

0First Consultation Draft 2019	Second Consultation Draft 2020
<p data-bbox="744 226 893 254">(cover page)</p> <h2 data-bbox="314 415 1329 527">Principles, Criteria and Standards for Recognizing Qualifications in Social Work</h2> <p data-bbox="418 1381 1219 1667">First edition in February 1999 Second edition in November 2004 Third edition in July 2005 Fourth edition in September 2007 Fifth edition in July 2009 Sixth edition in January 2012 Seventh edition in October 2014 (This eighth edition is published on date1, with effect from date2)</p> <p data-bbox="537 1751 1101 1835">Social Workers Registration Board Hong Kong</p>	<p data-bbox="2050 226 2199 254">(cover page)</p> <h2 data-bbox="1626 415 2635 527">Principles, Criteria and Standards for Recognising Qualifications in Social Work</h2> <p data-bbox="1656 1297 2605 1667">First edition (February 1999) Second edition (November 2004) Third edition (July 2005) Fourth edition (September 2007) Fifth edition (July 2009) Sixth edition (January 2012) Seventh edition (October 2014) (This eighth edition is published on date1, with effect from <u>1 September 2021</u>)</p> <p data-bbox="1849 1751 2412 1835">Social Workers Registration Board Hong Kong</p> <p data-bbox="1670 1297 1902 1360">To be decided</p> <p data-bbox="2510 1472 2754 1583">Proposed effective date</p>

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Itemized

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<p>Foreword</p> <p>The Social Workers Registration Ordinance, Chapter 505 of the Hong Kong Laws, specifies that unless having satisfied other requirements, a registered social worker (RSW) shall be holder of a degree or diploma in social work recognized by the Social Workers Registration Board (the Board).</p> <p>The Board is therefore obliged to assess qualifications in social work to ascertain whether to recognize them for the purpose of registration of RSWs. In this regard, the Board has delegated to its Committee on Qualification Assessment and Registration (the Committee), amongst other duties, to:</p> <p>(A) Set, review and recommend to the Board the principles, criteria and standards for recognizing qualifications in social work; and</p> <p>(B) Establish lists of degree or diploma in social work, conferred in Hong Kong or other countries, recognized by the Board.</p> <p>By setting the basic standards, the Board strives for excellence in the professional quality of RSWs. It is also the belief of the Board that by observing these standards, tertiary institutions will train competent social workers to serve the Hong Kong society. Having said so, the criteria and related standards prescribed under each of these are meant to be the baseline, and tertiary institutions are encouraged to develop their programmes at standards higher or more advanced than what are prescribed hereby.</p> <p>The Committee and assessment teams appointed will base upon the standards set out in this document to conduct assessment or periodical review of pertinent programmes leading to degrees or diplomas in social work for their recognition or continual recognition.</p> <p>The assessments and reviews are for the purpose of recognizing degrees or diplomas in social work for registration of RSWs. They are not intended for social work programmes designed for RSWs' professional enhancement or academic advancement.</p> <p>Besides the assessment and review, the Board reserves the right to visit individual tertiary institutions for the aforesaid purposes when it envisages such a need has emerged.</p> <p>The Board may add, amend or abandon any criteria and standards, review the mechanisms for qualification recognition, or revise any parts of this document whenever it considers appropriate. Before any new measures or any substantial changes are put into effect, the Board will duly consult stakeholders before implementation.</p>	<p>Foreword</p> <p>The Social Workers Registration Ordinance, Chapter 505 of the Hong Kong Laws, specifies that unless having satisfied other requirements, a registered social worker (RSW) shall be holder of a degree or diploma in social work recognised by the Social Workers Registration Board (the Board).</p> <p>The Board is therefore obliged to assess qualifications in social work to ascertain whether to recognise them for the purpose of registration of RSWs. In this regard, the Board has delegated to its Committee on Qualification Assessment and Registration (the Committee), amongst other duties, to:-</p> <p>(A) Set, review and recommend to the Board the principles, criteria and standards for recognising qualifications in social work; and</p> <p>(B) Establish lists of degree or diploma in social work, conferred in Hong Kong or other countries, recognised by the Board.</p> <p>By setting the basic standards, the Board strives for excellence in the professional quality of RSWs. It is also the belief of the Board that by observing these standards, tertiary institutions will train competent social workers to serve the Hong Kong society. Having said so, the criteria and related standards prescribed under each of these are meant to be the baseline, and tertiary institutions are encouraged to develop their programmes at standards higher or more advanced than what are prescribed hereby.</p> <p><u>Social work is a practice-based profession that promotes social change and development, social cohesion, and the empowerment and liberation of people. Professional social work practice is guided by social work values and beliefs, and underpinned by theories of social work, social sciences, humanities and indigenous knowledges. The Committee sees possession of the following seven professional standards being fundamental to every RSW and should be incorporated in the educational objectives of any social work programme.</u></p> <ol style="list-style-type: none"> <u>Demonstrate ethical practice</u> <u>Social workers adhere to social work values and beliefs. They demonstrate that these values and beliefs are integral to their practice. They uphold their ethical responsibilities and act appropriately when faced with ethical issues and dilemmas.</u> <u>Promote human rights and social justice</u> <u>Social workers believe in human rights and social justice. They are knowledgeable about theories of human need and social justice, and strategies to promote them. They engage in practices that promote human rights and social justice.</u> <u>Respect and support diversity and difference in practice</u> <u>Social workers understand how diversity and difference characterise and shape people's experiences and identity formations. They understand that, as a consequence of difference, people may experience marginalisation, oppression and alienation, as well as privilege, power, and acclaim. Social workers respect and support diversity and difference, and prepare themselves to practise in a</u>

