



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

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**GUIDELINES ON INSTITUTIONAL REVIEW**  
**FOR THE PURPOSE OF SEEKING CAP 320 REGISTRATION**

**Version 1.1**

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## LIST OF CONTENTS

<b>1. PREAMBLE .....</b>	<b>1</b>
<b>2. OVERVIEW OF THE ACCREDITATION PROCESS .....</b>	<b>2</b>
<b>2.1 GUIDING PRINCIPLES OF THE ACCREDITATION EXERCISE.....</b>	<b>2</b>
<b>2.2 TERMS OF REFERENCE AND SERVICE AGREEMENT .....</b>	<b>2</b>
<b>2.3 ACCREDITATION DOCUMENT .....</b>	<b>3</b>
<b>2.4 PREPARATION FOR ACCREDITATION .....</b>	<b>4</b>
<b>3. CRITERIA OF AN INSTITUTIONAL REVIEW.....</b>	<b>5</b>
<b>4. OUTCOME OF THE INSTITUTIONAL REVIEW.....</b>	<b>6</b>
<b>ANNEX 1: CRITERIA OF AN INSTITUTIONAL REVIEW .....</b>	<b>7</b>
<b>ANNEX 2: TEMPLATE FOR PREPARATION OF QUANTITATIVE INFORMATION .....</b>	<b>19</b>
<b>ANNEX 3: ACADEMIC REQUIREMENTS STIPULATED IN THE POST SECONDARY COLLEGES ORDINANCE (CAP 320) .....</b>	<b>20</b>

## 1. PREAMBLE

- 1.1 The Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) is established under the HKCAAVQ Ordinance (Chapter 1150) as a statutory body responsible for conducting accreditation activities generally or as authorized under any other local enactment. In particular the HKCAAVQ has the statutory powers to perform the roles of the Accreditation Authority and Qualifications Register (QR) Authority under the Qualifications Framework (QF) which was established by the Hong Kong SAR Government.
- 1.2 These Guidelines are developed for the use of educational institutions planning to undergo an Institutional Review (IR) exercise for the purpose of seeking registration status under the Post Secondary Colleges Ordinance (Cap 320) including the assumption of degree-granting status, i.e. to have its competences to operate programmes at bachelor's degree level while meeting the standards at QF level 5 in accordance with Schedule 3 of the Accreditation of Academic and Vocational Qualifications Ordinance reviewed.
- 1.3 These Guidelines are by no means exhaustive. The Guidelines also supersede any prior guidance notes, other guidelines or handbook that the HKCAAVQ or the former Hong Kong Council for Academic Accreditation (HKCAA) has published or issued previously regarding accreditation matters.
- 1.4 Accreditation work is done through a panel formed by the HKCAAVQ pursuant to the principle of 'peer review'. The panel will make reference to these Guidelines but will have the right to make judgments according to the panel members' expertise and the purpose of the accreditation and in accordance with the objectives of the institution under review.
- 1.5 Whilst the HKCAAVQ endeavours to ensure the accuracy of the information contained herein, the HKCAAVQ reserves the right to delete, suspend or edit all information at any time in its absolute discretion without giving any prior notice. To obtain the most up-to-date information, users may look up the electronic version of these Guidelines from the homepage of HKCAAVQ at [www.hkcaavq.edu.hk](http://www.hkcaavq.edu.hk).

## 2. OVERVIEW OF THE ACCREDITATION PROCESS

### 2.1 Guiding Principles of the Accreditation Exercise

2.1.1. *The HKCAAVQ* adopts the following four guiding principles for accreditation:

- Peer review
- Fitness for purpose
- Evidence-based
- Threshold standard

2.1.2 The principle of ‘Peer Review’ is to engage academic/professional experts who have the expertise and experience in institutional governance/management of academic institutions and/or quality assurance. The role of the panel is to assess the capability and capacity of the institutions, collect and evaluate evidence and form a judgment as to whether the institutions meet the required standards and stated aims. The HKCAAVQ has full authority in making decisions on the membership of the accreditation panel for a particular exercise, after seeking views from the institution concerned on any perceived conflict of interest of the potential panel members. The accreditation panel will include a HKCAAVQ professional staff member, in the capacity of member and secretary of the panel.

2.1.3 ‘Fitness for purpose’ means that institutions are accredited against threshold standards and based on their stated aims and objectives. As institutions are different in size, complexity in operation and scope of expertise, the accreditation process will take these differences into account.

