Caritas Institute of Community Education

Programme Approval Process

Programme Planning Team of schools / colleges / centres
Programme Development

Deputy Principal Officer (Academic)
Preliminary Vetting

Input from External Advisors

Academic Affairs Office
Programme Development

Examining:
Programme Feasibility and Provision?
QF Level and Quality of Programme Delivery?
Programme Financial Viability?

Yes

No

Is programme modification appropriate / required?

Yes

No

Academic Affairs Office (AAO) ➔
Quality Assurance Unit (QAU) ➔
Administration Office (AO) ➔

Head of CCHES
Further Approval

Yes

No

Board of Senior Management (BSM)
Final Endorsement

Yes

Launch Programme

Programme Proposal

Declined

Programme Planning Team of schools / colleges / centres
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Appendix 5
Caritas Institute of Community Education

Policy on External Advisors

I Policy Statements

1. Caritas Institute of Community Education (CICE) will appoint external advisor(s) for each award-bearing programme / programme area.

2. An External Advisor (EA) is an independent academic or professional expert appointed by CICE to give advice on the programme provision and on whether the standards of the programmes are closely aligned with the Generic Level Descriptors / Specification of Competency Standards (SCS) as set out in the Hong Kong Qualifications Framework.

II Nomination Criteria and Procedures

3. EAs must have:
   (a) appropriate level of academic and/or professional expertise;
   (b) at least five years of relevant industry / teaching experience;
   (c) preferably recent experience in continuing education; and
   (d) a commitment to the improvement of programme quality.

4. The appointment procedures are as follows:
   (a) Nominations or referrals for initial appointment must be made on standard proforma by management staff at the grade of Senior Officer or above.
   (b) All nominations or referrals should enclose the curriculum vitae of the EAs for reference and consideration.
   (c) All nominations or referrals must undergo the vetting of the Academic Affairs Office (AAO).
   (d) EAs are appointed by the Head of CCHES or his representative.

5. Upon completion of all nomination procedures, letters of appointment shall be issued by the AAO and should include:
   (a) the period of appointment;
   (b) the subject / programme area that the advisor would offer advice;
(c) EA’s roles and responsibilities; and  
(d) Sample EA report.

6. The signed acceptance letter of appointment shall be returned to AAO and the school concerned for retention and monitoring purpose.

III Terms of Appointment

7. EAs shall be appointed for an initial period of two years. Renewal of the advisory service is subject to mutual consent.

8. Recommendation Form for Renewal of Advisory Services should be filled out by the management staff concerned and sent to AAO ONE month prior to the expiry date of the appointment.

9. Letter of appointment will be re-issued to the EA subject to the approval of the Head of CCHES.

IV Roles and Responsibilities

10. EAs shall take on the roles and responsibilities as listed on a separate page.

11. EAs are required to submit their reports to AAO within 10 working days after receiving the programme proposal. Reports will be disseminated to the staff concerned by AAO, and further actions are subsequently taken to refine the proposal if deemed appropriate.

12. Failure to fulfill the responsibilities outlined in this document may result in early termination of appointment. Early termination of appointment of an external advisor shall be made by the Head of CCHES on the recommendation of the relevant management staff.
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Roles and Responsibilities of External Advisors

a) To comment on the likely market for the programme.

b) To review the appropriateness of the programme award title against the proposed programme objectives and structure, and the proposed QF level of the award.

c) To review the appropriateness and relevancy of the learning materials to the proposed programme.

d) To advise on the appropriateness of the qualifications of the teaching staff and the facilities and equipment in relation to the programme delivery.

e) To participate in the programme validation, revalidation, modification and periodic review exercises, if deemed necessary.

f) To attend CICE’s meetings if deemed necessary.

g) To prepare a report on items (a) to (d).

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1. **Purpose and Scope**

1.1 This policy governs the criteria and procedures for vetting a teaching venue for a learning programme, thereby ensuring effective delivery of the learning programme and fulfillment of CICE’s strategic objectives.

1.2 This policy applies to:
   - Award-bearing programmes pitched at QF Level 4 or below.

2. **Criteria for Operating a Specific Learning Programme at a Teaching Venue**

On deciding a teaching venue for a learning programme, the school management should ensure that the following criteria have been met:

2.1 **Staffing**

There must be adequate qualified teaching and administrative staff with the qualities, competence, qualifications and experience necessary for the effective management, planning, delivery and monitoring of the learning programme.

2.2 **Physical Resources (Facilities and Equipment)**

- There must be adequate facilities and equipment available for effective delivery of the learning programme.
- This should include the quantity and models of hardware and software and/or other specialist equipment.

