**Programme Accreditation under the new Qualification Programme**

**Main Areas to be considered under the accreditation exercise**

*\*\* Please note that a number of factors would be considered for approval of programme accreditation, which include but not limited to the following:*

**1 Teaching Staff/ management team and resources**

The effectiveness of teaching largely counts on the qualifications and experience of academic staff. It can be demonstrated by, inter alia, their research and subject strengths, articles, referred papers, consultancy and other contributions to their profession. Policies of staff training and development, professional activities of staff, the potential for future development and training and quality of programme leadership and management also have a bearing on the programme's teaching effectiveness. Aspects of consideration may include but not limited to the following:

* Number of teaching staff and their academic and professional qualifications.
* Adequacy and relevancy of tertiary teaching experience.
* Turnover rate of teachers of the Programme.
* Proportion of senior to junior rank; full-time to part-time teachers.
* Maximum class size for lectures and tutorials.
* Teaching load and other work load.
* Staff training and development policy.
* Policy of performance appraisal for teaching staff.

**2 Admission standard & exemption / advanced standing policy**

The standard for entry to the programme should as a minimum be at a level which supports a reasonable expectation that the student has the intellectual capacity and pre-entry educational attainment to complete the programme successfully. Policies and guidelines adopted for determining the number of exemptions granted to eligible candidates are also considered. Aspects of consideration may include but not limited to the following:

* Admission standards and entry requirements.
* Exemption, advanced standing and credit transfer policy.
* Records of the entrants' qualifications and exemptions granted.

**3 Programme structure and curriculum**

The structure and curriculum of the programme should be able to provide a total education experience which can be demonstrated by its coherence and progression, the level of the intellectual challenges to students, the recency of its curriculum, its relevance to good professional practice, and coverage of the required competency areas. Essentially, apart from technical accounting subjects, the curriculum should also have subjects on broad based foundation of general education, business and economic environment, intrapersonal and interpersonal qualities. Aspects of consideration may include but not limited to the following:

* Curriculum and syllabus coverage vis-à-vis the fundamental business knowledge areas and accounting sub-disciplines embraced in the Associate Level Modules of the new QP.
* Learning activities employed to develop the generic skills and enabling competences required of a QP graduate.
* Class hours prescribed for different subjects of the Programme and the proportion allocated for the various learning activities (e.g. lecture class, seminars and tutorials).
* Coverage of the syllabuses and learning outcomes of QP's Associate Modules by the formal assessment (examination and coursework) of the Programme.
* Recency and relevancy of study materials (incl. textbooks, other reference materials and online learning resources).

**4 Learning, teaching approaches and assessment**

The effectiveness of the learning process, the quality of teaching and the performance of students would be considered. Emphases are placed on the development of critical thinking, analytical reasoning, problem-solving skills, creativity and research techniques which support the ability for lifetime self-learning. Interpersonal skills, leadership, ethical values, ability of working effectively in groups and both oral and written communication skills are also regarded as essential features. Appropriate assessment methods are of importance to the assessment of different outcomes of the educational process. Aspects of consideration may include but not limited to the following:

* Adequacy and suitability of learning support and facilities (e.g. library collection, internet and computer access, online learning portals, and academic advice and conuselling).
* Validity of assessment results of students on reflecting their performance in the subjects.
* Effectiveness of teaching methodology adopted on enhancing active interaction between teachers and students.
* Balance between continuous assessment (coursework) and examination.
* Forms and weightings of assessment methods.
* Impact of students' evaluation of teaching on improvement of programme delivery.

**5 Quality assurance mechanism and process**

Well established and documented quality assurance policies and procedures are crucial to the monitoring, critical evaluation and maintenance of the standard of the programme, which include but not limited to the following:

* QA mechanism (internal and external; institutional-wide and programme-specific) of the Programme.
* Operating and review mechanism/ process for examination setting, marking and moderation.
* Documentation of the delivery, monitoring and evaluation of the Programme.

**6 Other Assessment Areas**

* Fulfillment of conditions and ongoing requirements imposed in the previous accreditation exercise.
* Measures taken in response to the recommendations given in the previous accreditation exercise.
* Other areas (e.g. graduates' performance in the QP).

Hong Kong Institute of CPAs

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