

Caritas Institute of Community Education

Roles and Responsibilities of Programme Leader

A Programme Leader is responsible for the development, management and continuous improvement of designated programmes with an aim to achieve quality learning experience and outcomes of the students in meeting the educational needs of the community. A Programme Leader is expected to be a full-time academic staff member who will play an active role in enriching the programmes portfolio by performing the functions of academic leadership, quality assurance, programme management, liaison with stakeholders (students, teachers, professional bodies, employers, regulatory/funding bodies), and where necessary programme promotion, recruitment and teaching delivery. Moreover, a Programme Leader is expected to be a member of the relevant Programme Management Team and Joint School Programme Teachers' Meetings.

Responsibilities for Programme Leadership and Quality Assurance

1. initiating, developing and refining new programmes to meet societal needs;
2. ensuring the relevancy, currency and academic coherence of the programmes at an appropriate level of the award;
3. leading relevant teachers and staff to ensure effective programme delivery;
4. providing academic guidance and direction to course teachers;
5. nominating potential external advisors and external examiners for approval;
6. liaising with stakeholders (students, teachers, professional bodies, employers regulatory/funding bodies, etc.) to collect feedback about their views and needs;
7. monitoring programme delivery and ensuring appropriate actions are taken;
8. monitoring student performance;
9. devising, in consultation with external advisors and external examiners where appropriate, sound teaching and assessment strategies that satisfy relevant guidelines;
10. conducting internal moderation of assessments and assisting Academic Affairs Office (AAO) in external moderation;
11. complying with internal and external quality assurance requirements and procedures; and
12. arranging necessary student academic support and pastoral care activities, such as subject-specific advising, work placements, internships, and visits.

Responsibilities for Programme Management

1. responding to programme-related academic enquiries from students;
2. attending relevant programme meetings;
3. writing the Programme Annual Report;
4. supervising support staff and coordinating with relevant units to ensure smooth operation;
5. endorsing Programme Handbook for publication;
6. handling students' programme-specific requests;
7. assisting in recruitment activities; and
8. advising administrative staff on student admission affairs of responsible programmes.

Programme Management Process

	Committees / Teams	Composition	Functions
1.	Admission	Coordinated by individual school for each programme but must adhere to the admission policy endorsed by the Board of Senior Management	
2.	Programme Management		
	Single-school Programme Management Team	<ul style="list-style-type: none"> ● Principal/Vice-Principal/Senior Officers ● Programme Leader ● All teachers concerned 	<ul style="list-style-type: none"> ● Discuss academic and administrative issues related to the programme ● Standardize and monitor the programme provision and delivery
	Cross-schools Programme Management Team	<ul style="list-style-type: none"> ● Deputy Principal Officer (Academic) ● Programme Leader and/or Vice-Principals/Senior Officers ● Senior Officer (AAO) 	<ul style="list-style-type: none"> ● Discuss academic and administrative issues related to the programme ● Standardize and monitor the programme provision and delivery across schools / colleges / centres
3.	Assessment and Evaluation		
3(a).	Single-school Teachers' Meeting	<ul style="list-style-type: none"> ● Programme Leader ● Senior Officer (AAO) ● All teachers concerned 	<ul style="list-style-type: none"> ● Moderate sample marked scripts to ensure consistent and accurate marking ● Raise and address concerns related to all examination matters ● Coordinate the moderation and endorsement of examination results by External Examiners
	Cross-schools Teachers' Meeting		
	Academic Affairs Office	<ul style="list-style-type: none"> ● Principal Officer (Academic) 	
3(b).	Single-school Programme Management Team	<ul style="list-style-type: none"> ● Principal/Vice-Principal/Senior Officers ● Programme Leader ● All teachers concerned 	<ul style="list-style-type: none"> ● Review the programme at the end of the academic year and make suggestions for improvement ● Prepare the graduates' destination survey and consolidate the result ● Prepare programme annual report by taking into consideration the views expressed in examiners' meetings and student questionnaires
	Cross-schools Programme Management Team	<ul style="list-style-type: none"> ● Deputy Principal Officer (Academic) ● Programme Leader and/or Vice-Principals/Senior Officers ● Senior Officer (AAO) 	