2.1.4 The accreditation process is evidence-based. Accreditation decisions are to be made with reference to evidence provided by institutions to support their claim that they meet the threshold accreditation standards and their own objectives. Judgment will be made independently of any other previous accreditation determination made on the same institution.

2.1.5 The accreditation process is conducted based on threshold standards. This means that assessment is based on the minimum requirements as stipulated in the Post-secondary Colleges Ordinance (Cap 320) and the Post-secondary Colleges Regulations (Cap 320A), the institutional review criteria provided in section 3 of these Guidelines and the requirements in Schedule 3 (point 1) of the AAVQ Ordinance.

### 2.2 Terms of Reference and Service Agreement

2.2.1 The purpose and scope of an accreditation exercise is defined by the terms of reference as agreed between the institution and the HKCAAVQ and stipulated in a service agreement to be signed by both parties. For an institutional review (IR) exercise for Cap 320 registration, the purpose of the exercise is to assess

an institution's abilities to comply with the academic requirements for registration under Cap 320 (and Cap 320A) and to ascertain whether the institution has an overall academic environment suitable for the delivery of programmes at Bachelor's degree-level.

- 2.2.2 The IR exercise will call for substantial evidence from the institution which should demonstrate a high level of institutional maturity in the development and implementation of a sound institutional structure and processes, financial resource and academic planning, appropriate staffing and quality assurance mechanisms for the planning, delivery and continuous improvement of degree-level programmes.
- 2.2.3 The success of the institutions in gaining Cap 320 registration status is a prerequisite of their eligibility to offer degree-level programmes upon successful validation of the respective programmes. It is to be noted that the authority to grant Cap 320 registration status rests with the Government taking into account the HKCAAVQ accreditation report and other considerations as it deems necessary.
- 2.2.4 Institutions which have successfully gone through the IR for the afore-said purpose may submit individual degree programme proposals for validation by the HKCAAVQ and the validation process will be conducted in accordance with the HKCAAVQ Four-stage QA Model under the QF for which a separate set of guidelines have been prepared and is available on the HKCAAVQ website.
- 2.2.5 It is advisable for the institution to schedule the programme validation visit so that there is a sufficient time span (i.e. at least a month) between the on-site visit of the IR and the programme validation exercises. In the event that the outcome of the IR is negative, the institution may then have sufficient time to exercise the right as provided for in the service agreement signed for the programme validation to cancel the following programme validation on-site visit after the IR visit. It is however at the discretion of the institution whether if such a situation arises the programme validation visit should proceed as scheduled, having regard to the intrinsic value of the programme validation exercise to the institution for development purposes.

### 2.3 **Accreditation Document**

- 2.3.1 The institution should make reference to the terms of reference of the IR exercise and these Guidelines in preparing a comprehensive, self-contained and up-to-date accreditation document for the IR exercise.
- 2.3.2 The HKCAAVQ will conduct an initial screening to ascertain whether documentary evidence outlined in this set of Guidelines for the purpose of the IR exercise has been included in the accreditation document to enable the Panel to make the necessary assessment of the readiness of the institution to

proceed with the IR visit. If necessary and in the spirit to facilitate panel evaluation, the institution concerned may be requested to provide the missing information by a stipulated deadline before the Council proceeds with the further planning of the IR visit. The onus of information and evidence provision rests with the institution concerned.

- 2.3.3 The accreditation panel will conduct a preliminary examination of the accreditation document which will form the basis of the on-site accreditation visit(s) to the institution. If the panel, after the initial examination of the accreditation document, advises the HKCAAVQ that the information included in the document is insufficient and/or that the state of readiness of the institution is such that it is unlikely that it will be possible to conduct a meaningful accreditation exercise within the scope of the terms of the reference of the exercise, the HKCAAVQ may decide **not** to conduct the on-site visit as planned. Should this be the case, the accreditation exercise in question will be terminated. The HKCAAVQ will advise the institution on areas of deficiencies in the submission. In the eventuality of such a termination of accreditation service, the institution may submit an application for accreditation afresh when ready. That application will be considered as a new accreditation exercise which will be charged at the prevailing fee level to be stipulated in a separate service agreement.

