

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

Four-stage Quality Assurance Process Accreditation Form – Stage 1 Initial Evaluation
for Operators with Local Learning Programmes Intended to be at the Hong Kong Qualifications Framework Levels 1 – 3

《四階段質素保證程序》—— 初步評估(首階段) 評審報表
適用於擬開辦香港資歷架構級別第一至三級之本地進修課程的營辦者

Notes to Operators

1. This Accreditation Form is only for operators who wish to undertake Stage 1 Initial Evaluation of the Four-stage Quality Assurance (QA) Process for accreditation of Local Learning Programmes^[1] intended to be at any of the Hong Kong Qualifications Framework (QF) Levels 1 – 3.
2. It is important that operators read the relevant Guidelines on Four-stage QA Process available at www.hkcaavq.edu.hk before making an application.
3. Please complete all the entries, using “N/A” (i.e. not applicable) in appropriate blanks, ✓ in the appropriate boxes and deleting inapplicable option marked after *.
4. Possible documentary evidence mentioned in respective sections of the Accreditation Form is for the operator’s general reference. Operators should refer to the Accreditation Evidence Attachment Form at the end of this Accreditation Form for more details.
5. Please expand the electronic version of this form if space provided is insufficient. If necessary, supplementary information may also be submitted in separate electronic files or hard copies as appropriate.
6. Accreditation is evidence-based and therefore each Accreditation Form must be supported by a self-contained and up-to-date accreditation document, i.e. Accreditation Form and documentary evidence.
7. Operators going through both Stage 1 Initial Evaluation and Stage 2 Programme Validation at the same time may consider copying common information to relevant sections of the respective Accreditation Forms, as and when appropriate.
8. Reference to the HKCAAVQ also covers the HKCAA, unless otherwise stipulated.

營辦者須知

1. 本評審報表只適用於有意申請進行「初步評估」（首階段）的營辦者，其擬辦的進修課程必須為資歷架構級別第一至三級內任何一個級別的本地進修課程^[1]。
2. 營辦者在遞交申請前必須細閱相關的《四階段質素保證程序指引》，下載網址：www.hkcaavq.edu.hk。
3. 請填妥所有空格，包括於適當空格填上剔號，或以“N/A”表示不適用，並於* 號後將不適用者刪去。
4. 本評審報表各部份建議之證明文件，可作參考之用。如需更詳盡資料，營辦者應參考本評審報表後之評審證明文件附表。
5. 如不敷填寫，請按需要調節本報表電子版本的長度，或隨表附上補充資料的電子檔案或機印副本。
6. 評審原則，乃證據為本。營辦者須就每一評審報表提供全面和最新的評審文件，包括評審報表和證明文件，以作佐證。
7. 如營辦者同時進行首階段之初步評估和階段二之課程甄審，於需要時，可考慮複印相同資料，於有關評審報表展示。
8. 除另行註明外，本表格內之評審局，為香港學術及職業資歷評審局，及前香港學術評審局。

Part I – General Information**第一部份 – 一般資料**

Name of Operator ^[2] (Please provide identity proof such as HKID Card copy if operator is a person, or valid Business Registration Certificate and any other documentary proof if operator is an organisation.) 營辦者 ^[2] 名稱 (請附證明文件, 如營辦者為個人, 請附身分證明文件; 如屬團體組織, 請附有效之商業登記證或其他證明文件。) (English 英文) (Chinese 中文)		
Operating Address ^[3] (Documentary evidence is required.) 營辦地址 ^[3] (須附證明文件)	Website 網址	General enquiry number 一般查詢電話

The current application is for an Initial Evaluation Status to Operate Learning Programmes at the following QF Level(s) (Multiple options feasible)# 擬申請初步評估資格, 作營辦下列資歷架構級別的進修課程 (可選多於一項)# <input type="checkbox"/> QF Level 1 資歷架構級別第一級 <input type="checkbox"/> QF Level 2 資歷架構級別第二級 <input type="checkbox"/> QF Level 3 資歷架構級別第三級		
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Options indicated here must tally with that stipulated in the Terms of Reference of the signed Service Agreement

選項須與載於有關評審合約內的評審範圍一致

Part II Organisational Profile (This Part serves to illustrate whether the operator is competent to operate learning programmes that meet the quality assurance requirements and deliver learning outcomes commensurate with the competency standards of respective QF Level(s).)**第二部份 組織概況** (此部分資料, 旨在展示營辦者是否能營辦符合質素要求和達到指定資歷架構級別學習成效的進修課程。)**A. Organisational Management** (This Section comprises the operator's organisational systems, structure and processes to illustrate whether they are appropriate for achieving the operator's stated mission.)**甲 組織管理** (此部分涵蓋營辦者的制度、組織架構及程序, 旨在展示營辦者能否透過其組織管理, 有成效地達致其使命。)

1. Years of educational / training operation 營辦者辦學/培訓年資	Years of experience in running learning programmes at relevant QF Level(s) 開辦相關資歷架構級別進修課程的年資