Caritas Institute of Community Education

Policy on External Examiners

I Policy Statements

1. Caritas Institute of Community Education (CICE) will appoint external examiner(s) for each programme/course/module/subject.
2. An External Examiner (EE) is an independent academic or professional expert appointed by CICE to give comments and advice on the methods of assessment and the performance of students of a programme/course/module/subject that he/she has been invited to oversee.
3. The purpose of the appointment of EEs is to ensure that:
 - (a) the academic standard of the learning programme is comparable to its indicated Qualifications Framework (QF) level and/or other programmes of similar nature which are offered elsewhere; and
 - (b) the examination and assessment systems of the programme are administered in a fair and consistent manner.

II Nomination Criteria and Procedures

4. EEs must have:
 - (a) appropriate level of academic and/or professional expertise;
 - (b) at least three years of work experience in relation to the relevant subject area and its assessment;
 - (c) preferably recent experience in continuing education; and
 - (d) a commitment to the improvement of programme quality.
5. The appointment procedures are as follows:
 - (a) Nominations for initial appointment or extension of terms of office must be made on standard proforma by management staff at the grade of Senior Officer or above.
 - (b) All nominations must undergo vetting by the AAO.
 - (c) EEs are appointed by the Head of CCHES.

6. Upon completion of all nomination procedures, letters of appointment shall be issued by the Academic Affairs Office (AAO) and should include:
 - (a) the period of appointment;
 - (b) the programme/course/module/subject the examiner has responsibility for;
 - (c) details of honorarium;
 - (d) information for induction briefing; and
 - (e) the EE report proforma.
7. The signed acceptance letter of appointment shall be returned to AAO for retention and monitoring purpose.

III Terms of Appointment

8. EEs shall be appointed for a period of two years. No EEs should have commitment to more than three programmes/courses/modules/subjects at one time with CICE.
9. An honorarium will be paid to the EE for moderation of one batch of assessment paper and six sample marked scripts.

IV Roles and Responsibilities

10. EEs shall fulfill the following roles:
 - (a) to comment on draft assessment questions and marking schemes, and to make suggestions for improvement where appropriate;
 - (b) to assess the overall quality of student performance, and the consistency and appropriateness of marking by reviewing sample marked scripts;
 - (c) to make suggestions for improvement in the assessment process, the course structure and content, and to review curricula where appropriate;
 - (d) to make a report on the assessment process and sample marked scripts, and to attend meetings whenever necessary; and
 - (e) to identify irregularities and give advice on the mark distribution and moderation.
11. EEs will be briefed on their first appointment. Apart from clarifying the roles of EEs in the CICE system, the briefing will provide information about assessment strategies and marking criteria, as well as information about the programme/course/module/subject for which the EE will have responsibility for.

12. EEs are required to submit their reports on the prescribed proforma to AAO within 10 working days after receiving the relevant assessment documents. Reports will be disseminated to the programme management staff who will discuss it with the teaching staff concerned and make revision accordingly.
13. It is the responsibility of EEs to declare an interest on occasions when they have to make a judgment about the work of any student with whom there may be a potential, a perceived or an actual conflict of interest. This declaration should be made in writing to the Head of CCHES.
14. Failure to fulfill the responsibilities outlined in this document may result in early termination of appointment. Early termination of appointment of an external examiner shall be made by the Head of CCHES on the recommendation of the relevant management staff.

Caritas Community & Higher Education Service

Continuing Professional Development Policy

The Continuing Professional Development (CPD) Policy outlines:

- The objective, nature, principles, and operational goals of CPD.
- Levels of responsibility and accountability for planning, providing and evaluating CPD.
- Details of how the Policy should be implemented throughout CCHES, including guidance on keeping individual records of CPD activities.
- Amount of acceptable CPD.

