



Programme Validation – Self-evaluation Checklist

The purpose of accreditation is to demonstrate that you are a quality operator who is committed to improving the quality of your training operation. Meeting the accreditation standards is the best way that you can go about ensuring it. We invite you to embark on the quality journey to become an accredited operator.

Complete the following self-evaluation checklist before Programme Validation. The checklist helps you to evaluate the extent to which your organisation meets the HKCAAVQ's accreditation standards. If you have any questions about the checklist, please call 3658-0120. If you wish to know how to improve your systems and practices, please visit www.hkcaavq.edu.hk for information on our next workshop for operators.

(1) Programme Objectives and Learning Outcomes	Yes √	No X
The following questions help you assess how your programme objectives address industry, education, legislative or community needs, and whether the learning outcomes of the programme match relevant Generic Level Descriptors (GLD) of relevant QF level(s).		
(a) Do the learning outcomes of the programme and individual modules reflect the training programme objectives?	<input type="checkbox"/>	<input type="checkbox"/>
(b) Is the programme set at the right QF level, according to the GLD?	<input type="checkbox"/>	<input type="checkbox"/>
(2) Programme Content and Structure	Yes √	No X
The following questions help you assess the programme's coherence and effectiveness in enabling learners to achieve the stated learning outcomes and the required QF standards.		
(a) When you developed the programme, did you do the following: (i) allocate sufficient training hours for the training programme (ii) strike a reasonable balance between knowledge and practice (iii) [For SCS-based courses] a. ensure the modules are consistent with the four guidelines of the "Qualifications Guidelines for SCS-based Courses" (http://www.hkqf.gov.hk/guie/SCS_SCS-based.asp) b. assign QF credits and QF level to non-SCS-based modules c. assign work placement with appropriate QF credits	<input type="checkbox"/>	<input type="checkbox"/>
(b) Do any self-study arrangements help learners achieve the intended learning outcomes (if applicable)?	<input type="checkbox"/>	<input type="checkbox"/>
The following questions help you assess how up-to-date the content is so as to help learners acquire job knowledge, skills and work attitudes.		
(c) Is the programme content in line with the programme objectives and contemporary industry standards?	<input type="checkbox"/>	<input type="checkbox"/>
(d) Is the programme content reviewed and updated?	<input type="checkbox"/>	<input type="checkbox"/>
(3) Training and Learning	Yes √	No X
The following questions help you assess how the training methodology is compatible with the programme objectives and appropriate to the learners' capabilities and learning needs.		
(a) Do training methods and learning activities help learners achieve the intended	<input type="checkbox"/>	<input type="checkbox"/>

learning outcomes?	<input type="checkbox"/>	<input type="checkbox"/>
(b) Is the instructor to learner ratio reasonable?	<input type="checkbox"/>	<input type="checkbox"/>
(c) Do you review training effectiveness regularly?	<input type="checkbox"/>	<input type="checkbox"/>
(d) If so, do you follow up?	<input type="checkbox"/>	<input type="checkbox"/>
The following questions help you assess how workplace attachments are structured and managed to meet the programme objectives.		
(e) Does the training plan for workplace attachments include the particular objectives, learning outcomes and activities?	<input type="checkbox"/>	<input type="checkbox"/>
(f) Are industry partners involved in monitoring learners' progress and evaluating the effectiveness of the placement?	<input type="checkbox"/>	<input type="checkbox"/>
(4) Learner Assessment	Yes √	No X
The following questions help you assess how valid and reliable learner assessments are in demonstrating learner's attainment at the claimed QF level(s).		
(a) Are the assessment arrangements able to test whether learners have attained competencies at the claimed QF level(s)?	<input type="checkbox"/>	<input type="checkbox"/>
(b) Do you have assessment criteria to ensure fairness and consistency in marking?	<input type="checkbox"/>	<input type="checkbox"/>
(5) Admission Requirements and Learner Selection	Yes √	No X
The following questions help you assess how admission requirements and selection criteria ensure that learners have the knowledge and skills to engage in the learning and achieve the intended learning outcomes.		
(a) Are admission requirements appropriately set?	<input type="checkbox"/>	<input type="checkbox"/>
(b) [For SCS-based programmes] Are specific requirements of relevant Units of Competencies stated clearly?	<input type="checkbox"/>	<input type="checkbox"/>
(c) Are the methods to select learners appropriate for the programme?	<input type="checkbox"/>	<input type="checkbox"/>
(6) Learner Support Services	Yes √	No X
The following questions help you assess how effectively learners are guided and supported to ensure the successful completion of the programme.		
(a) Are support services for learners appropriate for the programme?	<input type="checkbox"/>	<input type="checkbox"/>
(b) [For institutions offering formal education] Are counseling and student development services available?	<input type="checkbox"/>	<input type="checkbox"/>
(7) Staffing and Staff Development	Yes √	No X
The following questions help you assess the competencies, qualifications and experience of the staff.		
(a) Are staff appointment criteria appropriate and clear?	<input type="checkbox"/>	<input type="checkbox"/>
(b) Do your programme development staff and training staff have relevant: (i) qualifications, (ii) industry experience, (iii) training experience?	<input type="checkbox"/>	<input type="checkbox"/>
(c) Are your programme development staff able to apply their understanding of QF standards in programme design?	<input type="checkbox"/>	<input type="checkbox"/>
(d) Do your training staff have sufficient knowledge of QF standards and the intended learning outcomes of the programme they teach?	<input type="checkbox"/>	<input type="checkbox"/>
(e) Do you evaluate staff performance?	<input type="checkbox"/>	<input type="checkbox"/>
(f) If so, are the results recorded and followed-up on?	<input type="checkbox"/>	<input type="checkbox"/>
(g) Do you monitor the staff turnover rate to ensure a stable supply of competent training staff?	<input type="checkbox"/>	<input type="checkbox"/>

