: _____

Appendix: _____

Additional Evidence for Re-LPA

- 2.8 Please provide the admission statistics during the validity period (including admission based on other equivalent qualifications, number of special admission and mature learners, if any).

Year/ Cohort	Stream/ Module	Approval in Last (re-) Accreditation		Learners Intake During Validity Period			No. of Special Admission (please specify the nature)
		Maximum Class Size	Maximum Yearly Intake	No. of Classes	No. of Learners per Class	Total No. of Learners Admitted	

Relevant appendices:

- Admission record (e.g. learners' profile including qualifications and experience)
- Others:

Appendix: _____

Appendix: _____

- 2.9 Change(s) made since the last (re-)accreditation exercise:

Items	Change(s) Made and Reasons	Appendix
Admission Requirements		
Selection Procedures		
Policy on admission		
Policy on Credit Accumulation and Transfer		
Others		

Relevant appendices:

- Records showing the changes have gone through the internal quality assurance review and approval process
- Others:

Appendix: _____

Appendix: _____

Domain: LPA-3 Programme Structure and Content

Accreditation Standard

The structure and content of the learning programmes 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.

Programme Structure

3.1 Please list all Module Titles/ Topics in the sequence of delivery and provide the related information.

Module Title/ Major Topic	QF Level	Core/ Elective (if applicable)	Generic/ Specialised (for Higher Diploma Programme only)	A					B					C	A+B+C	QF Credit	For SCS /SGC- based Programme			
				Face-to-Face Hour ^[1]					Online Learning Hour ^[2]								Self-study Hour	Notional Learning Hour	UoC Code	% UoC Content [3]
				a	b	c	d	Sub- total	a	b	c	d	Sub- total							
Total																	/			

[1] **a** = Lecture, **b** = Workshop/tutorial, **c** = Examination and/or assessment **d** = Others

[2] Online learning refers to instruction delivered through a digital learning platform to provide structured teaching, learning and assessment. **a** = Lecture, **b** = Workshop/tutorial, **c** = Examination and/or assessment **d** = Others

[3] Please specify the percentage or the number of Notional Learning Hours/ QF Credits that the selected UoC(s) has/have been adopted in the module/ topic.

- 3.2 [For programmes having both face-to-face and online delivery modes] Please explain measures adopted to ensure that module(s) or topic(s) that are delivered online can enable learners to attain the same learning outcomes as in the face-to-face delivery mode.

Relevant appendices:

- Module/ Course/ Subject/ Topic outline/ syllabus:
Each individual module/ course/ subject/ topic shall cover information on (i) MILOs, (ii) QF level, (iii) QF credits, face-to-face, online learning and self-study hours, (iv) major learning contents, (v) teaching/ training and learning methods, (vi) assessment methods and mapping with MILOs, (vii) textbooks and references and (viii) pre-requisites/ co-requisites (if any), etc.
- Link to the online delivery platform for sample teaching/ training materials to demonstrate the Operator's capability in developing the programme and module/ course/ subject/ topic that meet the accreditation standard and the claimed QF Level(s)
- Others:

Appendix: _____

Appendix: _____

Appendix: _____

- 3.3 The following analysis tables can be used for checking the alignment between PILOs and the programme components:

(Please put a "✓" in appropriate box(es) to indicate the linkage between each module and PILOs or SILOs.)

(For terminal exit award)

PILO ^[1] Module Title/Topic	QF Credit	PILO-1	PILO-2	PILO-3	PILO-4	PILO-5

[1]: Please use the same numbering for the PILOs as presented in **Domain: LPA-1**.

(For intermediate exit award)

PILO ^[1] Module Title	QF Credit	PILO-1	PILO-2	PILO-3	PILO-4	PILO-5

[1]: Please use the same numbering for the PILOs as presented in **Domain: LPA-1**.

(For learning programmes with specific streams)

Name of the Stream: _____

SILO ^[1]	QF Credit	SILO-1	SILO-2	SILO-3	SILO-4	SILO-5
Module Title						

[1]: Please use the same numbering for the SILOs as presented in **Domain: LPA-1**.

Possible Evidence for Re-LPA

3.4 Change(s) made since the last (re-)accreditation exercise:

Items	Change(s) Made and Reasons	Appendix
Programme Structure		
Programme Content		
MILOs		
Others		

Relevant appendices:

- Records showing the changes have gone through the internal quality assurance review and approval process Appendix: _____
- Others: Appendix: _____

Domain: LPA-4 Learning, Teaching and Assessment

Accreditation Standard

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.

Learning and Teaching Activities

4.1 Medium of Instruction (MOI) at programme level:

Class/Online delivery	☐ English ☐ Chinese/ Cantonese ☐ Others (please specify) _____	☐ Chinese/ Putonghua
Learning and teaching materials; Assessment	☐ English ☐ Others (please specify) _____	☐ Chinese

4.2 Summary of the learning and teaching activities:

Module Title/ Major Topic	MOI ^[1]	Learning and Teaching Activities		
		For Face-to-face Hours (e.g. lecture, workshop, etc.)	For Online Learning Hours	For Self-Study Hours (e.g. reading textbook, , etc.)

[1] Please specify the MOI used in teaching/ training materials and assessment in each module if it is different from the MOI at the programme level.

4.3 Teaching/ training staff-to-learner ratio:

Delivery Modes	Face-to-face learning		Online learning (e.g. synchronised lectures or tutorials)	
	Maximum Class Size	Teacher/Trainer-to-Learner Ratio	Maximum Class Size	Teacher/Trainer-to-Learner Ratio
Lecture	_____	1: _____	_____	1: _____
Tutorial	_____	1: _____	_____	1: _____
Workshop	_____	1: _____	_____	1: _____
Laboratory Session	_____	1: _____	N/A	N/A
Practicum/ Placement/ Work Attachment	_____	1: _____	N/A	N/A
Others (Please Specify: _____)	_____	1: _____	_____	1: _____

4.4 Please provide measures adopted in curriculum design to allow students to progress at their own pace, e.g. individualised (self-paced) online contents.

- 4.5 Please provide measures adopted to facilitate interaction between instructors and learners or among learners in the online learning environment.
-
- 4.6 Please provide measures adopted to motivate learners' participation in the online learning environment.
-
- 4.7 Please provide measures adopted to avoid impersonation during online learning.
-

Relevant appendices:

- Sample lesson/teaching plans to demonstrate the Operator's capability in developing appropriate learning and teaching activities that meet the accreditation standard. Appendix: _____
- Sample self-study learning materials (e.g. guidelines, records, reports) to demonstrate the Operator's capability in developing appropriate learning and teaching activities that meet the accreditation standard. Appendix: _____
- Others: Appendix: _____

Assessment Tasks

- 4.8 The following analysis tables can be used for checking the alignment between MILOs and individual assessment tasks in each module/ topic.
(For each module, please specify the assessment tasks employed to measure learners' achievement of the intended learning outcomes and put a "✓" in appropriate box(es) to indicate the linkage between each assessment task and MILOs.)

Module/ Major Topic Title: _____

Assessment Task ^[1]	Face-to-face or Online	CA ^[2] /FA ^[3]	Weighting ^[4] (%)	MILO-1	MILO-2	MILO-3	MILO-...

[1] Examples of Assessment Task include Test, Exam, Individual/ Group Written Assignment/ Project, Practical Test/ Exam, etc.). Please specify which assessment(s) is/are conducted in online mode.

[2] Continuous Assessment (CA) is normally used for evaluation of learners' progress and for measurement of learners' attainment of particular/ some intended learning outcome(s).

[3] Final Assessment (FA) is normally used for measurement of learners' attainment of the majority of/ all intended learning outcomes.

[4] Weighting of an individual assessment marks in percentage of the total assessment marks of a module/ topic

- 4.9 Please provide mechanism for monitoring and evaluating online data to track learners' progress.
-
- 4.10 Please provide methods for providing timely feedback to learners through electronic means or other channels.
-

4.11 Please specify the passing requirement (including attendance requirement) of individual course/ module/ subject, if any.