2. Scope of Operation^[4] (Please state operator's service areas, target clients / students, operating experience and relevant educational services and other businesses.)
營辦範疇^[4] (請說明營辦者的服務範圍、對象、具體辦學經驗和相關的服務及業務。)

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3. Operator's Mission^[5], Educational Objectives^[6] and Developmental Plan for the coming two years
營辦者的使命宣言^[5]、辦學宗旨^[6]及兩年內的發展計劃。

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4. Governance and Management^[7]

(Please briefly describe the operator's legal status, governance, management structure, decision making process and responsible personnel / bodies such as team / parties / committees and quote real-life examples to demonstrate how the operator manages its operation. Please attach organisational chart(s) and any other relevant documentary evidence as appropriate.)

管治與管理^[7]

(請簡介營辦者的法律地位、機構的管治、組織架構、決策程序和負責員工的職級／負責組織如委員會等資料，以反映營辦者的管治與管理情況。請以實例說明營辦者如何管理其業務。請附上機構組織圖及其他有關證明文件（如適用）。)

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B. Staffing and Staff Development (This Section serves to illustrate whether there is adequate staff with appropriate qualities, competency, qualifications and experiences for effective operation as well as planning, delivery, monitoring and managing the learning programme so as to meet the operator's stated mission. There must also be appropriate and adequate staff development scheme and activities to ensure staff members are kept updated to deliver quality services.)

乙 人事體制及教職員培訓（此部分資料，旨在展示營辦者是否已聘用足夠和具備相應才能、資歷和經驗的教學、管理和輔助人員，從事設計、舉辦及管理進修課程，並有效地進行營運，以達致所訂的使命。為確保員工能與時並進及提供高質素的服務，營辦者須制定教職員培訓計劃和安排合宜及足夠的教職員培訓計劃和活動。）

1. Staffing Structure 教職員編制^[8]

Grade ^[9] 職級 ^[9]	Appointment Criteria 聘用準則	Number of Staff by Grade as of Date of Application 各職級員工數目 (截至申請當天為止)			
		In-post 在任數目		Vacancy 空缺數目	
		FT全職	PT兼任	FT全職	PT兼任

FT – Full-time; PT – Part-time

2. Staff Profile (Please provide curriculum vitae and individual teachers' timetable for current year and the last year.)

員工概況（請附各教職員之履歷及本年和去年的教學人員上課時間表等證明文件。）

Staff Member 員工	Position ^[10] 職位名稱 ^[10]	Terms of Appointment (FT/PT) ^[11] 聘任條款 (全職/兼職) ^[11]	Highest Academic Qualification (please specify year of award and awarding body) 最高學歷 (請註明獲取年份和頒授機構)	Professional Qualification / Teacher Training (please specify year of award and awarding body) 專業資格 / 師資培訓 (請註明獲取年份和頒授機構)	Relevant Training Experience (Years of FT service) 從事相關培訓工作的年資 (全職)	Relevant Industrial Experience (Years of FT service) (excluding full-time training experience) 從事相關行業的年資 (全職) (全職培訓工作經驗除外)
Name 姓名						

3. Staff Development and Training Activities^[12] for the Last Two Years^[13]過去兩年^[13]曾舉辦的教職員培訓活動^[12]

Name of Staff Member 員工姓名	Title of Activity 曾參與活動之名稱	Organiser 舉辦機構	Hours of Attendance 出席時數	Nature of Activities# 活動性質	Sponsorship by Operator 營辦者提供的資助		
					Fee (HK\$) 費用(港幣\$)	Paid Leave (days) 有薪假期(日數)	Others (as stated) 其他 (如下)

1 = Pedagogical skills development 教學技巧發展

2 = Industrial / sector related training / updating 與行業知識、技能相關的訓練/進修

3 = Study for academic qualifications 修讀學歷授予課程

4 = CPD / Training in Fulfillment of professional membership 符合專業會籍要求的培訓活動

5 = Others (please state) 其他 (請註明)

4. Staff Development Plan^[14] for the coming two years未來兩年的教職員培訓計劃^[14]

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5. FT academic / training staff turnover rate ^[15] for the last year 去年全職培訓和教學人員的流失率 ^[15]	
Reasons (if the reported rate(s) is/are considered high by the operator) 原因 (如營辦者認為所申報的比率較高)	
Follow-up Actions ^[16] , if applicable 跟進工作 ^[16] (如適用)	

C Quality Assurance (This Section serves to illustrate how the operator obtains feedback and takes measures to ensure sustainability and continuous improvement of its operation, how it knows whether it has met the quality assurance requirements and delivered learning programmes with learning outcomes commensurate with the competency standards of respective QF Level(s) as well as how it has made improvements to bridge the gaps.)