Newly added
(Remarks 1)

responsive and inclusive way.

4. Possess knowledge for practice

Social workers have the knowledge required for effective practice. They demonstrate a critical understanding of specific social work theories underpinning social work practice at micro, meso and macro levels for individuals, families, groups, organisations, communities and societies. They are able to articulate and use knowledge from other academic disciplines.

5. Demonstrate abilities and skills for practice

Social workers demonstrate the abilities and skills, underpinned by theories or evidence, required in practice at micro, meso and macro levels for individuals, families, groups, organisations, communities and societies. They apply these abilities and skills effectively in information collection, engagement, assessment, intervention and evaluation. They demonstrate oral and written communication skills for effective communication and report writing.

6. Engage in policy practice

Social workers understand their role in policy development and implementation within their practice settings. They actively engage in policy practice to effect change within those settings, as well as contribute to development and implementation of more equitable social policies.

7. Commit to professional identity and development

Social workers demonstrate a sense of identity to the profession. They understand and promote the functions of social work in the communities. They commit to ongoing learning through continuing professional development and supervision.

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The Committee and Assessment Teams appointed under sub-section 5.2 will base upon these standards and other principles and criteria set out in this Document to conduct assessment or periodical review of pertinent programmes leading to degrees or diplomas in social work for their recognition or continual recognition.

The assessments and reviews are for the purpose of recognising degrees or diplomas in social work for registration of RSWs. They are not intended for social work programmes designed for RSWs' professional enhancement or academic advancement.

Besides the assessments and reviews, the Board reserves the right to visit individual tertiary institutions for the aforesaid purposes when it envisages such a need has emerged.

The Board may add, amend or abandon any criteria and standards, review the mechanisms for qualification recognition, or revise any parts of this Document whenever it considers appropriate. Before any new measures or any substantial changes are put into effect, the Board will duly consult stakeholders before implementation.

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<p>Section 1: Definitions and Abbreviations</p>	<p>Section 1: Definitions and Abbreviations</p>
<p>1.1 In this document, the following expressions shall have the respective meanings:</p>	<p>1.1 In this document, the following expressions shall have the respective meanings:-</p>
<p>“Academic Staff” Teaching staff engaged by Tertiary Institution to teach courses on subject areas of the Social Work Practice; to avoid any doubt, this excludes those who are solely involved in Field Practicum</p>	
<p>“Board” Social Workers Registration Board</p>	<p>“Board” Social Workers Registration Board;</p>
<p>“Committee” Committee on Qualification Assessment and Registration of the Board</p>	<p>“Committee” Committee on Qualification Assessment and Registration of the Board;</p>
<p>“Conversion Programme” A bachelor degree programme offered to holders of recognized social work diplomas led by Diploma programmes in social work to top up their training and to pursue a recognized bachelor degree in social work; to avoid any doubt, any programme leading to a master degree will not be regarded as a conversion degree programme.</p>	<p>“Conversion Programme” A bachelor degree programme offered to holders of a <u>recognised qualification led by Diploma Programmes in social work</u> to top up their training and to pursue a recognised bachelor degree in social work; to avoid any doubt, any programme leading to a master degree will not be regarded as a conversion degree programme;</p>
<p>“Diploma Programmes” Including programmes leading to diploma, higher diploma and associate degree</p>	<p>“Diploma Programmes” Including programmes leading to diploma, higher diploma and associate degree;</p>
<p>“Document” Principles, Criteria and Standards for Recognizing Qualifications in Social Work</p>	<p>“Document” Principles, Criteria and Standards for Recognising Qualifications in Social Work;</p>
<p>“Employing Agency” Any organization (excluding Tertiary Institutions as defined below) which has been employing not less than one full-time Registered Social Worker to take up social work post within its establishment</p>	<p>“Employing Agency” Any organisation (excluding Tertiary Institutions as defined below) which has been employing not less than one full-time Registered Social Worker to take up social work post within its establishment;</p>
<p>“HKCAAVQ” Hong Kong Council of Accreditation of Academic and Vocational Qualifications</p>	<p>“HKCAAVQ” Hong Kong Council of Accreditation of Academic and Vocational Qualifications;</p>
<p>“Post-qualification Professional Practising Experience” Practising experience in Hong Kong or elsewhere in social work posts, that either provide direct practice with service users or assume job duties related to social welfare policy and management, obtained after having been a Registered Social Worker in Hong Kong or been granted equivalent professional qualification outside Hong Kong; those who have been, prior to 6 September 2007, a full-time or part-time teaching staff of any programmes leading to recognized social work qualifications and remain</p>	<p><u>Fieldwork Supervisors</u> <u>Practice teachers engaged by Tertiary Institutions to provide professional supervision, consultation, guidance and assessment to students during the period of fieldwork placement;</u></p> <p>“Post-degree Professional Practising Experience” Practising experience in Hong Kong or elsewhere in social work posts, that either provide direct practice with service users or assume job duties related to social welfare policy and management, obtained after <u>having held a recognised social work degree</u>; those who have been, prior to 6 September 2007, a full-time or part-time teaching staff of any programmes leading to recognised social work qualifications and remain as such on the effective date of this edition of the Document are deemed to have possessed such experience;</p>