## 2.4 Preparation for Accreditation

### Self-Evaluation

- 2.4.1 Accreditation is conducted by the HKCAAVQ on the assumption that the institution concerned is involved in a continuous process of self-evaluation. In preparation for accreditation, an institution should undertake an internal self-evaluation for the purpose of assessing its own readiness to meet the intended purpose of the exercise and undertaking any necessary reforms and changes to any aspects of institutional structure and processes, quality assurance or resource planning.
- 2.4.2 The process of self-evaluation should be a constructive one, and should enable the institution to identify its own strengths and weaknesses having regard to its intended purpose of seeking Cap 320 registration including the assumption of degree-granting status, and to formulate improvement plans for change and institute any necessary changes. The preparatory/self-evaluation stage can be shorter or longer depending on the circumstances of individual institution, its stage of readiness, the plans for programme development, and the internal procedures adopted etc. The higher the level of preparedness, the greater the benefit of accreditation process.
- 2.4.3 The institution's self-evaluation should be undertaken by the existing personnel of the institution, and with the input of external stakeholders as appropriate. It is, however, important that the process should involve not only

the senior management and senior members of staff but also other members of staff who will be affected by the changes brought about by the accreditation or the programme plans. It is also a good practice to involve advisers, students and other stakeholders such as employers in the self-evaluation.

### 3. CRITERIA OF AN INSTITUTIONAL REVIEW

- 3.1 In an institutional review for the purpose of Cap 320 including the assumption of degree-granting status, the HKCAAVQ is to determine whether the institution concerned has put in place a well-managed academic community, embracing all members of staff, guided by carefully formulated academic development plans, staffing and resource plans, replete with systematic and transparent processes including processes for the delivery and quality assurance of study programmes at bachelor's degree level and meeting QF standards at level 5.
- 3.2 The HKCAAVQ panel will *normally* consider the following criteria at the institutional level while making reference to the academic requirements under Cap 320 (see Annex 3), Cap 320A (<http://www.hklli.org/hk/legis/en/reg/320A/>) and Schedule 3 (point 1) in the AAVQ Ordinance:
- (i) Governance, Management and Institutional Structure
  - (ii) Academic Plans
  - (iii) Programme Approval, Monitoring and Review
  - (iv) Staffing
  - (v) Staff Development
  - (vi) Students Admission
  - (vii) Students Services and Student Records
  - (viii) Quality Assurance
  - (ix) Resources
- 3.3 Details of these criteria are in ANNEX 1. Institution should make reference to the 'Key Issues to be Considered' and 'Documentary Evidence' contained therein in preparing its accreditation document, bearing in mind that these may not be exhaustive. Institution may include other information as it deems relevant to the purpose the IR exercise.

#### 4. **OUTCOME OF THE INSTITUTIONAL REVIEW**

- 4.1 Having regard to the terms of reference of the review, the HKCAAVQ will consider the accreditation panel's recommendation and make a determination in respect of the institution's competency to be registered under Cap 320 and assume degree-granting status. The HKCAAVQ's determination will be one of the following:
- (i) The applied status is approved without any pre-conditions and/or requirements to be met by the institution; or
  - (ii) The validity of the above decision/recommendation should be subject to the fulfillment by the institution of certain pre-conditions and/or requirements; and the deadline for the fulfillment of each of the pre-condition and/or requirement; or
  - (iii) The applied status is not approved.
- 4.2 The HKCAAVQ's determination will be considered by the Education Bureau as the power of an institution to become a degree-granting institution under Cap 320 rests with the Chief Executive.
- 4.3 It is the responsibility of the institution to inform the HKCAAVQ of any significant changes which might have an impact on its competency to continue to meet the criteria for accreditation. In case of doubt, the institution should consult the HKCAAVQ on the need for seeking approval on substantial change(s) as soon as feasible.
- 4.4 Upon registration under Cap 320, it is also the responsibility of the institution to inform the Education Bureau of any substantial change which may affect the continued compliance of any registration requirements stated in Cap 320 or Cap 320A.



## ANNEX 1: CRITERIA OF AN INSTITUTIONAL REVIEW

Institutions should make reference to ‘Key Issues to be Considered’ and ‘Documentary Evidence’ contained herein, (bearing in mind that these may not be exhaustive) in preparing a self-contained accreditation document. The institutions may also include all other relevant document and information relevant to the terms of reference of the exercise. Template for preparation of some of the quantitative information is at ANNEX 2. The Accreditation Document should as a minimum include the ‘Documentary Evidence’ which is marked with a \* in this Annex.