丙 質素保證 (此部分資料, 說明營辦者如何透過回饋機制, 衡量其運作達標與否, 及如何採取改善措施, 以確保其營運可持續發展、符合質素要求, 與時並進, 而其進修課程則能達到指定資歷架構級別學習成效的要求。)

1. Operator's Quality Assurance Policy and Processes (Please provide a brief outline including but not limited to quality review / enhancement, programme monitoring and review^[17], feedback from students / graduates / employers / staff / External Examiners / External Advisor and others over the past two years, etc.)

營辦者的質素保證方針及程序 (請簡述如下: 過去兩年曾作出質素檢討/改進、課程監督及檢討^[17]、學員、畢業生、僱主、員工、校外(機構外)考試委員、顧問及其他人士對進修課程的意見等。)

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2. Quality Enhancement (Please state briefly the improvements made on the operator's initiative as well as follow-up actions taken on the basis of stakeholders' feedbacks.)

質素提升 (請簡述營辦者曾主動採取的改善措施, 及就持分者的意見, 如何作出跟進。)

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3. Learning Outcomes and QF Level Determination (Please state the mechanism for devising learning outcomes commensurate with the competency standards of respective QF Levels and how QF Level(s) is / are assigned to respective learning programmes.)

學習成效及資歷架構級別 (請簡述營辦者如何就進修課程制定能達到指定資歷架構級別要求的學習成效和如何訂定資歷架構級別。)

4. Student Records and Information Systems (Please state the operator's Information System including but not limited to student admission, registration and assessment records. Please provide samples of student records as well as evidence of the operator's quality assurance mechanisms and processes, e.g. meeting minutes, external examiners' reports, students' feedback, etc.)

學員記錄及資料管理 (請簡述營辦者的資料管理, 包括學員的入學、註冊及評核記錄。請附營辦者之學員記錄和質素保證工作的證明文件, 如會議記錄、校外 (機構外) 考試委員報告、學員意見等。)

D Programme Development and Management (This Section serves to illustrate how learning programmes are designed, developed and managed by the operator to meet the stated purpose, taking into account programme relevancy to the industry/ communities and the employers concerned as well as the competency standards prescribed for respective QF Levels in accordance with the Education Bureau's Generic Level Descriptors (GLD). Please state briefly how the operator design and develop its learning programmes, including but not limited to internal / external consultation and programme validation.)

丁 **課程發展及管理** (此部份資料, 旨在展示營辦者是否能設計、開發及管理切合行業或社會需要的進修課程, 符合僱主的期望和教育局的《資歷級別通用指標》相關能力級別的要求。請簡介如何設計及開發進修課程, 包括校內 / 外諮詢模式、開課前的課程審批等安排。)

E. Financial and Physical Resources (This Section serves to illustrate whether there are adequate financial and physical resources for the operator to sustain and develop its operation including but not limited to the delivery of the learning programmes that meet the quality assurance requirements and deliver learning outcomes commensurate with the competency standards of respective QF Level(s).)

戊 財務及資源 (此部份資料，旨在展示營辦者是否具備足夠的財務及資源以維持及發展其業務，並確保進修課程符合質素要求、並能達到指定資歷架構級別學習成效的要求。)

1. Physical Resources (Facility Information) (Please provide documentary evidence such as photos of teaching / training venues and facilities, tenancy agreement, venue booking confirmation note, floor plan, etc.)

資源（設施資料）（請附教學、培訓場地和設施的相片，租約、場地租用確認書、設施平面圖。）

Location and address of facility^ 設施的位置及地址^: _____

Room Serial No. 教室序號	Size (sq m) gross 建築面積 (平方米)	Size(sq m) net 實用面積 (平方米)	Seating capacity 容納人數	Type of room 教室種類#	Facilities equipped (model, no.) 教室設施 (型號)##	Facility opening hours 設施可供使用時間	Facility acquisition date 設施購買 / 租用日期	Facility replenishment due date (to be completed if the facility is owned by the operator) 預計設施更新日期 (只供自置者填寫)	Facility replenishment budget planned for due date (HK\$)(to be completed if the facility is owned by the operator) 設施更新預算(按更新日期計算)(港幣\$) (只供自置者填寫)
1									
2									
3									
4									
5									

^ Please use separate table(s) copied from the above to fill in information of other campus(es) if the operator has more than one.

若營辦者擁有多於一個教學、培訓場地，請把其他場地資料，填寫在複印表格。

Type of Room 教室種類

1=Lecture theatre 演講廳

2=Tutorial room 導修室

3=Computer laboratory 電腦室

4=Language laboratory 語言室

Others, e.g. workshop (please specify the type of workshops by filling in the blanks) 其他，如：實習室、工場等（請於空格內註明實習室類別）

Please state the specialist equipment/facilities available in respective rooms including the quantity and nature of the equipment.

請註明教室內特別設備/設施包括數量和種類。

Confidential 機密

Information provided in this page will only be reviewed by the Council and the Panel Chairman.

此部份資料，謹供評審局及評審小組主席檢視。

2. Financial Resources (Please provide documentary evidence including but not limited to audited accounts, tax returns, tax demand note, budgets, bank statement.)