Relevant appendices:

- Template of report for monitoring indicators in relation to learners' progress Appendix: _____
- Assessment policy (including detail settings for assessment(s) that are conducted online, e.g. equipment needed, contingency plan in case of system failure during assessment, marking procedures, etc.) Appendix: _____
- Sample assessment papers and associated assessment criteria/ rubrics to demonstrate the Operator's capability in developing appropriate assessments that meet the accreditation standard and the claimed QF Level(s). Appendix: _____
- Link to the online learning platform/ digital media for demonstrating how assessment(s) is/are conducted Appendix: _____
- Others: Appendix: _____

Graduation Requirements

4.12 Graduation requirements (e.g. pass mark/ grade for individual modules, overall pass mark/ grade, attendance and other specific requirements):

i) Terminal exit award:

ii) Intermediate exit award (if any):

Workplace Attachment

4.13 Please provide details about workplace attachment (e.g. placement, practicum, internship, fieldwork, etc.) and/or on-the-job training, if applicable.

Objectives	
Intended Learning Outcomes	
Duration	(days/weeks)
Number of Hours Per Day/Week	
Total Number of Attachment Hours	
QF Credits	
Assessment Method(s)	
Supervision Arrangement	

Relevant appendices:

- List of (potential) employers offering work attachment Appendix: _____
- Agreement with (potential) employers offering work attachment Appendix: _____
- Workplace attachment policy and/or guidelines (to learners, supervisors, employers, etc.) Appendix: _____
- Workplace attachment outline and/or class schedule Appendix: _____
- Assessment for workplace attachment Appendix: _____
- Templates for keeping records of learners' activities Appendix: _____

- Insurance coverage for learners during work attachment
- Others:

Appendix: _____

Appendix: _____

Integrity, Validity and Reliability of Assessments

4.14 Please describe the policies and mechanism/ quality assurance measures to ensure the integrity, validity and reliability of assessments (some examples are listed below).

- Assessment handling and recording (e.g. photographing/ recording of practical assessments):

- Avoidance and detection of plagiarism:

- Authentication of the identity of learners (for both face-to-face and online assessments):

- Prevention of cheating during online assessments, if applicable:

- Internal and/or external vetting of assessment papers and/or answer scripts:

- Moderation of assessments results to ensure the consistency of standard and marking:

- Security of assessment questions:

4.15 List of external examiners/ moderators/ reviewers appointed for the programme:

Modules	Roles	Appointment Period	Name (Position and Organisation)	Remarks (if any)

Relevant appendices:

- Appointment criteria and term of appointment for external examiners/ moderators/ reviewers
- Guidelines to external examiners/ moderators/ reviewers
- Methods/ Templates/ Tools and records for internal and/or external vetting of assessment papers and/or answer scripts
- Staff guidelines/ learner handbook showing the policy on plagiarism and impersonation during assessment
- Others:

Appendix: _____

Appendix: _____

Appendix: _____

Appendix: _____

Possible Evidence for Re-LPA

4.16 Case(s) on plagiarism, impersonation, appeal and irregularity during the validity period:

	Case	Date (mm/yyyy)	Module and Assessment Concerned	Brief Description	Final Decision
1					
2					

4.17 Change(s) made since the last (re-)accreditation exercise:

Items	Change(s) Made and Reasons	Appendix
Strategy/ Policy/ Method on learning and teaching and assessment		
Staff-to-Learner Ratio		
Graduation Requirement		
Assessment Scheme		
Others		

Relevant appendices:

- Feedback on teaching/ training methodology (e.g. learner surveys, class observations report) Appendix: _____
- Records showing learners/ stakeholders' feedback are considered when reviewing the learning, teaching and assessment activities Appendix: _____
- Record of assessment results including the passing rate and graduation rate for each module during the validity period Appendix: _____
- Records showing the endorsement of assessment results (e.g. meeting minutes/ records related to discussion/ endorsement of assessment results) Appendix: _____
- Sample marked scripts (at least two *samples graded/marked "above average", "average", and "below average" of the recent two cohorts of learners during the validity period (e.g. modules at exit level, capstone, final practical assessments) together with the (i) assessment paper/ brief/ guidelines, (ii) assessment criteria/ marking scheme/ rubrics or grade descriptors, (iii) grade distribution reports, and (iv) records for internal and/or external vetting of assessment papers and/or answer scripts Appendix: _____
** Samples can be presented in digital format, in the form of photos or videos or by other means deemed appropriate*
- External examiners/ Moderators/ Reviewers reports Appendix: _____
- Records showing the changes have gone through the internal quality assurance review and approval process Appendix: _____
- Others: Appendix: _____

Domain: LPA - 5 Programme Leadership and Staffing

Accreditation Standard

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.

Headcount and Appointment Criteria

*☐ (for accreditation using the standard route only) The Operator affirms the staffing information and the appointment criteria for staff specific to the programme seeking accreditation are the same as the evidence provided in the Domain: IE-3 Organisational Staffing (In this case, please use ☒ to select this option. The Operator does not need to provide the evidence for Item 5.1 again).

- 5.1 Please provide the existing and planned headcount and state the appointment criteria for staff specific to the programme seeking accreditation.

Position/ Job Title/ Rank	Head Count (existing – current staff number; planned – number of staff to be recruited in the near future)	Appointment Criteria (e.g. academic & professional qualifications, industry & teaching/ training experience, skills)	Name of existing staff fulfilling the appointment criteria	Employment term of the existing staff (Full-time, Part-time, Temporary, etc.) ^[1]
Programme Leader and/or Coordinator				
1.	Existing: Planned:			
2.	Existing: Planned:			
Teaching/ Training Staff ^[2]				
3.	Existing: Planned:			
4.	Existing: Planned:			
Programme Administrative and Support Staff ^[3]				
5.	Existing: Planned:			
6.	Existing: Planned:			

[1] Full-time – normally refers to appointment of service for not less than 35 hours a week

[2] Teaching/ Training staff refers to staff who performs teaching/ training duties of programme learning and teaching/ training activities, including lecture, tutorial, workshop, laboratory session, workplace attachment and/or on-the-job training, etc.

[3] Some examples of Programme Administrative and Support staff are workshop/ laboratory technicians, counsellors, officers to learners support, etc.

Staff number: Full-time staff _____ Part-time staff _____

- 5.2 Please explain the policy/ method and procedure for maintaining sufficient and competent teaching, training and support staff for conducting the learning and teaching and assessment activities designed for the programme seeking accreditation.

Staff Profile

- 5.3 Please provide a list of key staff and their profile in relation to the above appointment criteria.

The personal information provided in items 5.3 will only be reviewed by HKCAAVQ for this accreditation exercise. Please provide the requested information and documents in a **SEPARATE folder / envelope**.

Position	Staff	Full-Time/ Part-Time (FT/PT) [1]	Relevant Qualifications (academic and/ or professional with awarding body and year of awarding) ^[2]	Relevant Work Experience (industry and teaching/ training) ^[2]	Other Skills (e.g. experience in providing online learning)	Module(s) Teaching (if applicable)
Programme Leader and/or Coordinator						
1.						
2.						
Teaching/ Training Staff						
3.						
4.						
Programme Administrative and Support Staff						
5.						
6.						

[1] Full-time – normally refers to appointment of service for not less than 35 hours a week

[2] Please also indicate qualifications and work experience that is relevant to the development, delivery or management of online learning programmes

- 5.4 Please specify the division of roles in design, development and delivery of the online learning programmes.

- 5.5 Please state the channel/ process/ method that the programme team (e.g. among part-time and full-time staff, among teaching/ training staff of different delivery modes, if applicable) uses that allows them to work collaboratively to ensure consistent delivery of the online learning programme, alignment of expectations and achieving the programme objectives.

Relevant appendices:

- Job descriptions or other documents demonstrating the roles and responsibilities of key personnel involved in the design, development and delivery of the online learning programme and the relevant IT infrastructure Appendix: _____
- Teachers'/ Trainers' handbook or teaching/ training guides Appendix: _____
- Programme team meeting minutes Appendix: _____
- Others: Appendix: _____

Staff Training and Development

- 5.6 Please list the staff development plans (for the future years) and activities (of the last two years) (e.g. staff induction/ orientation programmes, seminars, professional courses, academic programmes, briefings).

Nature/ Scope of Training <i>(e.g. professional development, building up industry experience, enhancement of knowledge or skills about learning and teaching, assessment, online learning and familiarise with QF standards and development)</i>	Name of activity (Organiser/ Provider)	Name of Participant	Duration	Activity Date (mm/yy)
1.				
2.				

- 5.7 Please describe development activities for preparing staff to take up roles in managing or delivering online learning programmes.