### 1. Governance, Management, and Institutional Structure

The institution should have a governing body whose composition should have appropriate representation to ensure satisfactory academic and general standards and conduct; and the authority and duty to ensure that the mission of the institution is implemented. The governing body should be an active policy-making group which is ultimately responsible for making management and academic decisions, for ensuring sufficient resources for viable and sustainable development of the institution on an on-going basis.

#### Key Issues to be Considered

- What is the role of the institution in Hong Kong in terms of its mission/objective and philosophy?
- What are the structure of the governing body and its terms of references? Is the governing body effective in guiding the development of corporate, management and academic policies?
- Are there other senior management teams or committees responsible for the governance of the institution? What are the committees' terms of reference and composition? What are the policies to guide the operation of the institution?
- Are the management committees and boards properly accountable?
- Is the management structure effective?
- Does the institution have adequate processes for internal review?
- Are there appropriate management tools for decision-making?

✦                      ✦                      ✦

#### Documentary Evidence

- The regulations, statutes or other instruments that govern the institution.\*
- Institutional mission and vision statements and strategic plans) for the next 3 to 5 years\*.
- Annual reports (or other official publications) of the institution.\*
- Terms of reference, composition and membership of the governing bodies, the academic board and major committees responsible for academic/management/finance decisions.\*
- Minutes of regular meetings of the various governing groups/committees.
- Duty statements of the senior management/personnel.
- Procedures for appointment and dismissal of members of the governing body.

## 2. Academic Plans

The institution should have an appropriate academic plan as well as an operating plan and evaluation processes, which identify and integrate projected educational development and incorporate procedures for development of outcomes-based learning programmes in line with the QF, new work and organisational improvement.

### Key Issues to be Considered

- Are academic development plans guided by institutional philosophy or mission?
- Is there a systematic and integrated approach to academic and resource decisions?
- Is academic planning responsive to the changes in institutional profile and educational philosophy and vice versa?
- Are there opportunities for staff and students to contribute and participate in the evolution of academic plans?
- Are there mechanisms to allow input from the academic/professional community external to the institution?
- What strategies and mechanisms are in place to develop learning programmes at bachelor's degree level (relative to QF level 5).



### Documentary Evidence

- Academic plan for the next 3 to 5 years (detailed academic development proposals for the proposed programmes, including projected student intake, projected staffing and resource plans, projected sources of income).\*
- Long-term academic development plans (long term plans to develop into new areas, changes to level or nature of programmes in tandem with planned, changes to structure/governance/ financial basis of the institution etc).
- Information on the process in the formulation of academic plans, in particular how the academic planning process is augmented by resource planning.

### **3. Programme Approval, Monitoring and Review**

The institution should have well defined policies and academic regulations governing the approval of new programmes and the continuous monitoring and review of existing programmes. The mechanisms should ensure that the programmes will meet a community need and the intended outcome standards at appropriate QF levels and are subject to continuous review of their effectiveness. All stakeholders should have the opportunities to contribute and/or participate in the academic decision-making processes. These stakeholders include academic and non-academic staff of the institution, students, government administrators, associates from industry and professional bodies, external advisers and examiners, and the wider community.

#### Key Issues to be Considered

- What are the policies and procedures for programme approval, determination of outcome standards and QF level, monitoring, management and review?
- What are the processes to determine that the proposed programme will meet a community need?
- Through what means do the academic staff make a full contribution to the design and development of new course and programmes?
- What are the institutional policies on the structure and requirements of programmes?
- What are the processes for benchmarking the outcome standards of proposed programmes, including benchmarking against the QF Generic Level Descriptors (GLD)? How is the effectiveness of these processes being reviewed?



#### Documentary Evidence

- Institutional policy and procedures on programme design. (including structures, personnel & processes for approval/validation of programme proposal and mapping against the QF GLD)\*
- Academic policies and regulations relating to curriculum design (e.g. credit and weighting), assessment, progression, graduation, grading system, disciplinary actions and appeal mechanism.\*
- Institutional processes for the monitoring and review of programmes. (including the review of learning resources to support the delivery of the programmes)
- Processes in internal and external benchmarking of outcome standards of the programmes, including benchmarking against the QF GLD.
- Analysis to demonstrate that the proposed programmes serve a community need.
- Statements on roles/duties of departmental heads, course team leaders etc.
- Membership structure and terms of reference of advisory committees, external advisers.
- Evidence of the work of boards/committees/departments pertaining in particular to the planning of academic programmes, such as programme evaluation reports and minutes of meetings.