Rephrased to “Teaching Staff”

Rephrased

Newly added

Reverted to the basis of post-degree

Comparison of the first (2019) and second (2020) draft versions with the public consultation

<p>as such on the effective date of this edition of the Document are deemed to have possessed such experience</p> <p>“Qualification” Academic qualification in social work</p> <p>“Recognition/Recognized” Recognition or Recognized for the purpose of registration with the Board as a Registered Social Worker</p> <p>“RSW” Registered Social Worker in Hong Kong</p> <p>“TI” Tertiary Institution in Hong Kong, governed under its respective ordinance or under the Education Ordinance (Cap. 279) or the Post Secondary Colleges Ordinance (Cap. 320) which is to provide degree or diploma programme</p> <p>“UGC” University Grants Committee</p> <p>“Working Day” A day (excluding Saturdays and Sundays) on which banks are generally open for business in Hong Kong</p>	<p>“Qualification” Academic qualification in social work;</p> <p>“Recognition/Recognised” Recognition or Recognised for the purpose of registration with the Board as a Registered Social Worker;</p> <p>“RSW” Registered Social Worker in Hong Kong;</p> <p>“Teaching Staff” <u>Staff engaged by Tertiary Institutions to teach courses on subject areas of the Social Work Practice specified in sub-section 4.1.3(a);</u></p> <p>“TI” Tertiary Institution in Hong Kong, governed under its respective ordinance or under the Education Ordinance (Cap. 279) or the Post Secondary Colleges Ordinance (Cap. 320) which is to provide degree or diploma programme;</p> <p>“UGC” University Grants Committee;</p> <p>“Working Day” A day (excluding Saturdays, <u>Sundays and public holidays</u>) on which banks are generally open for business in Hong Kong.</p>
<p>1.2 In this Document:</p> <p>1.2.1 Words importing one gender only shall include the other gender, and words stated in the singular may apply in the plural or vice versa;</p> <p>1.2.2 Any terms not defined shall have the meaning(s) (if any) set out in the Social Workers Registration Ordinance.</p> <p>1.3 The interpretation of this Document shall be determined by the Board whose decision shall be final.</p>	<p>1.2 In this Document:</p> <p>1.2.1 Words importing one gender only shall include the other gender, and words stated in the singular may apply in the plural or vice versa.</p> <p>1.2.2 Any terms not defined shall have the meaning(s) (if any) set out in the Social Workers Registration Ordinance.</p> <p>1.3 The interpretation of this Document shall be determined by the Board whose decision shall be final.</p>

Rephrased from “Academic Staff”

Rephrased

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<p>Section 2: Guiding Principles</p> <p>2.1 The Board's criteria and standards for qualification recognition are set out in this Document, having regard to the following principles:</p> <p>2.1.1 The rights, duties and academic autonomy of the TIs are respected.</p> <p>2.1.2 The uniqueness and variations of various local social work training programmes are to be accommodated to the farthest possibility.</p> <p>2.1.3 A standard of basic requirements and criteria is set for qualification recognition and quality assurance.</p> <p>2.1.4 Professional standards of social workers are to be enhanced steadily and on a timely manner, with reference to similar or new standards adopted in other countries.</p> <p>2.1.5 The Board adopts a collaborative approach that emphasizes communication and mutual respect between the Board and TIs.</p> <p>2.1.6 The Board is to make concerted efforts with the TIs to continuously upgrade the social work education.</p>	<p>Section 2: Guiding Principles</p> <p>2.1 The Board's criteria and standards for qualification recognition are set out in this Document, having regard to the following principles: Prioritized and elaborated</p> <p><u>2.1.1 Professional standards of social workers are our foremost concern. While this Document provides basic requirements and criteria set for qualification recognition and quality assurance, the Board encourages higher standards of social work education provided by TIs.</u></p> <p>2.1.2 The rights, duties and academic autonomy of the TIs are respected. Rephrased</p> <p>2.1.3 The uniqueness and variations of various local <u>social work programmes</u> are to be accommodated to the farthest possibility.</p> <p>2.1.4 Professional standards of social workers are to be enhanced steadily and on a timely manner, with reference to similar or new standards adopted in other countries.</p> <p>2.1.5 The Board adopts a collaborative approach that emphasises communication and mutual respect between the Board and TIs.</p> <p>2.1.6 The Board is to make concerted efforts with the TIs to continuously upgrade the social work education.</p>