1. Objective

- 1.1. CCHES recognises that its staff is the key factor in assisting the organisation to meet its strategic objectives and in providing the skills, expertise and knowledge necessary to the fulfillment of its mission.
- 1.2 We aim to build a teaching and management team of high commitment and quality, with the ultimate aim of facilitating quality education for the community at large.

2. Nature

- 2.1 CPD could be defined as any activity which improves the effectiveness and efficiency of the individual, various parts of CCHES, and CCHES as a whole.
- 2.2 CPD occurs across a spectrum of activities from the formal and structured to the non-formal and informal, both within and outside CCHES, e.g.*

- Courses/programmes
- Conferences/symposiums
- Seminars
- Workshops
- Technical skills up-dating
- Opportunities to take part in new areas of development
- Networking
- Activities of professional bodies
- Job exchanges
- Private study
- Mentoring

* The activities listed are examples of CPD, but they are not intended to be a definitive list.

3. Principles

- 3.1 CCHES recognizes that its efficient functioning depends upon the appropriate level of support and provision of CPD activities for the needs of all staff at all levels.
- 3.2 We believe developing professional awareness and improving work-specific competence should go side by side.
- 3.3 We fully realize that for continuing professional development (CPD), there needs a combination of training, development and thinking.
- 3.4 CPD is an on-going process. In the process, a key principle is that of mutual benefit, in which both the individual staff member and CCHES are able to plan for development and to gain from its provision. It follows that both the individual staff member and CCHES have responsibilities for addressing varying development needs over time and within changing career patterns.
- 3.5 CPD needs are identified through formal processes, including the use of induction, appraisal system, self-reflection exercise, and the integration of CPD planning into the plans of the Head Office and Regions/Colleges/Units.

4. Operational Goals

The operational goals of this Policy are to:

- 4.1 Ensure that a systematic framework for the planning, management and recording and evaluation of staff development activities for all staff is in place.
- 4.2 Ensure that every staff member discusses and agrees their training and professional development needs with their line unit heads on an ongoing basis, at least once a year, as part of the staff development and appraisal system.
- 4.3 Enable each staff member to have an expectation that they are to engage in staff development activities according to their role and needs.
- 4.4 Achieve and maintain high standards of quality in staff development and to have these standards assessed.

5. Responsibility

- 5.1 The responsibility for the identification, planning and provision of CPD is threefold:
 - i) all line unit heads
 - ii) each member of staff (as an individual responsibility)
 - iii) centrally resourced activities, advice and support
- 5.2 All line unit heads are responsible for working with their staff in the identification and implementation of their development needs to enhance their performance and effectiveness. They are responsible for ensuring that organisational and strategically identified needs are addressed. In addition, the role of unit heads includes the monitoring and evaluation of staff development that is undertaken.

- 5.3 Staff development is most effective when the individual staff member takes responsibility for his/her own development and takes an active part in its planning and evaluation. Benefits which accrue to the individual's performance from development and training activities should be noted by them and taken into account in the annual staff development and appraisal discussion.
- 5.4 Staff will be encouraged to become involved not only in professional development activities, but also to participate in the design and delivery of such activities.
- 5.5 The Staff Development Organizing Committee has an explicit responsibility to develop and deliver development and training programmes. The opportunities that they provide will be published annually in a guide to development opportunities.

6. Implementation

The Policy will be implemented through the allocation of resources in the budgets of the Head Office and Regions/Colleges/Units, the preparation of plans and the evaluation of activities.

6.1 Resources

- 6.1.1 Expenditure on staff development will be specifically identified in the budgets of the Head Office and Regions/Colleges/Units.
- 6.1.2 Accountability for the proper use of budgets will lie with the Unit Heads, Principal Officer (Academic) and Principal Officer (Administration).
- 6.1.3 Head of CCHES will ensure that adequate resources are provided for staff development, and that staff development is effectively planned for and managed.