#### **4. Staffing**

The institution should have a clear staff employment and development policy readily accessible by existing and potential employees. It should also have a medium-term to long-term staffing plan that fits its current and planned purposes. There should be sufficient number of academic staff with appropriate qualifications and experience to provide effective teaching and educational services. Administrative, counseling and academic support staff should be adequate with appropriate background and qualifications teaching courses at degree level and to support the development of the institution and to ensure effective delivery of its educational services.

#### Key Issues to be Considered

- What are the staffing strategies of the institution and how do they support the attainment of the institution's strategic goals?
- Are there established mechanisms, criteria, and processes for the appointment, appraisal, and promotion of staff? Do these processes involve appropriate personnel at different levels? Are these mechanisms and criteria transparent to all staff?
- Is there an appropriate staffing structure with competitive remuneration package and terms of service to attract, retain and motivate qualified staff members?
- Is the staffing situation in the institution healthy and robust to sustain its present activities and long-term development?
- Are academic staff qualified and experienced to teach at degree level and / or higher education studies as appropriate?
- Is there appropriate academic leadership?
- Is there a sufficient pool of full-time staff to provide the appropriate level of teaching, tutoring and counselling for students?
- Is there a sound system to ensure the quality of part-time academic staff?
- What are the quality criteria for the teaching staff and how are they monitored and maintained?
- Are administrative, counseling and academic support staff qualified and experienced to meet its stated purposes?



#### Documentary Evidence

- Staffing plans for the coming three to five years in tandem with the institution's Strategic Plan and Academic Plan.\*
- Information on procedures and criteria for the appointment, appraisal, promotion and dismissal of staff. The membership and terms of reference of any boards/committees involved.

- Current and planned staff establishment (academic and administrative staff). Staff student ratio (for academic/teaching staff). Number and percentage of academic staff at different ranks holding higher (master/doctoral) degrees by discipline.
- Policy on teaching load in terms of assigned teaching duties, teaching duty weighting (e.g. any factor to account for new subjects taught in comparison with repeated subject teaching) and administrative/counseling/mentoring/student service responsibility. Actual teaching duty assignment to each academic staff by subject by programme and by level of study as well as their other responsibilities (including academic leadership) should also be included.
- Name list by post and current CVs of all academic staff (full-time and part-time) of the institution. The CVs should include qualifications, teaching and other work experience, publications and scholarly activities. \*
- Number and ratio of full-time and part-time academic staff and other staff. \*
- Remuneration and conditions of service of staff for each rank.
- List of administrative / support staff and their duty statements.
- Staff Handbook.\*

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Key Issues to be Considered

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## **6. Students Admission**

The institution should have published student admission policies on the conditions as to age and attainment of students qualifying for admission. The admission requirements should be in line with the relevant prevailing local admission requirements. These policies should be compatible with its stated purpose having regard to the maintenance of standard, facilities available and community needs.

### Key Issues to be Considered

- What are the admission requirements and what is the level of compliance with the admission requirements?
- How are the students selected for entry to the institution and programmes?
- How the resource support and community need have been taken into consideration with due regard in the student number projections for the proposed programmes?



### Documentary Evidence

- Student admission policy, detailing entry qualifications and language proficiency requirements, if any.\*
- Credit transfer and exemption policy (including policy on advanced standing and the rules governing the acceptance of prior qualifications).
- The process of student admission.
- Non-standard routes of entry and the allowable percentage of these.\*
- Planned student numbers of proposed programmes for the next 3 years.
- Remedial / bridging courses for students admitted through the non-standard routes of entry.

## **7. Students Services and Student Records**

The institution should have policies and regulations governing students' rights and responsibilities, and should have provision for student facilities/services, pastoral care and counselling services, as well as learning support.

### Key Issues to be Considered

- How are students guided in relation to their academic programmes and learning experience with the institution?
- What are the standards of student counselling, financial assistance, career advisory, and recreational and other communal facilities/services and life skills development?
- Are student records accurate, up-to-date and readily accessible to students and their advisers? Records should show clearly each student's academic requirements and the student's progress toward meeting those requirements.
- Are there adequate provisions being made for the encouragement of corporate and social life and for recreation?