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<p>Section 3: Applicability and Compliance</p> <p>3.1 Applicability of the Document</p> <p>3.1.1 This edition of the Document is the reference for qualification recognition assessments or reviews to be conducted at any time after the effective date of this edition as stated.</p> <p>3.1.2 TIs with programmes that have been assessed or reviewed with reference to earlier editions of this Document are to observe the provisions of those editions until the next review exercise.</p> <p>3.1.3 TIs need not but may apply any new or modified criteria or standards included in this edition to those programmes until the next review exercise, and by then the Assessment Team will be asking from the TI for action plan to comply with the new or modified criteria or standards if continual recognition is to be recommended.</p> <p>3.2 Compliance during Period of Programme Provision</p> <p>3.2.1 Subject to provisions under sub-section 5.7, TIs should ensure that their programmes comply with all the requirements set out in the applicable edition of this Document at all times during the period of programme provision granted by the Board, so as to maintain the recognition status of the qualifications led by such programmes.</p> <p>3.2.2 Violation or deviation, involuntarily or not, from the criteria and standards as required may adversely affect the Board’s recognition of the qualification led by the programme as well as the registration of graduates from the programme.</p>	<p>Section 3: Applicability and Compliance</p> <p>3.1 Applicability of the Document</p> <p>3.1.1 This edition of the Document is the reference for qualification recognition assessments or reviews to be conducted at any time after the effective date of this edition as stated.</p> <p>3.1.2 TIs with programmes that have been assessed or reviewed with reference to earlier editions of this Document are to observe the provisions of those editions until the next review exercise.</p> <p>3.1.3 TIs need not but may apply any new or modified criteria or standards included in this edition to those programmes until the next review exercise, and by then the Assessment Team will be asking from the TIs for action plan to comply with the new or modified criteria or standards if continual recognition is to be recommended.</p> <p>3.2 Compliance during Period of Programme Provision / Updated</p> <p>3.2.1 Subject to provisions under sub-section <u>3.3</u>, TIs should ensure that their programmes comply with all the requirements set out in the applicable edition of this Document <u>and those items covered in final report of respective recognition assessment or review</u> at all times during the period of programme provision granted by the Board, so as to maintain the recognition status of the qualifications led by such programmes.</p> <p>3.2.2 Violation of or deviation from, involuntarily or not, the requirements may adversely affect the Board’s recognition of the qualification led by the programme as well as the registration of graduates from the programme.</p> <p>3.3 Notification of Changes</p> <p>3.3.1 <u>Any matters or requirements specified for assessment or review in the following sections or sub-sections are material for the qualification recognition.</u></p> <p>3.3.2 <u>During the application process, when it has come to notice of the management of the TI any adverse changes to these matters, the TI should notify the Committee in writing within 10 Working Days.</u></p> <p>3.3.3 <u>Should the change result in non-compliance with any requirement, the TI should report also the remedial measure or rectification taken or to be taken, and the timeline to fix it, where it is expected to be a period of not longer than 3 months. Upon receipt of the report, the Committee may consider and direct if any other action is to be taken by the TI or any relevant party.</u></p> <p>3.3.4 <u>When the change is substantial to an extent that the Committee considers it necessary, the Committee may direct that the programme is to be subject to an ad hoc review by an Assessment Team and the expenses are to be borne by the TI concerned.</u></p> <p>3.3.5 <u>TIs should observe this notification requirement once this 8th edition of the Document takes effect.</u></p>