Relevant appendices:

- Materials of staff induction/ orientation programmes Appendix: _____
- Others: Appendix: _____

Possible Evidence for Re-LPA

- 5.8 Change(s) made since the last (re-)accreditation exercise:

Items	Change(s) Made and Reasons	Appendix
Staff appointment criteria		
Human resources policies and procedures		
Key personnel relevant to programme development, management and quality assurance		
Others		

Relevant appendices:

- Records showing the changes have gone through the internal quality assurance review and approval process Appendix: _____
- Others: Appendix: _____

Domain: LPA-6 Learning, Teaching and Enabling Resources/ Services

Accreditation Standard

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.

Financial Resources and Budgeting

- 6.1 Please list the sources of finance available to support the operation of the online learning programme seeking accreditation.

- 6.2 Please provide the following financial information about the programme seeking accreditation.

Tuition Fee Per Learner (for the whole programme)	☐ Full time HK\$ _____
	☐ Part time HK\$ _____
	☐ Others HK\$ _____
Breakeven Learner Number	

- 6.3 Please provide the budget for the programme seeking accreditation on a yearly basis.

	Each Class	Each Year
Incomes		
Tuition Fee		
Other Incomes (if applicable)		
Other Subsidisation (if applicable, please provide evidence)		
Total Incomes		
Expenses		
Staff Cost		
Staff Development & Training Expenses		
Accommodation, Online Platform, Facility & Equipment		
Teaching/ Training Support, e.g. Library, training materials		
Others		
Total Expenses		
Surplus / (Deficit)		

- 6.4 In case of under enrolment, please describe the contingency plan for the programme and for the learners/ applicants who have been enrolled to the programme.

- 6.5 If the programme runs in a deficit, please explain how it can be sustainable and/or the future plan of the programme.

Online Delivery Platform, Teaching/ Training Venues, Facilities and Equipment

6.6 Please provide the link of the online delivery platform for the current programme.

6.7 Please provide details of the learner identity verification system adopted.

6.8 Please describe the contingency measures in the event of failure of the online delivery platform.

*☐ (for accreditation using the standard route only) The Operator affirms the address of teaching/ training venue(s) specific to the programme seeking accreditation are the same as the evidence provided in the Domain: IE-2 Financial Viability and Resources Management (In this case, please use ☒ to select this option. The Operator does not need to provide the evidence for item 6.9 again).

6.9 (For programmes with face-to-face instructions) Please provide the address and the relevant information and document(s)^[2] for all teaching/training venues^[1]. If different teaching/training venues are used, please list them out separately.

Teaching/Training venue (1):

Address
(English)

Address
(Chinese)

Type/Use of
the building

- | | |
|---|--|
| ☐ Commercial Building | ☐ Industrial Building* |
| ☐ Composite Building (non-residential portion) | |
| ☐ Shopping Centre | ☐ Education Institute/ School |
| ☐ Non-domestic Premises in Public Housing Estate/ Community Services Complex | |
| ☐ Others (Please specify:) | |

*Operator should refer to the land lease or building deed of the venue. Industrial buildings are generally only allowed to be used for industrial purposes. If the concerned venue can be used to deliver the programme(s) legally without violating the prevailing statutory and regulatory requirements about the use of the building (e.g. such as having obtained a waiver), please provide sufficient evidence to support this:

Ownership of
the premises

- | | |
|--|--|
| ☐ Leasehold | ☐ Privately owned |
| ☐ Authorised use from other organisation(s) | |
| ☐ Others (Please specify:) | |

Teaching/Training venue (...):

Address

(English)

Address

(Chinese)

Type/Use of
the building

- ☐ Commercial Building ☐ Industrial Building*
- ☐ Composite Building (non-residential portion)
- ☐ Shopping Centre ☐ Education Institute/ School
- ☐ Non-domestic Premises in Public Housing Estate/ Community Services Complex
- ☐ Others (Please specify: _____)

*Operator should refer to the land lease or building deed of the venue. Industrial buildings are generally only allowed to be used for industrial purposes. If the concerned venue can be used to deliver the programme(s) legally without violating the prevailing statutory and regulatory requirements about the use of the building (e.g. such as having obtained a waiver), please provide sufficient evidence to support this:

Ownership of
the premises

- ☐ Leasehold ☐ Privately owned
- ☐ Authorised use from other organisation(s)
- ☐ Others (Please specify: _____)

[1] *Teaching/Training venue(s) refers to venue for the delivery of learning and teaching/training activities, including lecture, tutorial, workshop, laboratory session, workplace attachment, assessment and/or on-the-job training, etc (if applicable).*

[2] *The relevant information and document(s) refer to the evidence that can sufficiently demonstrate the Operator has the rights/ is authorised to access and use the mentioned premises as teaching/training venue(s) for the programme(s). The evidence can also demonstrate the Operator has ensured compliance with the prevailing statutory and regulatory requirements (including all the property/tenancy related agreements such as the deed of mutual covenant) in relation to the use of and access to the premises for the purposes of operating the programme(s). (The Operator may be exempted from providing some information and document(s) such as the proof of land/property use, ownership, and safety if the teaching/training venue(s) is/are situated in the premises of the government, statutory bodies, public hospitals, [schools registered with the Education Bureau](#), [degree-awarding higher education institutions](#), and the like.) The relevant information and documents are listed as follows:*

Relevant appendices:

- Evidence to demonstrate the Operator has the rights/ is authorised to access and use the mentioned premises as teaching/training venue(s) for the programme(s), e.g. Lease/ Ownership agreement/ Terms of contract/ agreement with relevant external organisation(s) of each teaching/ training venue. Appendix: _____
- Evidence to demonstrate each teaching/training venue is appropriate for the purposes of operating the programme(s) seeking accreditation and providing the related learners support services, including evidence of the land/property use and the title of the property, compliance with the prevailing statutory and regulatory requirements (including all the property/tenancy related agreements such as the deed of mutual covenant), floor and layout plan, information and photos of the facilities and equipment, safety measures (e.g. insurance to cover public liability and learners' personal accidents; Appendix: _____

Certificate of Fire Service Installations and Equipment issued by registered fire service installation contractors)

- Evidence to demonstrate the teaching/training venue(s) is/are situated in the premises of school(s) registered with the Education Bureau or exempted from registration as a school for offering educational programmes. Appendix: _____
- Evidence to demonstrate the teaching/training venue(s) is/are situated in an industrial building which is approved by the related government department(s) for change in use of the building. Appendix: _____
- Others: Appendix: _____

- 6.10 For programmes with face-to-face instructions, please provide the list of teaching/training materials, equipment and facilities in the teaching/training venue that are specifically for delivery of the programme seeking accreditation.

Type of Room ^[1]	No. of Room	Seating Capacity	Facilities/ Equipment	Facilities/ Equipment to Learner Ratio	Relevant Module/ Subject/ Topic

[1]Type of room, e.g. training room, computer laboratory, language laboratory, etc.

- 6.11 Please provide the list of licensed computer software/ applications that are specifically for delivery of the programme seeking accreditation.

Name of the licensed computer applications and software	Quantity	Expiry date	Relevant Module/ Subject/ Topic

- 6.12 If an external party is engaged in supplying teaching/ training venue, materials and equipment for the programme, please provide terms of contract/ agreement showing the required details of the contractual arrangements about the accessibility and availability of the intellectual property, premises, materials and equipment.

- 6.13 Please list the other learning programme(s) that will be delivered in the abovementioned teaching/ training venues, or utilising the facilities and equipment.

- 6.14 When and how the Operator regularly reviews the adequacy and appropriateness, in terms of quality, safety, quantity and utility, of its educational and training resources and services for the programme seeking accreditation (e.g. online delivery platform, facilities and equipment, computer applications and software, library and online learning materials, etc.)? When and how the follow-up action(s) had been/ will be taken?