財務（請附有關證明文件，如已核數財務報告、報稅表、稅單、財政預算、銀行月結單/存摺。）

	Current year - 2 ^[18] 本年 - 2 ^[18]	Current year - 1 ^[18] 本年 - 1 ^[18]	Current year 本年	Current year + 1 ^[18] 本年 + 1 ^[18]	Current year + 2 ^[18] 本年 + 2 ^[18]
Operator's Income 收入					
Tuition Fee 學費					
Others 其他					
Operator's Expenses 開支					
Staff Cost ^[19] 教職員成本 ^[19]					
Staff Development and Training Expenses ^[20] 教職員培訓開支 ^[20]					
Accommodation, Facility and Equipment ^[21] 場地、設施及設備 ^[21]					
Learning Support ^[22] e.g. Library, Materials for Practice 學習支援 ^[22] ，如：應用書籍、實習教材					
Others 其他					
Surplus/(Deficit) 盈利/(虧損)					
Total Student Number (Headcount) 總學員人數(按人頭計)					
Total Student Number (Full-time Equivalent) ^[23] 總學員人數(等同全日制人數) ^[23]					
Total Number. of Learning Programmes ^[24] 總進修課程數目 ^[24]					
Organisational Breakeven Student No. (FTE) ^[25] 達致收支平衡時最少學員人數(按等同全日制計) ^[25]					

F. Others (For brief elaboration of any other information about the operator which has not been reflected in the above but believed by the operator as contributing to accreditation consideration.)

己 其他（如上述資料，並未能全面反映營辦者的特色，營辦者可於本欄簡述以說明之，以作評審參考之用。）

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Part III Declaration

第三部份 聲明

I confirm that this Accreditation Form was completed for the purpose of accreditation by the HKCAAVQ under the relevant stage of the Four-stage QA Process.

茲證明本評審報表乃根據《四階段質素保證程序》的相關評審階段而填寫。

Signature (Authorised Representative of operator)
簽署（營辦者授權代表）

Date
日期

Name and Position of Authorised Representative
（授權代表姓名和職位）

Part IV Contact Information
第四部分 聯絡資料

Authorised Representative of operator 營辦者授權代表	Contact Person 營辦者聯絡人
Name 姓名	Name 姓名
Title (e.g. Mr, Ms, Dr) 稱謂(如: 先生/女士/博士)	Title (e.g. Mr, Ms, Dr) 稱謂(如: 先生/女士/博士)
Position 職位	Position 職位
Contact Phone No. 聯絡電話號碼	Contact Phone No. 聯絡電話號碼
Email 電郵	Email 電郵
Contact Address 聯絡地址	Contact Address 聯絡地址
Fax number 傳真號碼	Fax number 傳真號碼

Official use 此欄由本局填寫	Date	Subject Officer
Date of receipt of application		
First screening		
Request for further information		
1 st Panel meeting		
2 nd Panel meeting		
3 rd Panel meeting		
Meeting with operator		
On-site visit		
Accreditation Report		

Accreditation Evidence Attachment Form - Stage 1 Initial Evaluation

評審證明文件附表—初步評估（首階段）

Notes to Operators

營辦者須知

The onus of providing sufficient and appropriate documentary evidence for accreditation determination lies with the operators. The following list of documents is for reference and is not meant to be exhaustive nor does it imply that the operator must have all of the following documents. When preparing the accreditation documents, the operator is only expected to enclose what it has been using on a daily operational basis. As the operators are diverse in nature and operational mode, it is likely that some may have less written / printed documentation than others.

營辦者須為評審申請，提供充份和恰當的證明。由於營辦者的性質及營辦模式不盡相同，故各營辦者提供的評審文件或有出入，本附表只作參考之用。營辦者請按日常運作，提供相關的證明文件，亦可因應其營運模式，提供非本附表所列的證明文件。

To the HKCAAVQ:

致：香港學術及職業資歷評審局

We have attached the following accreditation documents in support of the claims put forth in the Accreditation Form - Stage 1 Initial Evaluation. The information provided serves as evidence on how we operate with effective administration, records and **information management** systems and procedures. With the help of such systems and procedures, we endeavour to ensure integrity, security, accuracy and currency of **student records**. We agree to fully co-operate with the HKCAAVQ or its representatives who may approach us direct for further information, clarification or verification for the purpose of the Four-stage QA Process.