2.3 **Workplace Attachment (if applicable)**

The arrangement of the workplace attachment must be in place so that students can have optimum opportunity for successful completion of the learning programme.
2.4 Comparative Advantage within Region/CICE

As there are colleges/centres located at various regions of the territory, operation of the learning programme at a particular teaching venue must have comparative advantage within Region/CICE so as to ensure that there will not be internal competition and the provision is in line with CICE’s strategic objectives.

3. Teaching Venue Application

- The region should submit a proforma with the supporting documents to Head of CCHES via Principal Officer of Academic Affairs Office before the programme is authorized to be offered in a particular teaching venue.
- Head of CCHES will delegate the Vetting Committee to review each submission.

4. Vetting Procedures

The vetting procedures are as follows:

- Region submits a proforma, together with the supporting documents*, via Principal Officer (Academic) to Head of CCHES
- Head of CCHES delegates Vetting Committee to review the submission
- Vetting Committee reviews the submission based on the vetting criteria
- Vetting Committee makes recommendation to Head of CCHES on whether the proposed venue is appropriate for operating the learning programme
- Head of CCHES endorses the recommendation made by the Vetting Committee
*Supporting documents include:

1. CVs of all training and teaching staff of the learning programme and the administrative staff directly responsible for the programme
2. Tabulated information on the qualifications of teaching staff with respect to the different modules of the learning programme

<table>
<thead>
<tr>
<th>Module</th>
<th>Name of teaching staff</th>
<th>Highest academic and/or professional qualification relevant to the module taught</th>
<th>Years of relevant teaching and/or training experience</th>
<th>Years of relevant industry experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. List of facilities and equipment
4. Workplace attachment arrangements, if applicable
5. A statement showing the comparative advantage of operating the learning programme at the proposed teaching venue

5. **Teaching Venue Vetting Committee**

5.1 Terms of Reference

- The Committee is responsible for vetting proposed teaching venues of a learning programme based on the teaching venue operation criteria set out in this policy.
- The Committee in fulfilling its responsibility may request relevant data and information from schools/colleges/centres concerned to conduct the vetting exercise.
- The Committee is responsible for making recommendations to Head of CCHES on whether the proposed teaching venues meet the stipulated teaching venue operation criteria.

5.2 Composition

- The Committee is composed of Principal Officer (Academic) or his/her delegate (Convenor), Principal Officer (Quality Assurance) or his/her delegate, Principal Officer (Administration) or his/her delegate, and an Administrative Officer (Academic) serving as Secretary of the Vetting Committee.
6. Possible Vetting Outcomes

6.1 The vetting result should be recommendation to Head of CCHES for:
   a) Approval;
   b) Approval with requirements*; or
   c) Non-approval

* Where requirement(s) is/are stipulated, the fulfillment of the requirement(s) within a specified timeframe is mandatory to obtain the approval status.

6.2 The vetting outcome is released within one month after the meeting of the Vetting Committee is held.

7. Frequency of the Meeting

7.1 The meeting is held on a need basis.
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Teacher Appointment Policy

1. Policy Statement

1.1 This policy governs the appointment criteria and procedures involved in seeking the most suitable teachers to staff the programmes.

1.2 This policy applies to all programmes offered by Caritas Institute of Community Education.

2. Types of Teacher Appointment

Teachers are appointed in the following capacities:

● To teach academic programmes/courses/subjects.
● To teach vocational programmes/courses/subjects.
● To teach programmes/courses that are externally funded (such as, LWB-AESS, School-based After-school Learning and Support Programmes – Community-based Projects, YPTP/YWETS, and ERB courses)
● To teach recreational, leisure and self-enrichment courses.

3. Appointment Criteria

3.1 Minimum qualifications required for teaching academic and/or vocational programmes/courses/subjects

3.1.1 Teachers should possess (i) a recognized degree or equivalent in a relevant area; (ii) at least two years of relevant professional/work experience; and (iii) professional qualification in teacher’s training.

3.1.2 For certain vocational subjects where degrees are not usual, relevant diploma and at least five years of relevant experience are required.

3.2 Minimum qualifications required for teaching courses/programmes which are externally funded

The minimum qualification requirements should be in compliance with those stipulated by the funding bodies concerned.
3.3 Minimum qualifications required for teaching recreational, leisure and self-enrichment courses

Teachers should have relevant academic or training background and at least two years of relevant work or training experience.

Note:
For qualifications other than those listed above, advice should be sought from the Academic Affairs Office which will in turn seek the advice of the relevant External Advisor(s).\(^1\)

4. The Appointment Procedures

4.1 The procedures should be adhered to normal appointment procedures.

5. Termination of Employment Service

5.1 Employment of service complies with the terms and conditions set out by the Human Resources Office, Caritas – Hong Kong.

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\(^1\) The Principal underwrites for teachers with qualifications other than the stipulated minimum requirements by paying class visit(s) within three months after programme commencement and submitting to Head of CCHES a satisfactory lesson appraisal report.