- 6.15 Please provide the budgets reflecting the investment and cost in developing and maintaining the facilities and equipment for the online learning programme (e.g. online infrastructure and/or system) in the next three years.
-

Relevant appendices:

- Documents showing the: Appendix: _____
 - availability and life expectancy of the IT system and infrastructure for online delivery
 - functions of the online delivery platform, which include measures to ensure its accessibility, reliability and security and tracking learners' progress
- Lease/ Ownership agreement/ Terms of contract/ agreement with relevant external organisation(s) of each teaching/ training venue Appendix: _____
- Others: Appendix: _____

Learner Support

- 6.16 Please describe the learner support services (e.g. special learning needs of learner, personal counselling, career planning, technological and other kinds of support to online learning).
-

- 6.17 Please explain the support that will be provided to learners if they cannot access the technologies needed for learning and assessment of the programme.
-

- 6.18 Please describe the channel/ method to provide learners and staff with necessary training and information to ensure that they are aware of and know how to use the learning and teaching and enabling resources/ services.
-

- 6.19 Please list the channels for learners to provide feedback on the quality of learning and teaching and enabling resources/ services for analysis and enhancement.
-

Relevant appendices:

- Documents outlining learner support services, e.g. handbook, brochure, website Appendix: _____
- Others: Appendix: _____

Additional Evidence for Re-LPA

- 6.20 Please provide the enrolment number, attrition rate and completion/ graduation rate for each cohort of the learning programme during the validity period.
-

6.21 If the programme has been operated with shrinking number of learners and/or the number of learners were below the breakeven point for more than one cohort, please explain what had been done by the Operator to learn about the reasons of the drop and/or insufficient enrolment of learners? What follow-up actions have been/ will be taken?

6.22 If the Operator has continued to operate and finance classes that are below the breakeven learner number, please provide details about the strategy of the Operator to ensure enough enrolments, and the policy and plan for programme that runs in a deficit.

Change(s) made since the last (re-)accreditation exercise:

Items	Change(s) Made and Reasons	Appendix
Teaching/ Training Venues		
Facilities and Equipment		
Others		

Relevant appendices:

- Policy on Cessation of Operations and Teach-out Arrangements for Cessation of Accredited Programmes Appendix: _____
- Records showing the changes have gone through the internal quality assurance review and approval process Appendix: _____
- Others: Appendix: _____

Domain: LPA-7 Programme Approval, Review and Quality Assurance

Accreditation Standard

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.

Quality Assurance Mechanism

- ★ *Helpful tips:* Operators are advised to compile all policies, guidelines, methods, tools, etc. relevant to the quality assurance mechanism into one Manual for ease of retrieval and for progressive development of the quality assurance mechanism.

*☐ (for accreditation using the standard route only) The Operator affirms the quality assurance mechanism for programme development, approval, monitoring, review, modification specific to the programme seeking accreditation are the same as the evidence provided in the Domain: IE-4 Organisational Quality Assurance (In this case, please use ☒ to select this option. The Operator does not need to provide the evidence again for items 7.1, and the approaches in 7.3, 7.5, 7.6 and 7.7).

- 7.1 *Please provide the details of the quality assurance mechanism for programme development, approval, monitoring, review and modification of the online learning programme(s) (e.g. the committee structure and/or the flowcharts delineating the processes with details of the responsible personnel/ committees/ external members involved in the quality assurance activities).

- 7.2 Please provide a list of external members (e.g. external advisors, external examiners, etc.) who are/ will be engaged in the quality assurance mechanism for programme development, approval, monitoring, review and modification of the online learning programme seeking accreditation, if applicable.

List of External Members:

Appointment (e.g. External Advisors, External Examiners, etc.)	Name	Appointment Period	Relevant Background Information (e.g. Position title and Organisation)

- 7.3 Please provide evidence to demonstrate the *approach taken for reviewing the effectiveness of the quality assurance mechanism and for continuously improving the internal quality assurance capacity. For Re-LPA, please provide evidence of the implementation.

***Relevant appendices:**

- | | |
|--|-----------------|
| • Quality Assurance Manual / Guidelines, demonstrating the quality assurance policies and procedures for online learning programmes | Appendix: _____ |
| • Policies and/or operational arrangements for online delivery, including security policy for protecting teaching/learning and assessment data online, learner privacy, copyright or IP of online learning materials | Appendix: _____ |
| • Terms of reference of the above committees, with indication of roles and responsibilities in managing online learning programmes, including the management of IT infrastructure | Appendix: _____ |
| • Membership composition and appointment criteria of the above committees | Appendix: _____ |
| • Current membership of the above committees, with indication of the members' relevant qualifications and experience in online learning programmes | Appendix: _____ |
| • Sample meeting notes of the major committees | Appendix: _____ |
| • Others: | Appendix: _____ |

Programme Development and Approval

- 7.4 Please provide evidence to demonstrate that the quality assurance policy and mechanism of programme development, validation and approval have been implemented to ensure the programme seeking accreditation (with whole or part of the programme adopting online delivery mode) can address the community/ industry needs and meet the QF objectives and standards.

Relevant appendices:

- | | |
|---|-----------------|
| • Strategic plan for provision of online learning programmes | Appendix: _____ |
| • Flowchart showing the process for programme development and approval with the information about the responsible personnel/committees for the programme seeking accreditation | Appendix: _____ |
| • Records for benchmarking programmes against the industry/ community standards and the relevant QF levels | Appendix: _____ |
| • Records showing the external inputs collected for the programme seeking accreditation | Appendix: _____ |
| • Methods for assigning QF credits to learning programmes, and for assessing and reviewing the appropriateness of the QF credit value (Operators may refer to the 'Operational Guidelines on Use of Credit' issued by the Education Bureau for details) | Appendix: _____ |
| • Records showing the programme seeking accreditation has gone through the internal programme development and approval/ internal validation process (including sample programme proposals/ plans with vetting and approval records) | Appendix: _____ |
| • Documents showing the Operator's compliance with the statutory/regulatory requirements, if any, for online learning provision in its country of origin | Appendix: _____ |
| • Others: | Appendix: _____ |

Programme Management and Monitoring

- 7.5 Please provide evidence to demonstrate the *approach taken for monitoring the delivery of the programme seeking accreditation (e.g. learning analytics, internal review meetings, interim course/ module/ subject evaluation, irregularity report, etc.). For Re-LPA, please provide evidence of the implementation.

Programme Management and Monitoring Activities	Responsible Unit/ Person (Operator)	Frequency	Review Focus (e.g. quality of module/ programme delivery)	Tools Employed (e.g. statistics from online delivery platform)	Follow-Up Procedures

Programme Review and Continuous Improvement Measures

- 7.6 Please provide evidence to demonstrate the *approach taken for conducting programme review. For Re-LPA, please provide evidence of the implementation.

- 7.7 Please provide evidence to demonstrate the *approach taken for programme/ course/ module/ subject modification. For Re-LPA, please provide evidence of the implementation.

Programme Review Activities	Responsible Unit/ Person (Operator)	Frequency	Review Focus (e.g. learning outcomes, programme structure, admission requirement, QF credits)	Tools Employed (e.g. questionnaire, statistical records)	Follow-Up Procedures

Relevant appendices:

- Sample management reports from online delivery platform for reviewing learners' achievement (e.g. learners' engagement, performance, attrition) and effectiveness of online learning Appendix: _____
- Methods/ Templates/ Tools and records for collecting feedback and evidence from various stakeholders and relevant sources for programme evaluation, continuous improvement and enhancement, e.g. questionnaires and summary statistics Appendix: _____
- Methods/ Templates/ Tools and records for programme monitoring, e.g. management reports from online delivery platform for monitoring learners' progress Appendix: _____
- Methods/ Tools and records for programme review, continuous improvement measures and follow-up actions taken, e.g. meeting minutes Appendix: _____

• Records showing the programme seeking accreditation has gone through the internal programme monitoring and review process (including annual/ periodic programme review report/ meeting minutes)	Appendix: _____
• Summary of changes made to the programmes and follow-up actions taken	Appendix: _____
• Others:	Appendix: _____

Possible Evidence for Re-LPA

- 7.8 Please provide cases of learners' complaints and irregularity in the operation of the learning programme during the validity period, and describe the final decision and actions taken, if applicable.

	Date (mm/yyyy)	Brief Description	Action(s) Taken	Final Decision	Party(ies) Involved in the Review Process
1					
2					

- 7.9 Change(s) made since the last (re-)accreditation exercise:

Items	Change(s) Made and Reasons	Appendix
Quality Assurance Mechanism		
Others		

Relevant appendices:	
• Statistical information on the programme (e.g. retention rate, graduation rate, attendance and grade distribution, satisfaction rate on online learning experience)	Appendix: _____
• Statistics regarding graduate destination (e.g. further studies and employment status) and feedback from various stakeholders (e.g. graduates, employers, etc.) gathered in support of the evaluation of programme effectiveness	Appendix: _____
• Records/ Findings of review activities conducted	Appendix: _____
• Documents showing how data/ information collected from the learning analytics tools are utilised to monitor and review learners' achievement as well as identify measures to enhance the effectiveness of online delivery	Appendix: _____
• Records (e.g. survey results, minutes) of external input (e.g. External Advisors, External Examiners, etc.) gathered in support of the evaluation of programme effectiveness	Appendix: _____
• Feedback collected for verifying QF credits assignment	Appendix: _____
• Feedback on programme content and structure from learners, trainers, external advisors, etc.	Appendix: _____
• Records of class observations conducted during the validity period	Appendix: _____
• Records of learners' complaints and/or appeals handling	
• Programme review report/ relevant programme review meeting minutes	Appendix: _____
• Records showing follow-up actions taken	Appendix: _____

- Records of internal programme re-validation (For Higher Diploma) Appendix: _____
- Records showing the changes have gone through the internal quality assurance review and approval process Appendix: _____
- Others: Appendix: _____

4. Explanatory Notes *(For IE)*

Disclaimer: The explanatory notes are intended to help Operators to fill in the necessary information in the Submission Forms. Examples provided here demonstrate possible ways of presenting the evidence and are not meant to be exhaustive. The Accreditation Panel will evaluate the evidence with respect to the particular circumstances of the Operator.