Moved from 5.7

Redefined

Updated

Newly added

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<p>Section 4: Criteria and Standards</p> <p>4.1 Curriculum Contents and Structure</p> <p>4.1.1 The programme should be structured in a manner that:-</p> <p>(a) The graduates will be competent in practising social work in Hong Kong and in meeting the needs of the Hong Kong society and of service users;</p> <p>(b) Its duration should be pedagogically reasonable to provide adequate teaching and supervision for nurturing professional social workers;</p> <p>(c) It is designated as either full-time or part-time but not of a hybrid.</p> <p>4.1.2 The mode of delivery should be on-campus, with the exception of those under the Field Practicum which is off-campus by its nature. Subject to approval by the Board, a pre-defined extent of supplementary mode of delivery, e.g. e-learning platform, is permissible.</p> <p>4.1.3 The social work subject areas set out below must be included in the curriculum, that their respective components should be adequately covered in a reasonable pedagogical sequence and at the academic level of the programme.</p> <p>(a) Social Work Practice</p> <p>(i) Social Work Theories and Practice</p> <ul style="list-style-type: none"> - Theory and practice with individuals, groups, families, organizations and communities at micro, meso and macro levels - Integrative social work practice - Social work skills training - Practice-related subjects, compulsory or elective <p>(ii) Values and Ethics</p> <ul style="list-style-type: none"> - Personal and professional development - Social work values and ethics in contexts - Code of Practice prescribed by the Board and its applications <p>(b) Social Work Knowledge</p> <p>(i) Social Welfare Systems and Social Policies</p> <ul style="list-style-type: none"> - Perspectives and concepts of social welfare - Features of social welfare system in Hong Kong - Social policies and social services, and their relationship with other public policies <p>(ii) Human Behaviour and Social Environment</p> <ul style="list-style-type: none"> - Life span development - Human behaviour, diversity and cultural sensitivity 	<p>Section 4: Criteria and Standards</p> <p>4.1 Curriculum Contents and Structure</p> <p>4.1.1 The programme should be structured in a manner that:- Newly added</p> <p><u>(a) The seven professional standards cited in Foreword of this document should be incorporated in the educational objectives of the programme;</u></p> <p>(b) The graduates will be competent in practising social work in Hong Kong and in meeting the needs of the Hong Kong society and of service users;</p> <p>(c) Its duration should be pedagogically reasonable to provide adequate teaching and supervision for nurturing professional social workers.</p> <p>4.1.2 The mode of delivery should be on-campus, with the exception of those under the fieldwork which is off-campus by its nature. Subject to the approval by the Board, a pre-defined extent of supplementary mode of delivery, e.g. e-learning platform, is permissible.</p> <p>4.1.3 The social work subject areas set out below must be included in the curriculum, that their respective components should be adequately covered in a reasonable pedagogical sequence and at the academic level of the programme.</p> <p>(a) Social Work Practice</p> <p>(i) Social Work Theories and Practice</p> <ul style="list-style-type: none"> - Theory and practice with individuals, groups, families, organisations, communities <u>and societies</u> at micro, meso and macro levels; - Integrative social work practice; - Social work skills training; - Practice-related subjects, compulsory or elective; <p>(ii) Values and Ethics</p> <ul style="list-style-type: none"> - Personal and professional development; - Social work values and ethics in contexts; - Code of Practice prescribed by the Board and its applications; <p>(b) <u>Core Knowledge related to Social Work</u> Rephrased</p> <p>(i) Social Welfare Systems and Social Policies;</p> <ul style="list-style-type: none"> - Perspectives and concepts of social welfare; - Features of social welfare system in Hong Kong; - Social policies and social services, and their relationship with other public policies; <p>(ii) Human Behaviour and Social Environment Redefined</p> <ul style="list-style-type: none"> - Life span development; - <u>Human behaviour in social environment;</u>