本機構已填妥初步評估(首階段)之評審報表並附上下列文件，作申請初步評估(首階段)之用。透過提交的資料，證明本機構行政、記錄及資料管理皆具成效，並能確保學員記錄完整無缺、資料安全可靠、準確無訛、及時更新。本機構同意與評審局或其代表通力合作，提供所需資料；並於需要時，澄清或核實資料，以便進行《四階段質素保證程序》的相關評審工作。

	<u>Section Number in the Accreditation Form</u> 報表相關部分編號	<u>Nature of Document</u> 文件類別	<u>Serial Number of Attachment</u> 附件編號		<u>Section Number in the Accreditation Form</u> 報表相關部分編號	<u>Nature of Document</u> 文件類別	<u>Serial Number of Attachment</u> 附件編號
<input type="checkbox"/>	I	Latest Business Registration Certificate(s) 有效的商業登記證		<input type="checkbox"/>	II-B	Sample of staff appointment letters of different grades currently in force 現行使用不同職級員工的聘書樣本	
<input type="checkbox"/>	I	HK ID Card if the operator is a person 如營辦者為個人，香港身分證		<input type="checkbox"/>	II-B	Samples of staff recruitment advertisements of different grades 不同職級員工的招聘廣告樣本	
<input type="checkbox"/>	I	Proof of operating address, e.g. Tax Demand Note bearing the operating address 營辦地址證明，如附營辦地址的稅單		<input type="checkbox"/>	II-B	Samples of staff selection interview forms and record sheets 員工遴選面試表格及記錄樣本	
<input type="checkbox"/>	II-A	Evidence of the scope of operation and relevant training experience 營辦範疇和有關培訓經驗		<input type="checkbox"/>	II-B	Individual teachers' timetable for current year and the last year, if relevant 本年及去年的教學人員上課時間表，如適用	
<input type="checkbox"/>	II-A	Annual report / prospectus and any other marketing materials on the operator and its learning programmes 載有營辦者及進修課程的年報／課程手冊及其他推廣簡章		<input type="checkbox"/>	II-C	Quality Assurance Manual 質素保證手冊	
<input type="checkbox"/>	II-A	Current organisational chart 現有機構組織圖		<input type="checkbox"/>	II-C	Summary of feedbacks from students, graduates and employers including but not limited to teaching evaluation, analysis of overall satisfaction about the learning programmes for the past two years 過去兩年的學員、畢業生及僱主的意見撮要，包括但不限於教學評估和對進修課程的整體滿意程度分析	

	<u>Section Number in the Accreditation Form</u> 報表相關部分編號	<u>Nature of Document</u> 文件類別	<u>Serial Number of Attachment</u> 附件編號		<u>Section Number in the Accreditation Form</u> 報表相關部分編號	<u>Nature of Document</u> 文件類別	<u>Serial Number of Attachment</u> 附件編號
<input type="checkbox"/>	II-A	Terms of reference, membership composition and current members of various management, academic and quality assurance committees, rules of committee procedures, samples of agenda and notes of meetings 管理、學術及質素保證委員會之職權範圍、成員架構及現有成員名單、會議章程、議程及記錄的樣本		<input type="checkbox"/>	II-C	Forms for collecting feedbacks (e.g. students evaluation, teaching observation, external examiners' report, graduates and employers' survey forms, etc.) 收集意見表格 (如：學員意見調查表、觀課表、校外考試委員報告式樣、畢業生及僱主意見調查表格等)	
<input type="checkbox"/>	II-A	Business and marketing plans (coming 2 to 3 years) 未來兩年三年的業務及市場推廣計劃		<input type="checkbox"/>	II-D	Evidence of consultation (e.g. notes of meetings) with stakeholders during programme development, programme validation report 校內/外諮詢 (如會議記錄)、課程審批報告等，以作課程發展的證明	
<input type="checkbox"/>	II-B	CVs of Individual teachers/trainers and senior management and their job descriptions 培訓及教學人員和管理層的個人履歷表、工作說明		<input type="checkbox"/>	II-E	Facility replenishing plan and budget 設施更新計劃及財政預算	
<input type="checkbox"/>	II-B	Staff Handbook 員工手冊		<input type="checkbox"/>	II-E	Documented approval for the use of premises or facilities (e.g. lease agreement, venue booking confirmation note) 使用場地和設施的核准證明文件，如租約、場地租用確認書	
<input type="checkbox"/>		Others (please specify) 其他 (請說明)		<input type="checkbox"/>	II-E	Photos of teaching /training venues and facilities, floor plan 教學、培訓場地和設施的相片、設施平面圖	
<input type="checkbox"/>		Others (please specify) 其他 (請說明)		<input type="checkbox"/>	II-E	audited accounts, tax returns, tax demand note, budgets, bank statement 已核數財務報告、報稅表、稅單、財政預算、銀行月結單/ 存摺	

Signature (Authorised Representative of operator)
簽署 (營辦者授權代表)

Date
日期

Name and Position of Authorised Representative
(授權代表姓名和職位)

Remarks: Operators are requested to comply with the relevant legal requirements when submitting information that may be related to personal data.
註：營辦者如提供涉及他人資料時，請遵從相關法例的要求。

初步評估（首階段）評審報表說明
Explanatory Notes on the Accreditation Form for
Stage 1 Initial Evaluation

本說明旨在協助營辦者填寫評審報表並了解有關詞彙和概念。評審範疇、準則與程序，詳列於《四階段質素保證程序指引》。

These notes are to provide explanations on terms and concepts used in the relevant Accreditation Form. The areas for accreditation determination and processes are available in the Guidelines on Four-stage Quality Assurance (QA) Process.