Initial Evaluation

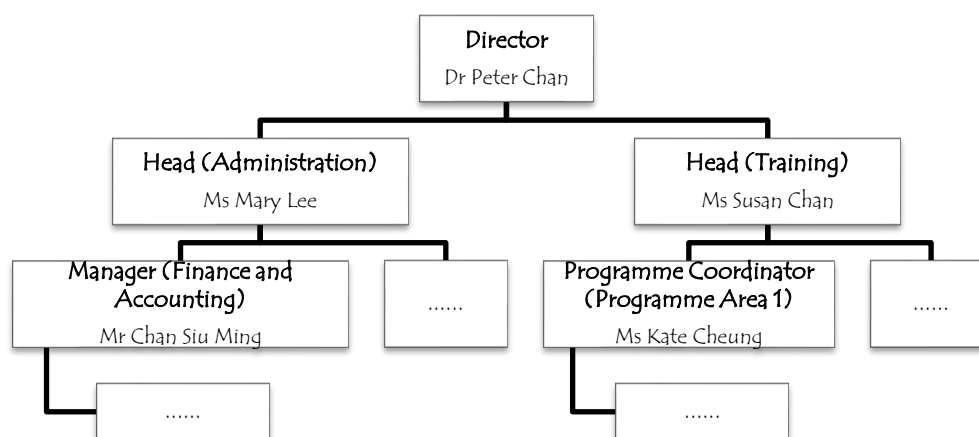
Domain: IE-1 Organisational Governance and Management

- 1.1:** Operators may provide the information according to the Business Registration, if applicable.
- 1.2-1.3:** Please choose the most appropriate answer(s) according to the nature of operations.
- 1.4:** If the Operator is a branch or a department/unit of an organisation, please provide the vision and mission of the branch or a department/unit.
- 1.5:** The information is for understanding the scale and nature of Operators' training and education services.
- 1.6-1.7:** It is to provide basic information on learning services offered by the Operators, below is an example of the presentation format:

Year of establishment of the Operator	2008
Commencement year for operating learning programmes	2008
Number of learning programmes being operated	3
Area(s)/sub-area(s) of study / Industr(ies) involved	IT programmes
Target learners of existing programmes	F.3 school leavers without work experience
Total number of learners in the last 12 months	168

- 1.8:** Where appropriate, Operators should specify the relationship with the Holding Company or Parent Organisation and their respective roles, if applicable.
- 1.9:** These are to illustrate Operators' scale of operation and the division of work within the organisation.

Operators may use an organisational chart to illustrate its structure (e.g. departments/units, job ranks and positions, headcount). Below is an example of the presentation format:



To facilitate better understanding, Operators may provide brief descriptions on the functions/ work scope of different departments/ units.

1.10: It is about the division of work among **individual staff**. Below is an example of the presentation format:

Position/Job Title	Employment (F/T, P/T)	Major Functions and Responsibilities
Management Staff		
Director	FT	• Strategic planning.....
Manager (Finance and Accounting)	FT	• Overseeing financial and accounting
...	...	...
Programme Administration Staff		
Programme Coordinator (Programme Area 1)	FT	• Programme development • Deliver learning programme.....
Administration Manager	FT	• Programme enrolment....
...	...	...

The categorisation of staff into “Management staff” and “Programme administrative staff” is for reference only. Operators may have a different categorisation according to their internal structure.

Operators may provide documents such as job descriptions as further elaboration.

1.11: Examples of common communication channels include staff orientation, staff handbook, staff meetings, email notifications, etc.

1.12: Examples of storing learners’ records include: computerized storage system, locked cabinet.

The policy should demonstrate only relevant staff is authorised to access the learners’ personal and training records. Example measures include: checking, employing security software, etc.

Domain: IE-2 Financial Viability and Resources Management

2.1: Holding companies/Parent organisation’s financial status may need to be verified.

- 2.2:** The financial support evidence should be available at the time of application. The amount should be reasonably adequate when compared with the financial projection.
- 2.3:** If the Operator is a new setup and the audited financial statements are not yet available, the management account information certified by the directors should be provided.
- Please explain if other support documents are provided instead of the annual return.
- The worst-case scenario in financial projections and the corresponding contingency plan should also be presented.
- 2.4-2.5:** For in-house learning programmes, please also provide policies/ procedures on resource allocation from the company, if applicable.
- 2.6:** Operators should demonstrate the different functions/features of the online delivery platform to provide an understanding of how online learning programmes are managed and operated.
- 2.7:** The digital platform should adopt measures in verifying learner identity, some examples include user login and one-time password, etc. The Operator should choose the most suitable measures according to the different needs.
- 2.8-9:** Operators should provide information on physical learning resources if there are face-to-face components in the learning programmes.
- 2.10-11:** The Operator should state the policies for maintaining different types of learning resources, including softwares and infrastructure for delivering online learning programmes.

Domain: IE-3 Organisational Staffing

- 3.1:** Below is an example of the presentation format:

Position/ Job Title/ Rank	Head Count	Appointment Criteria	Name of existing staff fulfilling the appointment criteria	Employment term of the existing staff (Full-time, Part-time, Temporary, etc.)
Management Staff for the education and training provision				
Director	Existing: 1 Planned: 0	- Master Degree or above; - Certificate of Education holder or above; - Over 10 years relevant experience in Education Industry - At least 5 years work experience in management level	Dr Peter Chan	Full-time
Head (Training)	Existing: 1 Planned: 1	Master Degree or above;	Ms Susan Chan	Full-time

		- Over 8 years relevant experience in Education Industry; - At least 5 years work experience in programme quality assurance.....		
...	...	...		
Programme Development, Management, Quality Assurance Staff				
Programme Coordinator (Programme Area 1)	Existing: 1 Planned: 2	- Master Degree in relevant field or above; - Over 8 years relevant teaching/training experience.....	Ms Kate Cheung	Full-time
...	...	•	•	•
...	...	...		
Programme Administrative and Support Staff				
Administration Manager	Existing: 1 Planned: 1	•		
...	...	...		

3.2-3.3: Policies mentioned should not be limited to teaching/ training staff and should cover both full-time and part-time staff.

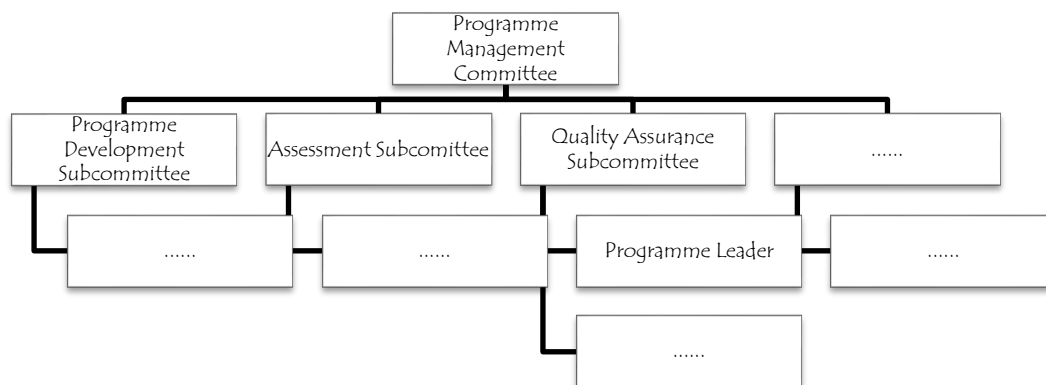
This covers conflict of interests/ role conflicts policies applicable to all full-time/ part-time staff. Operators may provide information such as possible circumstances of conflicts of interests/ role conflicts, the declaration procedures and handling methods.

