

Guide for Preparing Accreditation Document

Appendix 4(a)

Stage 1 – Initial Evaluation

To complete *Initial Evaluation* (IE) successfully, operators have to demonstrate that they have attained the threshold standard of IE in the four areas enumerated below. According to the guiding principle of ‘fitness for purpose’, the operators may demonstrate that they are meeting the standards by a variety of evidences submitted in the accreditation document.

a. Organisational Management

Operators’ management including structure and processes and quality assurance arrangements must be sufficient to manage their operations.

Operators may demonstrate that through:

- a) their legal status, mission, aims and objectives are appropriate to the delivery of their learning programmes;
- b) they have educational, quality assurance and resource allocation policies that are related to their mission, aims and objectives and are appropriate for their size and scope;
- c) they have effective systems in place to monitor the implementation of their policies and the performance of their programmes; and
- d) they have complied with all statutory requirements of the Government necessary for the conduct of learning programmes at their proposed QF level/s.

Possible documentary evidence:

- Evidence of legal status, such as a business, a company, an association or a statutory body
- Evidence of Post Secondary Colleges Ordinance (Cap 320) registration in case of operator wishing to offer degree granting awards at QF level 5 or above,.
- Mission statement and educational objectives
- Current organisational chart showing the structure, names of staff, positions and lines of responsibility
- Terms of reference, membership composition and current members of the management group
- Educational, quality assurance and resource allocation policies

b. Staffing and Staff Development

Operators must have adequate teaching and supporting staff with the qualities, competence, qualifications and experience necessary for the effective delivery of their programmes.

Operators may demonstrate that through:

- a) they engage capable teaching staff with appropriate academic, vocational or professional qualifications and occupational experience for their learning programmes;
- b) they have adequate and competent staff to support their educational functions

- and services; and
- c) they have a fair and transparent human resources system including policies such as appointment, appraisal, promotion and termination.

Possible documentary evidence:

- Staff manual
- Indication of anticipated staff-to-student ratios for the planned teaching and learning activities.
- Policies and plans for staff development

c. Financial and Physical Resources

Operators must have adequate financial and physical resources for the delivery of their programmes.

Operators may demonstrate that through:

- a) they have sound financial policies and practices supported by sufficient financial resources to ensure that students admitted to a learning programme will be fully supported until completion of their studies; and
- b) they have suitable teaching facilities, such as seminar rooms, workshops, laboratories and other instructional facilities for the planned modes of delivery.

Possible documentary evidence:

- Audited accounts, tax return and tax demand note, budget and bank statements
- Description of accommodation and teaching facilities
- Documented approval for the use of premises or facilities which fully comply with statutory requirements of the Government

d. Quality Assurance (including Programme Development and Management)

Operators must (i) develop learning programmes by addressing the needs of the community, employees and employers and aligning them with the GLD of QF; and (ii) monitor and review the performance of all their programmes on an ongoing basis to ensure that the programmes remain current and valid and that the learning outcomes, teaching and learning activities and student assessments are effective.

Operators may demonstrate that through:

- a) they accurately identify the market need for the programme and prospective student groups;
- b) They undertake consultation with and seek feedback from relevant professional and industry bodies, community groups, student groups and academics;
- c) they set learning outcomes at appropriate QF levels and match them to appropriate standards;
- d) they have in place effective arrangements for regularly monitoring and reviewing the performance of all their programmes;
- e) they ensure that student assessment is valid, reliable, and effective; and
- f) they identify areas for improvement, take actions and make improvements.

Possible documentary evidence:

- A written description or procedure for developing and approving learning programmes
- Terms of reference and membership of relevant external committees or advisory bodies involved in the development, monitoring and review of the learning programmes
- Membership of the management group and the internal committees involved in the development, monitoring and review of the learning programmes
- Copies of quality assurance and continuous improvement policies and procedures
- Details of relevant bodies and individuals consulted during the development of the programmes