第一部份 一般資料

Part I General Information

1. 本地進修課程——指以本港進修人士為對象的進修課程。須按《非本地高等及專業教育（規管）條例》（第 493 章）註冊或獲豁免註冊的進修課程除外。

Local Learning Programme – learning programmes that are implemented for learners of Hong Kong, with the exception of those required to be registered or exempted under Cap 493 Non-local Higher and Professional Education (Regulation) Ordinance.

2. 營辦者——指其業務的全部或部分包括營辦任何進修課程或進修課程的任何部分的人、學校、院校、組織或其他團體。

Operator – a person, school, institution, or organisation or other body, the whole or part of the business of which includes the operation of any learning programmes or any part of a learning programme.

3. 營辦地址——指用作舉行教學及培訓活動的場地。

Operating Address – the operating base where teaching and training activities normally take place.

第二部分 組織概況

Part II Organisational Profile

甲 組織管理

A Organisational Management

4. 營辦範疇——指所辦進修課程的數量、種類和級別，頒發的資歷，對象學員的數量和水平，各級別平均課程長度及所服務的行業和學科範疇。如營辦發展和管理過去曾作重大修訂，可稍作交代。教育服務和

與教育有關的活動，也可視為營辦範圍，如：機構內部培訓、論壇、研討會及為有關行業提供的顧問及營運服務等。

Scope of Operation – the quantity, nature, levels of learning programmes run by the operator, the qualifications awarded, the target students in terms of quality and quantity, average programme length for courses at respective QF Levels, and the sector(s) / industry(ies) / academic discipline(s) that the operator serves. Significant changes introduced over the years having an impact on the operation's development and management should also be highlighted. Other educational services as well as businesses run by the operator may also be included here. These can be commissioned in-house training, forums, seminars, consultancy service to the industry, etc.

5. 使命——指營辦者的營辦理念和目標。機構使命一般以使命宣言的形式出現，涵蓋機構的目標、當下的成就和未來發展的目的，以及其根本性質、價值觀和服務範疇。

Mission – the purpose and reason for the continuous being of the operator. Usually it is stated in mission statement(s) which explain why the operator exists, what it hopes to achieve now and in the future. The statement(s) should articulate the operator's essential nature, its value and its work.

6. 辦學宗旨——指營辦者所提供的教育活動和服務之目的和原則。

Educational Objectives – the goals of the educational activities and services provided by the operator.

7. 管治與管理——營辦者及其營運的規模均不盡相同，故此，營運管理的模式，往往因應具體操作的需要而發展。比如，部分營辦者，可能以一職多能、或是以團隊體制的形式，進行管治；另一些營辦者，可能以董事局為最高決策單位，負責領導機構發展和營運；並設置委員會機制，統籌及協調多個職能範疇。儘管各營辦者所採取的管理方針或有不同，但一般都會清晰闡述其目標、政策、執行政序及各員工、團隊和委員會的職責、職銜、職權範圍、角色和從屬關係等。部分營辦者或選擇以機構組織圖、職責表和職權範圍細則，作為其闡述工具。

Governance and Management – operators vary in size and scale of operation. They may manage their operation differently. Some operators may have only a few staff members, with each of them responsible for quite a number of functional duties. Other educational / training operators may have the functional areas looked after by teams of staff members, each responsible for specific function. Some other organisations may be overseen by Board of Directors, which is supported by committees that co-ordinate a number of functional areas. Whichever management approach(es) that an operator adopts, the roles and scopes of duties are usually explicitly defined, and its policies, procedures and goals stated. Some operators may choose to present such concepts via organisational charts and duty lists / terms of reference where the lines of authority, and relationships between committees/teams and titles of committees/jobs are stated and duties defined.

乙 人事體制及教職員培訓

B Staffing and Staff Development

8. 教職員編制——營辦者因應不同層面的職能而作的人手調配安排。

Staffing Structure – the way human resources are organised according to functional tasks at different levels.

9. 職級——按職務類別的等級分類，如：培訓職務的助理培訓主任／培訓主任／高級培訓主任／首席培訓主任；管理職務中之助理經理／經理／高級經理／助理總監／副總監／總監；其他行政、技術支援職務中之實習室技術員、高級實習室技術員、會計主任、高級會計主任等。

Grade – the functional grouping of staff members in the organisation by level, e.g. assistant trainer / trainer / senior trainer / chief trainer in the training line; assistant manager, manager, senior manager, assistant director, deputy director, director in the management line; laboratory assistant, senior laboratory assistant, accountant, senior accountant in the administrative / technical support line.

10. 職位名稱——營辦者賦予僱員的正式職銜，如：市務經理、首席培訓主任（美髮）、校務主任（中心管理）、圖書館長等。

Position – the official title that the operator assigns to its employees, e.g. Marketing Manager, Chief Training Officer (Hairdressing), School Administrative Officer (Centre Management), Librarian, etc.