3.4: The development activities should cover technical knowledge on IT, operational knowledge in using the online delivery systems/platforms and pedagogical skills for online instruction.

Domain: IE-4 Organisational Quality Assurance

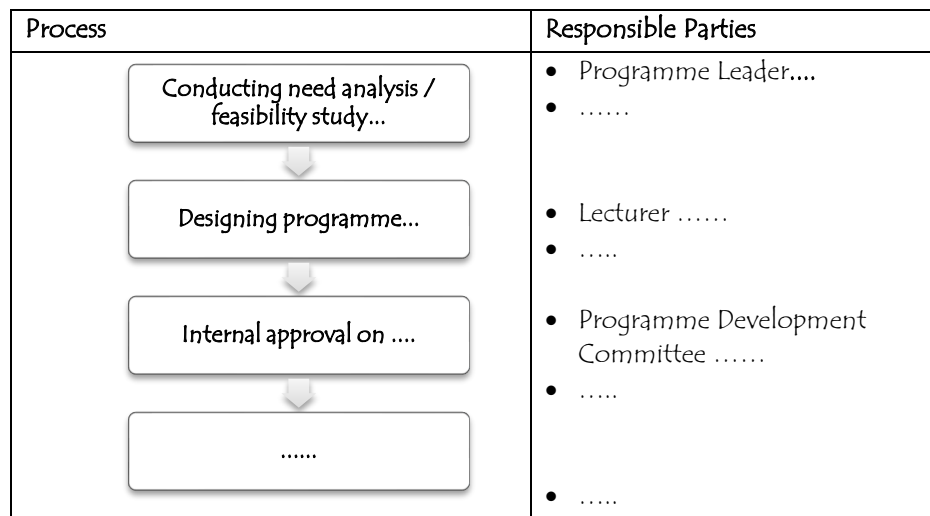
4.1: It is essential that checks and balances are built into the various processes. However, depending on the scale and nature of operation, Operators may consider different types of governance structures, such as external advisors, governance boards/committees, etc. (For in-house learning programmes, Operators should only describe governance structures relating to the training and education services.)

For a clearer presentation, Operators may use a flow chart to demonstrate the interrelationship/reporting line of the abovementioned personnel and/or committees. Below is an example of possible presentation format:



Operators may also provide the terms of reference, membership composition, appointment criteria and current membership lists, etc. Operators may provide meeting notes (especially those containing decisions on important issues) to demonstrate the effectiveness of the governance structures.

Operators may use a flowchart to demonstrate the *programme development* processes and parties involved in each step. Below is an example of the presentation format:



4.2: Below is an example of the presentation format:

Responsible Staff / Committees / Units (Positions & Names)	Major Responsibilities (e.g. Programme Approval, Development, Monitoring, Review and Modification)
Programme Management Committee	• Develop the strategic direction • Receive QA reports
Programme Development Subcommittee	• Collect external inputs on industry training needs... • Review design of learning programmes •
Assessment Subcommittee	• Review assessment questions • Endorsement of assessment results ... • Review Examiners' reports
Quality Assurance Subcommittee	• Monitor the implementation of QA systems •
Kate Cheung, Programme Leader	• Conduct class visits • Monitor performance of trainers..... •
.....	

4.4: It refers to methods used or activities conducted to consult *external parties* on needs of the community/industry. Common methods include: appointment of external advisors, meetings with stakeholders, questionnaires, etc.

For in-house learning programmes, “external input” may refer to information/comments obtained from sources outside the department/unit responsible for training services. Some examples are conducting company-wide training needs analysis, analysing consultancy reports or industry surveys, etc.

Operators may provide relevant meeting notes for reference.

4.7: Operators should clearly indicate the procedures and timeline for handling learners' complaints and available channels for learners to file their complaints.

5. Explanatory Notes *(For LPA/ Re-LPA)*

Disclaimer: The explanatory notes are intended to help Operators to fill in the necessary information in the Submission Forms. Examples provided here demonstrate possible ways of presenting the evidence and are not meant to be exhaustive. The Accreditation Panel will evaluate the evidence with respect to the particular circumstances of the Operator.

Learning Programme Accreditation/ Re-accreditation

Application for Learning Programme Accreditation (LPA) / Re-accreditation (Re-LPA)

Operators please provide basic information of the learning programme in this part. An example is given below:

Programme Title	
(English)	Certificate in Information Technology Application
(Chinese)	資訊科技應用證書
Qualification Title (Exit Award)	
(English)	Certificate in Information Technology Application
(Chinese)	資訊科技應用證書
Qualification Title of Intermediate Exit Award(s) (if applicable)	
(English)	/
(Chinese)	/
Name of Stream(s) (if applicable)	
(English)	/
(Chinese)	/
Target learners of the programme (Please use ☒ to select the option): ☒ Learning programmes to be offered to the local public ☐ (in-house training) Learning programmes to be offered only to the staff of the Operator and/or the Holding Company/ Parent Organisation of the Operator in Hong Kong	
Proposed QF Level	<u>For Terminal Exit Award:</u> QF Level 2 <u>For Intermediate Exit Award:</u> /
Notional Learning Hours	<u>For Terminal Exit Award:</u> • Face-to-face learning hours: <u>100</u> • Online learning hours: <u>200</u> • Self-study hours: <u>150</u> • Total (face-to-face + online learning hours + self-study hours): <u>450</u> • % of instruction delivered online (online learning hours / face-to-face + online learning hours): <u>66.7%</u> • QF credits: <u>45</u> <u>For Intermediate Exit Award: /</u>
Mode(s) of Delivery & Programme Length	☐ Full-time: ____ Months ☒ Part-time: <u>10</u> Months

	☒ Workplace attachment/On-the-job training/In-house training: <u>2</u> weeks ☐ Others (Please specify) _____ : (_____ Months/weeks/days)
Number of Enrolment	☒ Number of enrolment per year: <u>1</u> ☐ Others (please specify) _____
Maximum Number of New Learners	☒ Maximum number of new learners per year: <u>60</u> ☐ Others (please specify) _____
Specification of Competency Standards Based (SCS-based) Programme	<u>For Terminal Exit Award:</u> ☐ Yes ☒ No <u>For Intermediate Exit Award:</u> /
Specification of Generic Competencies Based (SGC-based) Programme	<u>For Terminal Exit Award:</u> ☐ Yes ☒ No <u>For Intermediate Exit Award:</u> /
Vocational Qualifications Pathway (VQP) programme	<u>For Terminal Exit Award:</u> ☐ Yes ☒ No <u>For Intermediate Exit Award:</u> /
SCS-based Training Package	<u>For Terminal Exit Award:</u> ☒ No <u>For Intermediate Exit Award:</u> /
Primary Area of Study and Training	<u>For Terminal Exit Award:</u> Area : Computer Science and Information Technology Sub-area: Computer Science and Information Technology <u>For Intermediate Exit Award:</u> /
Other Areas of Study and Training (Optional)	N/A
Industry	N/A
Branch	N/A
For Existing Programme	First launch date _____ / _____ / _____ Next programme start date _____ / _____ / _____
For New Programme	Planned programme launch date <u>Jan 2021</u>
<i>(The following applies to Higher Diploma Programme only)</i>	
Hosting Department / Unit	<u>N/A</u>
Proportion of Generic and Specialised Contents of Terminal Exit Award	Generic contents: <u>N/A</u> % Specialized contents: <u>N/A</u> %
Proportion of Generic and Specialised Contents of Intermediate Exit Award (if applicable)	Generic contents: <u>N/A</u> % Specialized contents: <u>N/A</u> %

Domain: LPA-1 Programme Objectives and Learning Outcomes

- 1.1:** Programme objectives refer to the intended purposes of offering the learning programmes, which usually are for addressing the identified needs of the community/

industry. For in-house programmes, Operators may specify how the learning programmes can contribute to the overall corporate objectives.

- 1.2:** Regarding employment pathway, Operators may provide job positions which learners can take up after completing the learning programmes. For education pathway, Operators may specify suggested learning programmes for learners' further study.
- 1.3:** Recognition by external organisations (e.g. professional bodies, education institutions) may come in the forms of eligibility in applying for membership, licensing to practice or offering exemptions, etc. Operators should provide the official documents signifying the details of the recognition as evidence.
- 1.4:** Programme intended learning outcomes (PILOs)/ Stream intended learning outcomes (SILOs) refers to what a learner is able to demonstrate at the end of the programme/ stream.
- 1.5:** It is to justify that competences achieved by learners can match with the claimed QF level. Operators can either provide a mapping of PILOs and/or MILOs against the GLD or provide written explanations.