<p>- Human behaviour and social environment</p> <p>(iii) Social Administration and Management</p> <ul style="list-style-type: none"> - Social planning and development - Agency management – models and processes - Programme planning, management and evaluation <p>(c) Field Practicum (details as set out under sub-section 4.1.5)</p> <p>(i) Pre-placement Preparation</p> <p>(ii) Fieldwork placement</p> <p>4.1.4 Non social work subject areas as set out below, unless as specified the otherwise, should also be included in the curriculum, that their respective components should be adequately covered.</p> <p>(a) Use of language for social work practice</p> <p>(b) Self-understanding and interpersonal communication</p> <p>(c) Basic legal knowledge and perspectives related to social work practice</p> <p>(d) Social Sciences and Liberal Arts Knowledge, such as Sociology, Psychology, Philosophy, Political Sciences, Economics or History, etc.</p> <p>(e) Hong Kong society</p> <p>(f) Research and social enquiries (optional for Diploma Programme)</p> <p>(i) Basic knowledge and skills of research and social enquiries</p> <p>(i) Utilization and application of research</p> <p>4.1.5 Social work programme is practice-based professional training and education, that TI should ensure adherence to the following requirements in the subject area of Field Practicum:-</p> <p>(a) Pre-placement Preparation</p> <p>(i) Minimum contact hours: 100</p> <p>(ii) Can be in the form of training workshops, attachments or in-depth visits to welfare agencies, which shall be organized in the name or via the TIs</p> <p>(iii) Can be partially conducted prior to the first placement and shall be fully completed prior to the last fieldwork placement under the programme</p> <p>(iv) Attendance of credit-earning courses covering subject areas of sub-sections 4.1.3(a), 4.1.3(b) or 4.1.4 shall not be counted into the contact hours under this</p>	<p>- <u>Human behaviour, diversity and cultural sensitivity;</u></p> <p>(iii) Social Administration and Management</p> <ul style="list-style-type: none"> - Social planning and development; - Agency management – models and processes; - Programme planning, management and evaluation; <p>(c) Fieldwork (details as set out under sub-section 4.1.5)</p> <p>(j) Pre-placement preparation;</p> <p>(ii) Fieldwork placement.</p> <p>4.1.4 Other subject areas as set out below, unless as specified the otherwise, should also be included in the curriculum, that their respective components should be adequately covered.</p> <p>(a) Use of language for social work practice;</p> <p>(b) Self-understanding and interpersonal communication;</p> <p>(c) Basic legal knowledge and perspectives related to social work practice;</p> <p>(d) <u>Sociology, psychology, and other related social sciences and liberal arts knowledge;</u></p> <p>(e) Hong Kong society;</p> <p>(f) Research and social enquiries (optional for Diploma Programme):-</p> <p>(j) Basic knowledge and skills of research and social enquiries;</p> <p>(ii) Utilisation and application of research.</p> <p>4.1.5 Social work programme is practice-based professional training and education, that TIs should ensure adherence to the following requirements in the subject area of fieldwork:-</p> <p>(a) Pre-placement preparation</p> <p>(i) Minimum contact hours: 100;</p> <p>(ii) Can be in the form of training workshops, attachments or in-depth visits to welfare agencies, which shall be organised <u>in the name of the TIs;</u></p> <p>(iii) Can be partially conducted prior to the first placement and shall be fully completed prior to the last fieldwork placement under the programme;</p> <p>(iv) Attendance of credit-earning courses covering subject areas of sub-sections 4.1.3(a), 4.1.3(b) or 4.1.4 shall not be counted into the contact hours under this</p>
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Redefined