11. 聘任條款——

全職—— 一般指在任期間工時不少於每周 35 小時。

兼職—— 一般指以時薪或個別項目酬金形式聘請的僱員。就本評審報表而言，如工時只佔全職工時某一百分比的月薪僱員，則視為兼職員工。

Terms of Appointment –

FT – full-time which normally refers to appointment of service for not less than 35 hours a week during the period of employment.

PT – part-time which when referred to as appointment of service will normally be associated with service remuneration calculated on an hourly or project basis. For the purpose of this Accreditation, staff engaged on fractional appointment (i.e. a % of the full-time appointment which usually is < 100% and remunerated on monthly payment) is reported as part-time staff..

12. 教職員培訓活動——為教職員提供的培訓，促進個人或專業發展，讓員工發揮潛能，提高營辦者的整體營運質素。

Staff Development and Training Activities - learning opportunities provided to staff members to facilitate personal and professional growth to enable them to achieve their potential and contribute to the quality operation and overall effectiveness of the operator.

13. 過去兩年——指本年之前兩年。本年意指營辦者遞交評審報表的年度，年度周期因應營辦者制定的營辦年份而定，可以是曆年、財政年度或學年。例如：若某營辦者的年度周期起始於每年 4 月，而遞交本報表的日期為 2008 年 5 月 31 日，本年度即指 2008 年 4 月 1 日至 2009 年 3 月 31 日。

Last Two Years – this refers to the two years before the current year. Current Year is the calendar / financial / academic year (as adopted by the operator for operating the learning programmes) during which the operator submits the Accreditation Form for the QA Process. For example, if the calendar / financial / academic year of your school starts on 1 April every year and you submitted the Form for QA Process on 31 May 2008, the current year refers to the period from 1 April 2008 to 31 March 2009.

14. 教職員培訓計劃——未來兩年內，為配合營辦者整體發展而規劃的教職員培訓活動大綱和有關財政預算。

Staff Development Plan – An outline of the budget allocated for staff development in the coming two years after the current year, the training and development activities planned / to be encouraged for this period so as to contribute to the overall development of the operator.

15. 流失率——以全職培訓和教學人員為基準，去年離職和總教員的比率。計算方法如下：去年離職的全職培訓和教學人員人數除以年底全職總培訓和教學人員名額（包括在任和空缺數目）。例如：若 2008 年 3 月 31 日在任的全職培訓和教學人員人數為 10 人，而空缺人數為 3 人，而 2007 年 4 月 1 日至 2008 年 3 月 31 日期間共 4 位全職培訓和教學人員離職，則全職培訓和教學人員的流失率為 $4/(10+3) = 31\%$ 。全職培訓和教學人員包括負責策劃、管理、監督、教授及評核進修課程的人員，如培訓主任、教師、課程主任等。

Staff Turnover Rate – the rate of full-time academic staff who left the operator last year. This is calculated as follows: dividing the number of full-time academic staff who left the operator during the last year by the sum of the full-time academic staff in post and the vacancy at the end of the last year. For example, if the full-time (FT) academic staff (i.e. employees engaged in the planning, management, monitoring, delivery and assessment of the learning programmes, e.g. trainers / teachers / programme leader, etc.) in post on 31 March 2008 was 10 and the vacancy was three while during the period between 1 April 2007 and 31 March 2008 four full-time academic staff members left, the turnover rate for FT academic staff is $4/(10+3) = 31\%$.

16. 跟進工作——如營辦者認為所申報的流失率較高，則可註明曾採取的補救方法。

Follow-up Actions – a statement on the action(s), if any, taken by the operator to cut down on the turnover rate if it is considered high by the operator.

丙 質素保證

C Quality Assurance

17. 課程監督及檢討——管理機制和收集意見的程序，從而讓營辦者衡量進修課程之管理、教授、監督及檢討的工作，是否運作良好。如有需要，透過該程序，營辦者可為進修課程作課程修訂，以確保進修課程與時並進，緊貼行業和社會的發展步伐。

Programme Monitoring and Review - the management mechanism and processes to collect feedback and to understand how well the learning programme is managed, delivered, monitored and reviewed. If necessary, the process may lead to revision of the learning programme to maintain its currency for the relevant industry / sector / community.

戊 財務及資源

E Financial and Physical Resources

18. 本年-2 ——指本年之前兩年。同樣地，本年-1、本年+1及本年+2則分別指本年之前一年、本年之後一年及本年之後兩年。

Current Year -2 – this refers to the two years before the current year. By the same token, current year -1, current year +1 and +2 are one year before the current year, one and two years after the current year respectively.