If a learning programme fails to gain accreditation at the claimed QF level, normally, the accreditation outcome will be non-approval. HKCAAVQ will not grant a Learning Programme Accreditation (LPA) status at an alternative/ higher/ lower QF level.

Domain: LPA-2 Learner Admission and Selection

- 2.1:** For SCS-based or SGC-based learning programmes, please provide the specific requirements as stated in the relevant UoC(s) (e.g. prior knowledge, pre-requisites or co-requisites).
- 2.3:** Operators should specify types of knowledge or skills (e.g. English, knowledge related to the subject areas) the admission tests/ entrance examinations are testing and why these are critical for learners to undertake the training activities.
- 2.4:** Operators should provide criteria for offering special admission.
- 2.5:** Operators should also specify the maximum amount of credits that can be exempted/ transferred.

Criteria for granting exemption usually include % of matching between the part of a programme (e.g. a module) for exemption and the prior learning (e.g. a programme or a module) seeking exemption. The elements for matching include learning outcomes, contents, assessment standards, programme duration, etc.

(For Higher Diploma programmes only)

The following information is also required:

- The minimum entrance requirements for Year 1 entry and other entry points (if applicable)
- Responsible committee(s) / personnel for learner selection
- Planned yearly learner intake for each stage and stream, if any, of the learning programmes

Domain: LPA-3 Programme Structure and Content

3.1: Below is an example of the presentation format:

Module Title	QF Level	Core/ Elective	Generic/ Specialised (for Higher Diploma Programme only)	A					B	C	A+B+C	QF Credit	For SCS / SGC-based Programme	
				Face-to-face Hour					Online Learning Hour	Self-study Hour	Notional Learning Hour		UoC Code	% of UoC Content
				a	b	c	d	Total						
CS001 Network Structure	2	Core	N/A		25	1	0	16	50 (lecture)	15	31	3	ITSWOS... ITSWDM..	65%
.....														
WP001 Workplace Attachment	2	Core	N/A	0	0	0	20	20	0	10	30	3		
Grand Total								100	130	150	380	38	/	60%

Module intended learning outcomes (MILOs) refer to what a learner is able to demonstrate at the end of the module.

Operators may provide an outline of each module/ topic to facilitate the Panel to understand the design of the programme structure. Below is an example of useful information that could be provided and the presentation style:

Course Outline

Module Title	: Human Resources Management
QF Level	: 4
QF Credit	: 8 (XX face-to-face hours, XX online learning hours, XX self-study hours)
Pre-requisite	: /
Teaching/Training Activities	: Online lecture, case studies, group project

Modules Intended Learning Outcomes (MILOs):

MILO 1:

MILO 2:

.....

Major Learning Contents:

- The development of HRM profession.....
- The different methods in job analysis and its application
- Approaches in employee selection
-

Assessment Activities:

Types of Assessment Activities	MILO	Weighting (%)
Examination	MILO 1-3	20
Reflective Paper	MILO 2	20
.....		

Recommended Readings:

-

The samples are for evaluating whether the programme contents are consistent with the claimed QF level and can facilitate learners to achieve the programme objectives. As a result, the samples provided should:

- cover learning content that is representative of the learning programmes (e.g. sample teaching/ training materials of *core modules* at different *exit QF levels*)
- be sufficient to reflect the programme contents (The appropriate sample size will vary depending on the size and nature of learning programmes. Operators may discuss the sample size with the Case Officers.)

3.3: Below is an example of the presentation format:

Module Title \ PILO⁽¹⁾	QF Credit	PILO-1	PILO-2	PILO-3	PILO-4	PILO-5
CS001 Network Structure	3	✓	✓			
WPO01 Workplace Attachment	3		✓	✓	✓	✓

(For Higher Diploma programmes only)

The following information is also required:

- Principles guiding the design of the learning programme seeking accreditation
- How modules are combined in each semester/ year

Domain: LPA-4 Learning, Teaching and Assessment

4.2: Below is an example of the presentation format:

Module Title/ Major Topic	MOI	Learning and Teaching Activities		
		For Face-to-face Hours (e.g. lecture, workshop, etc.)	For Online Learning Hours	For Self-Study Hours (e.g. reading textbook, etc.)
CS001 Network Structure	English	Workshop	Online lecture	Reading textbooks, self-practice
WPO01 Workplace Attachment	Chinese (Cantonese)	Demonstration by Trainer, Real-life practice,	/	Reading reference books
...		...	...	...

4.3: Below is an example of the presentation format:

Delivery Modes	Face-to-face Learning		Online Learning	
	Maximum Class Size	Teacher/Trainer-to-Learner Ratio	Maximum Class Size	Teacher/Trainer-to-Learner Ratio
Lecture	N/A	N/A	20	1:20
Tutorial	20	1:20	N/A	N/A
Workshop	20	1: 10	N/A	N/A
Laboratory session	N/A	N/A		
Practicum/ Placement/ Work Attachment	N/A	1: 5		

Others	N/A	N/A		
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Below is an example of sample lesson plans for reference:

Module Name: Human Resources Management QF Level: 4 QF Credit: 8 (XX face-to-face hours, XX online learning hours, XX self-study hours)				
Lesson	Topics Covered	Objectives	Activities	Materials
1	Introduction to HRM •	• •	• Lecture • Exercise	• PowerPoint • Worksheet
.....				

4.4-7: Operator should provide measures to facilitate online learning. Some examples include: end-of-chapter quizzes, online forums, and individualised feedback, etc. The Operator should choose the most suitable measures according to the design of the programmes.

4.8: Below is an example of the presentation format:

Module/ Major Topic Title: CS001 Network Structure

Assessment Task ^[1]	Face-to-face / Online	CA/ FA	Weighting (%)	MILO-1	MILO-2	MILO-3
Project	Face-to-face	CA	20		✓	
Practical Test		FA	20	✓		
Final Exam		FA	60	✓	✓	✓

Module/ Major Topic Title: WPO01 Workplace attachment

Assessment Task ^[1]	Face-to-face / Online	CA/ FA	Weighting (%)	MILO-1	MILO-2	MILO-3
Practical Log	Face-to-face	CA	40	✓	✓	
Reflective Journal	/	FA	60	✓	✓	✓

Below is an example of the presentation format:

Module title / Topics: CS001 Network Structure	
Module Intended Learning Outcomes	Assessment
MILO 1: ...	Practical Test, Final Examination
MILO 2:	Project, Final Examination
...	...

For evaluating Operators' ability in assessing learners' achievement of the learning outcomes at the claimed QF level, Operators should provide sample assessments together with the associated assessment criteria/ marking scheme/ grade descriptors. The samples should cover all continuous and final assessments of core modules at different QF exit levels.

The number of samples required varies depending on the size and nature of learning programmes. Operators may discuss the appropriate sample size with the Case Officers.

4.12: The graduation requirements might include pass mark for individual modules, overall pass mark/ grade, attendance and other specific requirements etc.

4.13: Below is an example of the presentation format:

Objectives	To enable learners to apply computer network knowledge and skills developed through classroom training in a practical workplace setting.....
Intended Learning Outcomes	1. Apply technical skills necessary for installing a company-wide computer network 2. Demonstrate an awareness of user requirements in real life practice 3.
Duration	2 weeks
Number of Hours Per Week	10 hours
Total Number of Notional Hours	30 hours
QF Credits	3
Assessment Method(s)	Reflective Journal (100%)
Supervision Arrangement	<u>Placement Supervisors/Mentors</u> - A qualified trainer (network architect with at least 10 years relevant experience) will supervise at most 5 learners. <u>Monitoring of Learners' Performance</u> - Learners are required to submit a logbook for trainers' review once every quarter - Trainer will compile a progress report of each learner for assessment. - Trainer will have regular weekly meeting with each learner.

4.14: The policy should specify the handling procedures and possible disciplinary actions for cases of plagiarism or impersonation.

Common mechanisms for moderating/ reviewing assessment results include: appointing external examiners/ moderators/ reviewers, assigning internal verifiers, etc.

Operators should also specify the % and types of assessment to be moderated (e.g. 10% of assessment marked as "above average", 10% of assessment marked as "average".....).