heading	heading;																								
<p>(b) Fieldwork Placement</p> <p>(i) Must be of direct social work practice</p> <p>(ii) Minimum contact hours:- - Diploma Programme: 700 - Degree Programme: 800 (subject to provisions under sub-section 4.1.6)</p> <p>(iii) With different exposure to students in terms of nature and background of placement agencies and practice settings.</p> <p>(c) Supervision</p> <p>(i) The supervision time should be as follows:-</p> <table border="1" data-bbox="492 793 1365 982"> <thead> <tr> <th>For placement period of (per week)</th> <th>Frequency</th> <th>Supervision time (hours)</th> </tr> </thead> <tbody> <tr> <td>3 sessions or less</td> <td>Every fortnight</td> <td>1.5</td> </tr> <tr> <td>4-6 sessions</td> <td>Weekly</td> <td>1.5</td> </tr> <tr> <td>7 sessions or more</td> <td>Weekly</td> <td>2</td> </tr> </tbody> </table> <p>(ii) Mode of supervision - At least 50% of the total required supervision time should be individual supervision; - Unless the placement location is physically or legally not permissible, at least 50% of the total supervision time should be conducted on-site.</p> <p>(d) At least one placement of not less than half of the required contact hours should be taken place within the Hong Kong territory.</p> <p>(e) On-the-job placement, i.e. using the work settings of the students in their Employing Agencies as the required placements, is permissible, subject to the following requirements:-</p> <p>(i) It is not the only placement throughout the studying period of each programme.</p> <p>(ii) Social work duties in the placement are distinctly designated and the period of time of such duties meets the requirement of fieldwork hours.</p> <p>(iii) The designated social work duties are commensurate with the level of the programme training.</p> <p>(iv) A qualified fieldwork supervisor, who is external to the Employing Agency, is assigned by the TI for the placement.</p>	For placement period of (per week)	Frequency	Supervision time (hours)	3 sessions or less	Every fortnight	1.5	4-6 sessions	Weekly	1.5	7 sessions or more	Weekly	2	<p>heading;</p> <p>(b) Fieldwork placement</p> <p>(i) Must be of direct social work practice;</p> <p>(ii) Minimum contact hours:- - Diploma Programme: 700; - Degree Programme: 800 (subject to provisions under sub-section 4.1.6);</p> <p>(iii) With different exposure to students in terms of nature and background of placement agencies and practice settings;</p> <p>(c) Supervision</p> <p>(i) The supervision time should be as follows:-</p> <table border="1" data-bbox="1804 764 2635 953"> <thead> <tr> <th>For fieldwork placement period of (per week)</th> <th>Frequency</th> <th>Supervision time (hours)</th> </tr> </thead> <tbody> <tr> <td>3 sessions or less</td> <td>Every fortnight</td> <td>1.5</td> </tr> <tr> <td>4-6 sessions</td> <td>Weekly</td> <td>1.5</td> </tr> <tr> <td>7 sessions or more</td> <td>Weekly</td> <td>2</td> </tr> </tbody> </table> <p>(ii) Mode of supervision - At least 50% of the total required supervision time should be individual supervision; - Unless the fieldwork placement location is physically or legally not permissible, at least 50% of the total supervision time should be conducted on-site;</p> <p>(d) At least one fieldwork placement of not less than half of the required contact hours should be taken place within the Hong Kong territory;</p> <p>(e) On-the-job fieldwork placement, i.e. using the work settings of the students in their Employing Agencies as the required fieldwork placements, is permissible, subject to the following requirements:-</p> <p>(i) It is not the only fieldwork placement throughout the studying period of each programme;</p> <p>(ii) Social work duties in the fieldwork placement are distinctly designated and the period of time of such duties meets the requirement of fieldwork placement hours;</p> <p>(iii) The designated social work duties are commensurate with the level of the programme training;</p> <p>(iv) A qualified fieldwork supervisor, who is external to the Employing Agency, is assigned by the TI for the fieldwork placement.</p>	For fieldwork placement period of (per week)	Frequency	Supervision time (hours)	3 sessions or less	Every fortnight	1.5	4-6 sessions	Weekly	1.5	7 sessions or more	Weekly	2
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<p>4.1.6 In addition to the requirements under previous sub-sections, the TI intending to offer a Conversion Programme should also observe the following requirements:</p> <p>(a) The admission criteria should specify that possession of a diploma, higher diploma or an associate degree in social work recognized by the Board is a pre-requisite, and no exemption to this shall be allowed;</p> <p>(b) There should be justifications and full account that the aggregate of the learning experience rendered by those Diploma Programmes and of the conversion degree programme is equivalent to those of a similar four-year bachelor degree programme via the first-year entry route;</p> <p>(c) Subject to application by the TI, vetting and recommendation by the Assessment Team, the field practicum may be one of not less than 400 hours' direct fieldwork placement, with or without the pre-placement preparation, and that in case of a singular placement is provided to students, the TI should avoid duplication in placement agencies or practice settings with those taken by those students in their study of the Diploma Programmes;</p>	<p>4.1.6 In addition to the requirements under previous sub-sections, the TI intending to offer a Conversion Programme should also observe the following requirements:-</p> <p>(a) The admission criteria should specify that possession of a <u>qualification led by Diploma Programmes in social work</u> recognised by the Board is a pre-requisite, and no exemption to this shall be allowed;</p> <p>(b) There should be justifications and full account that the aggregate of the learning experience rendered by those Diploma Programmes and of the Conversion Programme is equivalent to those of a similar four-year bachelor degree programme via the first-year entry route;</p> <p>(c) Subject to application by the TI, vetting and recommendation by the Assessment Team, the fieldwork may be one of not less than 400 hours' direct fieldwork placement, with or without the pre-placement preparation, and that in case of a singular fieldwork placement being provided to students, the TI should avoid duplication in placement agencies or practice settings with those taken by those students in their study of the Diploma Programmes.</p>
<p>4.2 Minima for Persons Providing Professional Teaching</p> <p>4.2.1 Any TI, whether applying for social work qualification recognition of any kind, or offering any number of such, should always have employed by head count at least three full-time Academic Staff members per each programme leading to such qualification, these Academic Staff members shall each satisfy all of the following requirements:</p> <p>(a) Being RSW in Hong Kong or holder of recognized social work professional qualification awarded overseas;</p> <p>(b) Being holder of postgraduate degree in social work or a related discipline; and</p> <p>(c) Possessing not less than 5 years' full-time-equivalent Post-qualification Professional Practising Experience.</p> <p>To avoid any doubt, when the TI is offering both full-time and part-time programmes leading to the same recognized social work qualification, each programme counts, and in this case, the TI should ensure the employment of at least six full-time Academic Staff members.</p> <p>4.2.2 For TI applying for the recognition, the requirement under sub-section 4.2.1 should be complied with at and after the on-campus visit as specified under sub-section 5.6.3.</p> <p>4.2.3 Academic Staff of Diploma Programme being offered</p> <p>(a) In addition to sub-section 4.2.1, TI should ensure that all Academic Staff members</p>	<p>4.2 Minima for Persons Providing Professional Teaching</p> <p>4.2.1 Any TI, whether applying for social work qualification recognition of any kind, or offering any number of such, should always have employed by head count at least three full-time Teaching Staff members <u>for each social work qualification, regardless the TI is offering different programmes (full-time, part-time or mixed modes of delivery) leading to the same social work qualification, but subject always to ratio requirement of full-time engagement by headcount as specified under sub-section 4.2.5(b) or 4.2.6(b).</u></p> <p>4.2.2 <u>The full-time Teaching Staff members designated as the minimum three to a social work qualification should individually be committing at least two-third of their working hours to the teaching and administration of that social work qualification.</u></p> <p>4.2.3 These Teaching Staff members shall each satisfy all of the following requirements:</p> <p>(a) Being RSW in Hong Kong or holder of recognised social work professional qualification awarded overseas;</p> <p>(b) Being holder of postgraduate degree in social work or a related discipline; and</p> <p>(c) Possessing not less than 5 years' full-time-equivalent Post-degree Professional Practising Experience.</p> <p>4.2.4 For TIs applying for the recognition, the requirement under sub-section 4.2.1 should be complied with at and after the on-campus visit as specified under sub-section 5.6.3.</p> <p>4.2.5 Teaching Staff of Diploma Programme being offered</p>

