



## Criteria and Standards for Programme Validation

There are altogether 17 standards under 10 criteria for **Programme Validation**. They are:

Criteria	Standards
<b>1. Programme Objectives and Learning Outcomes</b>	1.1 The programme has competency-based learning outcomes which: <ul style="list-style-type: none"><li>are consistent with the Generic Level Descriptors (GLD) of the relevant QF qualification level and</li><li>reflect the stated programme objectives.</li></ul>
<b>2. Programme Content and Structure</b>	2.1 The design of the programme enables learners to achieve the stated learning outcomes and the required QF standards. 2.2 The programme provides up-to-date contents to meet the programme objectives.
<b>3. Training and Learning</b>	3.1 Training methodology is compatible with the programme objectives and appropriate to the learners' capabilities and learning needs. 3.2 Workplace attachment, if applicable, is structured and managed to meet the programme objectives.
<b>4. Learner Assessment</b>	4.1 Learner assessment is valid and reliable to assess the learner's attainment of the intended learning outcomes.
<b>5. Admission Requirements and Learner Selection</b>	5.1 Admission requirements and selection criteria ensure learners have the knowledge and skills to undertake the training activities and achieve the intended learning outcomes.
<b>6. Learner Support Services</b>	6.1 Learners are effectively guided and supported throughout their course of training to ensure the successful completion of the programme.
<b>7. Staffing and Staff Development</b>	7.1 Programme development and training staff have relevant qualifications, industry experience, and training experience. 7.2 Programme development and training staff have understanding of QF levels and QF standards.

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	7.3 The skills and knowledge of training staff are up-to-date.
<b>8. Programme Development, Management and Review</b>	<p>8.1 The operator develops programmes addressing community/industry needs.</p> <p>8.2 The programme is continuously evaluated to ensure its content, learning outcomes and assessments are current, valid and effective in meeting the programme objectives.</p> <p>8.3 Roles of staff in developing, managing and reviewing of the programme are clearly defined.</p>
<b>9. Financial and Physical Resources</b>	<p>9.1 The programme is financially viable.</p> <p>9.2 Training materials, equipment and facilities are adequate and appropriate.</p>
<b>10. Learner Records and Information Management</b>	10.1 Learner records are safely protected based on written procedures.

To help your preparation, we list below the possible sources of evidence under each standard. You may wish to submit additional evidence if you think that will help the Panel better understand your organisation's situation.

<b>Criteria and Standards</b>	<b>Possible sources of evidence</b>
<b>1. Programme Objectives and Learning Outcomes</b>	
1.1 The programme has the competency-based learning outcomes which (1) are consistent with the Generic Level Descriptors (GLD) of the relevant QF qualification level and (2) reflect the stated programme objectives	<p>1.1.1 Intended learning outcomes are developed for the programme and individual modules. The outcomes are aligned with the programme objectives and the relevant GLD intended for the programme/individual modules</p> <p>1.1.2 [For SCS-based programmes] Intended learning outcomes for the programme and individual modules are developed according to the Qualifications Guidelines.</p>
<b>2. Programme Content and Structure</b>	
2.1 The programme enables learners to achieve the stated learning outcomes and the required QF standards	<p>2.1.1 Curriculum outlines of the individual modules demonstrate that:</p> <ul style="list-style-type: none"> <li>(a) the sequencing and study hours are appropriate to the subject matter</li> <li>(b) pre-requisites or co-requisites are stated where appropriate</li> <li>(c) advanced level modules build on concepts covered in lower level modules</li> <li>(d) the programme achieves reasonable balance between practical application of “how” and conceptual application of “why” where appropriate</li> <li>(e) for programmes which lead to certification, licensing, or registration which are mandatory for employment in a specific career field, the curricula contain the necessary course work to enable learners to develop the necessary skills and competencies</li> <li>(f) [For SCS-based programmes] The programmes are based on the relevant UoCs according to the “Qualifications Guidelines”. Where certain modules are not SCS-based, they are also given credits and developed according to the GLD of relevant QF level.</li> </ul> <p>2.1.2 Where applicable, appropriate balance between contact hours and self-study is achieved according to the nature of the programme. Self-study arrangements enable learners to achieve the intended learning outcomes.</p>
2.2 The programme provides up-to-date contents to meet the programme objectives.	<p>2.2.1 Training materials demonstrate that the programme content is reflective of the programme objectives and consistent with contemporary industry standards.</p> <p>2.2.2 Arrangements for programme content review and updating.</p>