6.2 Planning

- 6.2.1 The Head Office and Regions/Colleges/Units are expected to maintain plans for staff development that will address the following needs:
- i) the induction of new staff and their initial training
 - ii) CPD related to the demands of jobs
 - iii) personal skills and career development
- 6.2.2 At the school level, each region/college/centre will prepare plans covering the development of their staff, and will review these on an on-going basis. At the CCHES level, the Staff Development Organizing Committee, with the assistance of the Region/Unit Heads, will prepare plans covering centrally organised CPD activities. The plans and their implementation must be demonstrably equitable and open to audit.
- 6.2.3 The Board of Senior Management will review the CPD priorities for CCHES as a whole on the advice of the Staff Development Organizing Committee. A CPD Needs Analysis will be undertaken on an annual basis.

6.2.4 The objectives of staff development plans will therefore be to assist CCHES in achieving its strategic objectives and to support new directions and initiatives.

6.3 Delivery

6.3.1 The Region/Unit Heads will discuss and work with their staff members to establish a programme of staff development based on the needs identified in the planning process.

6.3.2 The Region/Unit Heads will discuss and work with the Staff Development Organizing Committee to establish an annual programme of centrally provided staff development activities in accordance with CCHES' strategic priorities.

6.4 Monitoring and Evaluation

6.4.1 Information regarding staff development activity and expenditure must be recorded to enable the Head Office to engage in effective staff development planning and to meet its obligation to respond to requests for information from external bodies.

6.4.2 All staff development activities carried out will be evaluated for their effectiveness and for the extent to which they have contributed to enhancing performance.

6.4.3 Evaluation will take place from two perspectives: the personal and the organisational.

6.4.4 Individual staff member will be asked to maintain records of staff development activities in which they have been involved.

6.4.5 The annual staff development and appraisal discussion will include consideration of staff development activities pursued by the individual staff member, their effectiveness and how they have contributed to personal development. It will be particularly important to confirm whether development needs identified in the previous year have been met. Feedback on the range of staff development experienced will be used in the annual planning process.

6.4.6 The Head Office and Regions/Colleges/Units will maintain records and will report annually on the planning and expenditure related to staff development. The annual report should include as indicators the percentage of total budget spent on staff development and the time engaged in staff development activities.

6.4.7 These reports, aggregated at the Head Office, will contribute to the review of the annual staff development plan and the CPD needs analysis of CCHES/Region/College/Unit.

6.4.8 The resultant documentation will be submitted to the Head of CCHES who will report to the Director of Education Services and Office of Human Resources of Caritas – Hong Kong.

7. Amount of Acceptable CPD

The accepted minimum commitment for CPD shall be effectively 20 hours per annum, out of which at least 15 hours must be under the category of centrally organized staff development activities.

8. Guidelines for Personal Record of Development Activities

8.1. All staff members are requested to maintain a personal record of their continuing professional development and to make the record available to their appraiser at their annual staff development and appraisal discussion and at other times, on request, to their line supervisor.

8.2 The record should include:

- i) brief details of the purpose, nature and content of each staff development event, training session and course undertaken;
- ii) a record of the date, time and duration of each event, training session or course undertaken and the time taken in preparatory and/or follow-up work required;
- iii) a record of the financial support, if any, provided to allow each event, training session or course to be undertaken and the source of that financial support;
- iv) in each case, a note of any other support provided, such as remission from other duties, time-off in lieu or additional payment;
- v) in each case, a note as to whether the decision to undertake the event, training session or course was self-initiated or at the request of the line supervisor; and
- vi) a personal evaluation of the benefit, value and effectiveness of each event, training session or course to the individual and to CCHES/ Region/College/Centre/Unit.