### Documentary Evidence

- Description of facilities available for students including learning support and recreation facilities.
- Description of any pastoral guidance/counselling services.
- Description of the provisions and means to encourage corporate and social life of students and for recreation.
- Regulations on student discipline, appeal system etc.
- Student Handbook.\*
- Student records including student data, attendance records, academic reports, transcripts and certificates.



## 8. Quality Assurance

The institution should have clear policies or procedures to monitor the quality of its activities and quality and standards of its programmes. The institution should have mechanisms in place to ensure that these procedures are effective for maintaining quality of its activities and effective and appropriate for maintaining the programme at the outcome standards befitting the qualification. These policies and procedures should be approved through appropriate institutional processes, be published in documents accessible to those affected by the policies and procedures, and be implemented and enforced by the institution.

### Key Issues to be Considered

- What are the institutional policies and processes for monitoring the quality of the institution's educational provisions and the effectiveness of its operation?
- Are there internal processes and systems for new proposal, for regular review and for change to programmes?
- Are there mechanisms and processes to obtain feedback from students on the quality of teaching and on programmes, student support and facilities? Are there mechanisms whereby these feedbacks are acted upon for the improvement of teaching and the enhancement of programmes?
- Are there processes for collating feedback from staff/external advisors/external examiners/employers and do processes exist for action to be taken and results to be monitored?
- Are there senior personnel or committees that take responsibility for the monitoring, control, review and continuous enhancement of the quality of programmes and its educational services?
- If past reviews had been conducted, has the institution taken account of advice given or recommendations made following these past reviews (either internal or external)?



### Documentary Evidence

- Quality Assurance Policy. \*
- Quality Assurance Handbook.\*
- Information on structure and terms of reference of committees/boards/departments involved in the approval/validation/ re-validation and changes of programmes, and their monitoring.
- Terms of reference of any external bodies invited to advise on quality issues of the institution External bodies may include external advisors/external examiners/external advisory committees, consultants, etc. Profile of serving members and their contribution to ensuring the quality of programmes.
- Appointment criteria for external advisors and external examiners.

- Evidence of the work of these structures/committees such as programme review reports/records of meetings.
- Composition of Boards of Examiners.
- Description of the types of processes used in collecting feedback from various stakeholders (e.g. staff, students, graduates, employers) and monitoring of quality, e.g. student questionnaires, student representation on committees etc. Samples of analysis reports of the feedback obtained, and samples of external advisors/external examiners' reports. Records of follow-up actions taken.
- Description in processes in ascertaining the standard of instructions and the final examination standards.

## 9. Resources

The institution should have an adequate financial and physical resource base to support its programmes of study at an acceptable level of quality on a continuing basis. The institution should provide financial resource plans which can demonstrate adequate resource support for the planned programmes of study and planned student numbers. Such resource plan should include consideration of adequate and appropriate campus space, equipment, laboratories, library and general facilities for effective teaching and learning.

### Key Issues to be Considered

- Are there sufficient and appropriate financial and physical resources to support teaching and learning? Are spaces, equipments, library resources, information technology, student services at the appropriate level and sufficiently up-to-date?
- Are there established mechanisms for staff and students to propose changes to resource provision?
- Is resource administration and management of an appropriate standard?
- Are there suitable office accommodation and facilities for staff?
- Are the estimates of recurrent expenditure sufficient and apportioned appropriately? Do they match the future development of the institution?
- Does the institution have a contingency plan in place including strategies for termination of programmes and a sufficient financial reserve?



### Documentary Evidence

- A brief description of the institution's present and projected accommodation with specific details, listing classrooms, lecture theatres, office and so on, in terms of quantity, usable floor area and capacity (e.g. for teaching facilities – the number of students housed per session), opening hours and timetabling slots per day per week, layout plans, accommodation lease validity for lease premises as reflected in tenancy agreement, etc.
- An outline of various aspects of resources e.g. classroom facilities, computers, library holdings, student amenities and other equipments and facilities, student learning portal? etc, which should include the quantity/capacity and the rationale for such provision in tandem with the institution's operation and developmental plan.
- Planned increases to any of the resources, in particular in respect of proposed programmes.
- Budgeted facility upgrading and replenishing plans and evidence of support by the governing body.
- Procedures for input of staff/student views on resources e.g. acquisition of books.