19. 教職員成本——指用作聘任全職及兼職教職員的開支，包括薪酬福利、津貼、花紅、強積金、約滿酬金或其他有關支出、僱員補償保險費、終止僱傭合約時支付款項及遣散費等。用於非員工的支出除外。Staff Cost – expenses spent on staff appointment for both full-time and part-time staff. This includes remuneration, benefits package, allowances, bonus payment, MPF, gratuity payment or other equivalent expenses, insurance expenses on employees' compensation, termination expenses and severance payment, etc. Expenses on service providers not engaged as employees of the operator shall not be counted as staff cost.

20. 教職員培訓開支——指用作教職員培訓計劃的所有有關開支，如：員工進修學費、教職員參與研討會、交流等費用，包括會費、航空交通費及酒店住宿費用、交通津貼等、由營辦者為員工支付的專業會籍費用、機構內部培訓開支、教職員進修期間聘任代課教員的酬金等。

Staff Development and Training Expenses – all expenses spent on staff development and training under the operator's Staff Development Scheme, e.g. conference fee, air passage and hotel accommodation, traveling allowance for staff members to participate in conference and staff exchanges; course fee, professional membership fee paid by the operator on behalf of the employees; expenses arising from in-house training; remuneration to substitute teacher to leave relieve staff members on study leave, etc.

21. 場地、設施及設備——購買、租用、維修及更新營辦者的場地、設施及設備的支出。可包括用作興建或購買校舍的政府／銀行借貸還款、校舍租金、租用／購買設施費用、更新校舍／維修設施／設備等成本。

Accommodation, Facility and Equipment – expenses spent on the acquisition, lease, maintenance and upgrading of the accommodation, facility and equipment of the operator. This may include loan repayment to the Government / bank for building / purchase of campus premises, rental for the use of campus premises, cost of hiring / purchasing facility and equipment, cost of refurbishing campus site / maintaining the facility / equipment in usable state and cost of upgrading the facility and equipment to make them current.

22. 學習支援——指用作支援學員參與學習活動的開支，如：教材費、印製講義費用、由營辦者支付的實習／實驗物料和促進學員準備習作／作品的印刷／多媒體材料／其他物料費用、添置應用書籍及戶外研習等使費。

Learning Support – expenses spent on providing support to students in their learning activities, e.g. teaching materials, materials for workshop / laboratory practice, cost of printing handouts, cost of printing / multimedia materials / other materials born by the operator to facilitate students' submission of assignment / portfolio, expenses on books and reading materials, expenses on field trip born by the operator, etc.

23. 等同全日制人數——把按人頭計算的兼讀學員人數，換算成爲全日制人數。換算方式，一般由營辦者自行擬定，惟對所選轉換系數，須能作合理解釋。等同全日制人數的計算方法爲，每一進修課程的概念學時，除以 1200 學時¹（此乃全日制進修課程一年的概念學時），乘以學員人數。例如：若受評進修課程的總概念學時爲 120 小時，而兼讀學員人數爲 30 人，該進修課程的等同全日制學員人數爲 $120/1200 \times 30 = 3$ 人。如把此換算方式應用在兼職教員／培訓導師的人數方面，則以同等職級的全職教員／培訓導師的每周教學時數爲基準。例如：若一個兼職教員／培訓導師的任教時數爲每周 6 小時，而全職教員／培訓導師的教學工作量爲每周 24 小時，則該兼職教員／培訓導師等同 $6/24$ 名全職教員／培訓導師。

FTE - full-time equivalent. This is for estimating the number of part-time students in terms of full-time headcount. Normally the estimation is done by adopting a conversion factor as reasonably defined by the operator. The FTE conversion factor is calculated by dividing the notional learning hours of the part-time learning programme by 1200 notional learning hours¹ (i.e. the notional hours for a one-year full-time learning programme). For example, if the learning programme submitted for accreditation consists of 120 notional learning hours and has 30 part-time students, its student number in FTE = $120/1200 \times 30 = 3$. When calculating the FTE of part-time teachers / trainers, the weekly teaching load of full-time teachers at the same rank will be used as the denominator. For example, if a part-time trainer is engaged to facilitate workshops of 6 hours a week whereas a full-time trainer at the same rank is normally expected to run similar types of workshops of 24 hours a week, one part-time trainer is equal to $6/24$ of a full-time trainer.

¹指成功修畢進修課程後，一般學員所需的學時，包括自修時數。就一般學員而言，指學習時數每年不少於 1200 小時的進修課程（即假設每年兩學期，每學期爲 15 星期，每星期不少於 40 小時的學習）

This is the hours of study of an average student spends on learning for the satisfactory completion of the learning programme, including self study hours. 1200 hours is derived on the assumption that the student spends 40 hours a week over 15 weeks per semester for two semesters a year.

24. 進修課程數目——指營辦者於申報年期，成功開辦的進修課程數目。

Number of Learning Programmes – the number of all the learning programmes successfully started by the operator in the reporting periods.

25. 達致收支平衡時最少學員人數(按等同全日制計)——指營辦者達致收支平衡時的總學員人數(按等同全日制計)。

Organisational Breakeven Student Number (FTE) - the FTE number of students required for the operator to run its operation with a balanced budget.