4.15: Below is an example of the presentation format:

Modules	Roles	Appointment Period	Name (Position and Organisation)	Remarks (if any)
Module A	External Examiner	Jan 2013 – Dec 2014	Mr Peter Leung Chief Information Officer ABC International	/
.....				

(For Higher Diploma programmes only)

The following information is also required:

- Teaching/ Training methodology at programme level and how it is related to the programme objectives and learners' needs
- Medium of instruction policy
- Assessment policy
- Moderation mechanism for setting of assessment papers
- Grade descriptors for the terminal exit award and intermediate exit award
- For assessments, the samples should contain (i) continuous and final assessments of a core module, a specialised module, a generic module and a capstone project at the terminal exit award level; and (ii) continuous and final assessments of three modules at each intermediate exit award level.

Domain: LPA - 5 Programme Leadership and Staffing

5.2: This refers to measures adopted to ensure there is sufficient and appropriate staff to support the delivery of learning programmes, e.g. policies on workload, contingency plan for staff absence/ turnover, etc.

5.3: This is to demonstrate existing staff can fulfil the appointment criteria listed in 5.1. Below is an example of the presentation format:

Position	Staff	Full-Time / Part-Time	Relevant Qualifications	Relevant Work Experience	Other Skills	Modules Teaching
Programme Leader and/or Coordinator						
1. Registrar	Staff 1	FT	• Master in Education (MO University 2003) •	2008 – Present Registrar, XY Education Institute	Member, HK Professional Counselling Association.....	Programme Leader
...	...	...	...	...	...	...
Teaching/Training Staff						
3. Lecturer	Staff 2	FT	• Master in IT (MA University 2008) •	2013 – Present Programme Leader, XY Education Institute	N/A	Module 1, 2, 3, 4
4. Lecturer						
...	...	...	...	...	...	...
Programme Administrative and Support Staff						
...	...	...	...	...	...	...

5.5: Common methods used include: trainer's handbook/ guides, session plans to ensure consistency in classroom activities, standardized teaching/ training materials, briefing to new trainers, class visits, etc.

- 5.6-7:** Activities/ Policies mentioned should not be limited to teaching/ training staff and should cover both full-time and part-time staff.

Operators may refer to professional bodies/ associations in their industries for examples of development activities. Some common examples include: attending or delivering teaching/ training activities (e.g. lectures, seminars, conference, and workshops), serving as members of committees relevant to the profession, writing of published research articles/ papers, participating in competitions, etc.

Common activities for acquiring QF knowledge include: workshops conducted by HKCAAVQ, seminars conducted by the Qualifications Framework Secretariat, internal sharing/ briefing, etc.

For online learning programmes, Operator should also identify suitable development activities relevant to online delivery, instruction and assessment, etc.

Below is an example of the presentation format:

Nature/ Scope of Training	Name of activity (Organiser/Awarding body)	Participants	Duration	Activity Date (mm/yy)
<i>Professional development</i>	Certificate programme in leadership (ABC Institute) Asian Education Forum 2015 (Asia Education Institute)	Director	3 months	12/2014
			2 days	01/2015
	...	...	...	...

(For Higher Diploma programmes only)

The following information is also required:

- Manpower plan relevant to the learning programme for the coming two academic years
- Maximum teaching/ training hours per week
- Specification of personnel who are involved in leading and coordinating the programme

Domain: LPA-6 Learning, Teaching and Enabling Resources / Services

- 6.2:** These are to illustrate the financial projection related to the *learning programmes seeking accreditation*. Below are examples of the presentation format:

Tuition Fee Per Learner (for the whole programme)	☐ Full time HK\$ / ☒ Part time HK\$ <u>6,800</u> ☐ Others HK\$ /
Breakeven Learner Number	10 learners per class

- 6.3:**

	Each class	Each year
Incomes		
Tuition Fee	HK\$136,000	HK\$408,000
Other Incomes (if applicable)	N/A	N/A
Other Subsidisation (if applicable, please provide evidence)	N/A	N/A
Total Incomes	HK\$136,000	HK\$408,000
Expenses		
Staff Cost	HK\$25,000	HK\$75,000
Staff Development & Training Expense	HK\$5,000	HK\$15,000
Accommodation, Online Delivery Platform, Facility & Equipment	HK\$30,000	HK\$90,000

Teaching/ Training Support, e.g. Library, Teaching/ Training Materials	HK\$5,000	HK\$15,000
Others	HK\$3,000	HK\$9,000
Total Expenses	HK\$68,000	HK\$204,000
Surplus / (Deficit)	HK\$68,000	HK\$204,000

- 6.4:** The contingency plan should be well documented, practical and will not affect current learners.
- 6.5:** The explanation should be supported by evidence. Any financial documents provided should be certified by a lawyer or Certified Public Accountant.
- 6.9:** If different teaching/ training venues are used for different modules of the programme, please list separately.
- 6.10-11:** These are to illustrate that teaching/training materials, equipment and facilities are able to support the planned class size and yearly enrolments for the *learning programme seeking accreditation*. Below are examples of the presentation format:

If more than one venue is listed, please provide a separate list for each teaching/ training venue.

Type of Room	No. of Room	Seating Capacity	Facilities/ Equipment	Facilities/ Equipment to Learner Ratio	Relevant Module/ Subject/ Topic
Classroom	3	40 learners @	Computer (for instructor), overhead projector, screen, whiteboard and AV equipment	1:40	All Lectures
Computer Room	1	20 learners @	Computers X 21, overhead projector, screen, whiteboard and AV equipment	Computer: 1:1 Others: 1:20	Network Structure
...	...	...	...	...	...

- 6.12:** This applies to learning programmes using materials, equipment and facilities supplied by external parties. Operators should provide evidence to demonstrate that adequate resources will be available throughout the delivery of learning programmes.
- 6.16-17:** Examples of learner support services include: help desk, career guidance, advice on further studies, counselling services, remedial classes, e-learning systems, language enhancement courses, library services and facilities for self-practice, etc.
- 6.19:** Examples of communication channels include: emails (with teaching/ training staff, management), regular meetings between staff and learners, learner unions/ committees, etc.

(For Higher Diploma programmes only)

The following information is also required:

- Budget for the learning programme in the coming two academic years
- Guide for learners (e.g. learner handbook, brochure or website) which outlines relevant academic and disciplinary policies, programme information and support services

- Communication channels between management/teaching staff and learners
- Procedures for monitoring learner under-achievement and support services available
- Library resources relevant to the learning programme.

Domain: LPA-7 Programme Approval, Review and Quality Assurance

7.1: This is to demonstrate how parties are involved in the *programme development, monitoring and review processes*.

7.2: This is to demonstrate external views have been sought in assuring the quality of learning programmes. External advisors should be those who are independent of the organisation, i.e. the persons do not have any official positions (boards/ committees/ staff member) in the organisation and do not have any partnership with the organisation. Operators may also describe briefly the scope of involvement of the external advisors.

7.4: This refers to activities conducted by *committees and internal staff* on validating external inputs identified. Operators may provide relevant meeting records or reports to demonstrate that they have taken appropriate actions to address the needs of the community/ industry.

Common methods to benchmark programmes against relevant QF levels include: mapping with the Generic Level Descriptors (GLD), professional judgment by subject experts/ training professionals, external benchmarking with similar learning programmes, etc.

7.5: For a better understanding, Operators may elaborate on the implementation process, such as frequency of conducting review and follow-up actions (e.g. review meetings with teaching/ training staff)

Below is an example of the presentation format:

Programme Management and Monitoring Activities	Responsible Unit/ Person	Frequency	Review Focus	Tools Employed	Follow-Up Procedures
Course evaluation survey	QA unit	• End of course for each module	• Learning outcomes • Teaching/ Training •	Questionnaire	• Performance review with trainers..... • Reporting to... •
Class observations	Programme Leader	• At least once per module	• Teaching/ Training •	Checklist	• Performance review with trainers..... • Reporting to •
Programme Team Meeting	Programme Team	• Monthly	• Issues arising from the learning programmes	/	• Compile QA reports and presented to •
QA Subcommittee Meeting	QA Subcommittee	• Half-yearly	• Programme Structure •	Quantitative indicators: • Pass rate.... • Retention rate....	• Develop action plan..... •
.....					

7.7: Common methods used in reviewing learning materials include: learner survey, trainer survey, engaging external subject experts, focus groups with stakeholders, etc.

(For Higher Diploma programmes only)

- Internal Validation Report for the learning programmes