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<b>3. Training and Learning</b>	
<p>3.1 Training methodology is compatible with the programme objectives and appropriate to the learners' capabilities and learning needs.</p>	<p>3.1.1 Training methods and learning activities used in individual courses lead to the achievement of the intended learning outcomes.</p> <p>3.1.2 Training staff to learner ratio for individual programmes shows that the ratio is reasonable in keeping with generally accepted delivery modes and programme content.</p> <p>3.1.3 Module outlines, training plans and competency tests of modules at major and exit levels demonstrate that training in groups, laboratories, and workplace etc is effectively organised.</p>
<p>3.2 Workplace attachment, if applicable, is structured and managed to meet the programme objectives.</p>	<p>3.2.1 Training plan for learners in workplace attachment includes the particular objectives, learning outcomes, and experiences for the learners.</p> <p>3.2.2 Evidence showing that the operator collaborates with the industry partners to monitor the progress of the learners and evaluate the effectiveness of the workplace attachment.</p>
<b>4. Learner Assessment</b>	
<p>4.1 Learner assessment is valid and reliable to assess the learner's attainment of the intended learning outcomes</p>	<p>4.1.1 Assessment plan shows that assessments are appropriate to the programme objectives and the nature of the programmes to ensure that learners achieve the intended learning outcomes.</p> <p>4.1.2 Samples of assessment, completed tests (testing knowledge and concepts), and graded assignments / projects / portfolios, practice tests (assessing practice and application skills) together with associated assessment criteria.</p>
<b>5. Admission Requirements and Learner Selection</b>	
<p>5.1 Admission requirements and selection criteria ensure learners have the knowledge and skills to undertake the training activities and achieve the intended learning outcomes.</p>	<p>5.1.1 Requirements on prior learning (including languages, numeracy etc, as appropriate), technical/practical skills, years of relevant work experience. Sample application form and records.</p> <p>5.1.2 [For SCS-based programmes] The specific requirements (e.g. prior knowledge, pre-requisites or co-requisites), if any, stated in the relevant UoC(s).</p> <p>5.1.3 Records showing different means of learner selection, e.g. interview, skills tests.</p>
<b>6. Learner Support Services</b>	
<p>6.1 Learners are effectively guided and supported throughout their course of training to ensure the successful</p>	<p>6.1.1 Information on learner support services, including services for advising on progression and employment opportunities where relevant.</p>

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completion of the programme.	6.1.2 Where applicable, information on counselling and learner development services.
<b>7. Staffing and Staff Development</b>	
7.1 Programme development and training staff have relevant qualifications, industry experience, and training experience.	7.1.1 Appointment criteria for different positions (management, training and administrative staff). 7.1.2 A list of the relevant training staff and CV on relevant qualification, industry experience and training experience.
7.2 Programme development and training staff have understanding of QF levels and QF standards.	7.2.1 Evidence showing that the programme development staff can apply their understanding of the QF standards and that training staff are well aware of the intended learning outcomes and have understanding of QF levels to carry out their duties.
7.3 The skills and knowledge of training staff are up-to-date.	7.3.1 Relevant policies to ensure currency of staff skills/knowledge. A list of the activities attended by individual training staff.
<b>8. Programme Development, Management and Review</b>	
8.1 The operator develops programmes addressing community/industry needs.	8.1.1 Evidence showing that the operator has sought external input (e.g. industry stakeholders, employers, professional/subject experts) to address community/industry needs.
8.2 The programme is continuously evaluated to ensure its content, learning outcomes and assessments are current, valid and effective in meeting the programme objectives.	8.2.1 Evidence showing that the programmes are reviewed and monitored and feedback is documented and followed-up. 8.2.2 Evidence that the following information is gathered and considered in programme review: learner retention rate, graduation rate, attendance rate, and level of learner/graduate satisfaction. 8.2.3 [For operators offering formal education] Level of employer satisfaction, learner placement rate, graduate success in advanced studies, learner success in gaining other certifications, and graduate employment rate, where appropriate.
8.3 Roles of staff in developing, managing and reviewing of the programme are clearly defined.	8.3.1 Guidelines and/or other evidence that there is appropriate involvement of programme development and training staff in the following areas: programme development; selection of programme materials, equipment and other educational resources; evaluation and revision of the curriculum; and assessment of learners' learning outcomes.

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	<p>8.3.2 If the responsibility of programme development is contracted out to a third party: credentials of the other party, terms of agreement, and contingency plan that ensures the programme will not be adversely affected by contractual changes.</p>
<b>9. Financial and Physical Resources</b>	
<p>9.1 The programme is financially viable.</p>	<p>9.1.1 (1) Budget for the investment and running costs of the programmes, (2) tuition fees and (3) the breakeven number of learners, to demonstrate that the programme can be self-sustained.</p> <p>9.1.2 [If the programme is not self-sustainable]            (a) Information on how it is financed by other parties, e.g. documents on relevant financial arrangements in the past two years and agreement between parties, etc. The parent company's financial viability may need to be verified;            (b) Business projection with substantive evidence, stating how the organisation can generate stable income to meet its financial commitments.</p>
<p>9.2 Training materials, equipment and facilities are adequate and appropriate.</p>	<p>9.2.1 Inventory of physical resources relevant to the programme seeking accreditation.</p> <p>9.2.2 Where the training materials and equipment are provided under contract with an external organisation, contractual arrangements ensure the accessibility and availability of the equipment etc.</p>
<b>10. Learner Records and Information Management</b>	
<p>10.1 Learner records are safely protected based on written procedures.</p>	<p>10.1.1 Records showing (1) the kinds of learner records and (2) how these records are stored, e.g. use of storage devices, duplicate physical or digital records, security files, etc.</p> <p>10.1.2 Guidelines on access right to learner records.</p>