- Audited financial statements for the most recent 3 years, and/or evidence of start-up funds.
- Budgets and estimates for the next 3 to 5 years.
- Management information such as unit cost per student at programme level and at institutional level, tuition fee per programme, breakeven number per programme, breakeven number at institutional level, direct cost and indirect cost, planned student enrolment including FTE for the next 3-5 years by programme by year of study and by mode of study, planned attrition rate by programme, employment and articulation rate, etc.
- Contingency Plan

## ANNEX 2: TEMPLATE FOR PREPARATION OF QUANTITATIVE INFORMATION

### Important notes:

This first level of information will enable a quick overview of the institution by the Panel. Gross figures will be sufficient. The institution is at liberty to provide other information or to qualify information submitted with explanatory notes. The Panel may also request other additional information and documents for the purpose of the accreditation exercise.

If the institution is newly established without any operational record, estimated or planned figures are acceptable.

### Institutional Level Report

	Academic Year x-3	Academic Year x-2	Academic Year x-1	Academic Year x **	Academic Year x+1
Student enrolment (Headcount)					
Student enrolment (FTE) *					
Income					
Tuition fee					
Other income					
Total Income					
Expenses					
Staff costs (all inclusive except staff development and training)					
Staff development and training					
Accommodation, facility and equipment (all inclusive except library provision)					
Library provision					
Other expenses					
Total expenses					

Note:

\* Full-time equivalent.

\*\* "Year x" refers to current year.

**ANNEX 3: ACADEMIC REQUIREMENTS STIPULATED IN THE POST SECONDARY COLLEGES ORDINANCE (CAP 320)**

HKCAAVQ in its capacity as an academic accreditation body will be able to evaluate through the Institutional Review whether an applicant (institution) has an overall appropriate academic structure and environment and the Council is therefore able to offer advice on the fulfillment of the following academic requirements listed in Cap 320 Section 4:

- a. The composition of the Board of Governors, College Council and teaching staff being such as to ensure satisfactory academic and general standards and conduct;
- b. The constitution, statutes or other instruments which govern the Post Secondary College;
- c. The courses offered being suitable in all respects for Post Secondary Colleges meeting a community need and including major courses extending over at least four years;
- d. The equipment, laboratories, library and general facilities being adequate for the courses offered;
- e. The number, qualifications, remuneration and conditions of service of the Post Secondary College staff;
- f. The premises being adequate for the purposes of a Post Secondary College and being in all ways suitable (and safe for such purposes), but the Council is not to comment on whether the campus 'is safe' for the intended purpose. <sup>(Note 1)</sup>
- g. The conditions as to age and attainments of the students qualifying for admission, the standard of instruction and the final examination standards;
- h. The number of students being admitted having regard to the maintenance of status and standards, facilities available and community need;
- i. Adequate provision being made in the Post Secondary College for the encouragement of corporate and social life and for recreation;
- j. The finances of the Post Secondary College (based on an assessment of the institution's financial viability and the provisions of physical resources to support the programmes). <sup>(Note 2)</sup>

Note:

1. The Council is not to comment on whether the campus 'is safe' for the intended purpose.
2. The Council can advise on matters pertaining to the finances of the college based on an assessment of its financial viability and the provisions of physical resources to support the programmes.

The Council **will not** provide advice on the fulfillment of the following non-academic requirements listed in Cap 320 Section 4:

- a. Students being admitted without favour being shown on grounds of race, nationality or religion save where on the application of the Post Secondary College the Permanent Secretary approves of an exception in favour of a class of persons holding a particular religious faith; (Amended 3 of 2003 s.25)
- b. The Post Secondary College being free from affiliation with or control by any government other than the Government of the Hong Kong Special Administrative Region or any organisation outside Hong Kong or any political group and the students, teachers and officers refraining from political propaganda and from any undesirable political activity and from any other activity whatsoever which the Permanent Secretary considers inimical to the interests of the College; (Amended 53 of 2000 s. 3; 3 of 2003 s. 25)
- c. The legal status of the Post Secondary College which shall be a corporation unless other arrangements are made, to the approval of the Permanent Secretary, for the proper discharge of legal obligations and safeguarding of rights of the Colleges; (Amended 3 of 2004 s. 25)
- d. The College complying in all respects with the provisions of this Ordinance.

Furthermore, the Education Bureau has confirmed that providers seeking registration under Cap 320 are not required to offer 4-year degrees at the time an application for registration under Cap 320 is lodged. The requirement is that the provider has a plan to offer 4-year degree programmes.