(h) Do you have any policies/practices to ensure that the competencies, skills and knowledge of your training staff are up-to-date?	<input type="checkbox"/>	<input type="checkbox"/>
(8) Programme Development, Management and Review	Yes √	No X
The following questions help you assess whether your mechanism(s) ensure(s) that programmes meet community/industry needs and QF standards.		
(a) Do you consult with external parties to ensure that the programme meets community/industry needs?	<input type="checkbox"/>	<input type="checkbox"/>
(b) If so, do you have any records of this?	<input type="checkbox"/>	<input type="checkbox"/>
(c) Do you have guidelines and/or procedures to ensure that your programmes are set at appropriate QF level(s)?	<input type="checkbox"/>	<input type="checkbox"/>
The following questions help you assess your planning, approval, monitoring and evaluation procedures and how you ensure that the programmes remain current, valid and effective in meeting their training objectives.		
(d) Do you document the results and recommendations of programme review and follow up on them?	<input type="checkbox"/>	<input type="checkbox"/>
(e) Do you consider the following when reviewing the programme: <ul style="list-style-type: none"> • drop-out rate • graduation rate • attendance rate • level of learner/graduate satisfaction? 	<input type="checkbox"/>	<input type="checkbox"/>
(f) [For institutions offering formal education] Do you consider the following when reviewing your programme(s): <ul style="list-style-type: none"> • satisfaction of employers • success of graduates in advanced studies • success of graduates in gaining other certifications • employment rate of graduates? 	<input type="checkbox"/>	<input type="checkbox"/>
(g) Have you appropriately involved programme development and training staff in the following: <ul style="list-style-type: none"> • selecting training materials • developing and monitoring the programme • revising the curriculum? 	<input type="checkbox"/>	<input type="checkbox"/>
(h) Is programme development contracted out to a third party? If so, do you have agreements and a contingency plan to ensure the smooth running of the programme?	<input type="checkbox"/>	<input type="checkbox"/>
(9) Financial and Physical Resources	Yes √	No X
The following questions help you assess whether you are financially viable to operate the programme.		
(a) Do you have a budget for the programme?	<input type="checkbox"/>	<input type="checkbox"/>
(b) [For programmes that are not self-sustainable] Do you have solid financial projections and business plans to achieve a stable source of income?	<input type="checkbox"/>	<input type="checkbox"/>
(c) [For organisations receiving financial support] Do you have a record of arrangement and financial transactions for the past two years?	<input type="checkbox"/>	<input type="checkbox"/>
The following questions help you assess the adequacy of training materials, equipment and facilities.		
(d) Are your physical resources, including facilities and equipment, adequate for your programme?	<input type="checkbox"/>	<input type="checkbox"/>
(e) [For programmes where training materials, equipment and facilities are provided by a third party] Have you formally agreed with the third party to make all necessary resources available and accessible to the learners?	<input type="checkbox"/>	<input type="checkbox"/>

(10) Learner Records and Information Management	Yes √	No X
The following questions help you assess how you protect the confidentiality of learner records and management information.		
(a) Do you have any policies or guidelines to protect learner records?	<input type="checkbox"/>	<input type="checkbox"/>
(b) Do you have any policy on how long you keep learners' records?	<input type="checkbox"/>	<input type="checkbox"/>

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