Rephrased

Newly added subsequent to qualification-based recognition

Redundant

<p>shall each satisfy all of the following requirements:</p> <ul style="list-style-type: none"> (i) Being RSW in Hong Kong or holder of recognized social work professional qualification awarded overseas; (ii) Being holders of degree in social work recognized by the Board, whilst those who have been employed by any TI as Academic Staff for a Diploma Programme and remain as such on the effective date of this edition of the Document are exempted from this requirement; and (iii) Possessing not less than 5 years' full-time-equivalent Post-qualification Professional Practising Experience. <p>(b) TI should ensure that, by head count, not less than 40 percent of its Academic Staff members are under its full-time engagement;</p> <p>(c) TI should ensure that not less than 80 percent of its full-time Academic Staff are also holders of postgraduate degree in social work or a related discipline,</p> <p>4.2.4 Academic Staff of Degree Programme being offered</p> <p>(a) In addition to sub-section 4.2.1, TI should ensure that all Academic Staff members shall each satisfy all of the following requirements:</p> <ul style="list-style-type: none"> (i) Being RSW in Hong Kong or holder of recognized social work professional qualification awarded overseas; (ii) Being holder of postgraduate degree in social work or a related discipline; and (iii) Possessing not less than 5 years' full-time-equivalent Post-qualification Professional Practising Experience. <p>(b) TI should ensure that, by head count, not less than 40 percent of its Academic Staff members are under its full-time engagement;</p> <p>(c) TI should ensure that, by head count, not less than 50 percent of its full-time Academic Staff are each holder of doctoral degree, with no restriction on the field of concentration.</p> <p>4.2.5 Teaching staff of Field Practicum</p> <p>(a) Subject to the further provisions below, TI should ensure that all teaching staff, including supervisors or instructors of Field Practicum, shall each satisfy all of the following requirements:</p> <ul style="list-style-type: none"> (i) Being holder of degree in social work recognized by the Board; and 	<p style="text-align: right;">Updated</p> <p>(a) In addition to sub-section <u>4.2.3</u>, TIs should ensure that all Teaching Staff members shall each satisfy all of the following requirements:-</p> <ul style="list-style-type: none"> (i) Being RSW in Hong Kong or holder of recognised social work professional qualification awarded overseas; (ii) Being holders of degree in social work recognised by the Board, whilst those who have been employed by any TI as Teaching Staff for a Diploma Programme and remain as such on the effective date of this edition of the Document are exempted from this requirement; and (iii) Possessing not less than 5 years' full-time-equivalent Post-degree Professional Practising Experience; <p>(b) TIs should ensure that, by head count, not less than 40 percent of its Teaching Staff members are under its full-time engagement;</p> <p>(c) TIs should ensure that not less than 80 percent of its full-time Teaching Staff are also holders of postgraduate degree in social work or a related discipline.</p> <p>4.2.6 Teaching Staff of Degree Programme being offered</p> <p>(a) In addition to sub-section 4.2.3, TIs should ensure that all Teaching Staff members shall each satisfy all of the following requirements:-</p> <ul style="list-style-type: none"> (i) Being RSW in Hong Kong or holder of recognised social work professional qualification awarded overseas; (ii) Being holder of postgraduate degree in social work or a related discipline; and (iii) Possessing not less than 5 years' full-time-equivalent Post-degree Professional Practising Experience; <p>(b) TIs should ensure that, by head count, not less than 40 percent of its Teaching Staff members are under its full-time engagement;</p> <p>(c) TIs should ensure that, by head count, not less than 50 percent of its full-time Teaching Staff are each holder of doctoral degree, with no restriction on the field of concentration.</p> <p>4.2.7 Fieldwork Supervisors Rephrased</p> <p>(a) Subject to the further provisions below, TIs should ensure that all teachers of fieldwork shall each satisfy all of the following requirements:- Redefined</p> <ul style="list-style-type: none"> (i) <u>Shall be RSWs in Hong Kong</u>; and is (ii) Possessing not less than 5 years' full-time-equivalent Post-degree Professional Practising Experience;
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<p>(ii) Possessing not less than 5 years' full-time-equivalent Post-qualification Professional Practising Experience;</p> <p>(b) Those for field placements in Hong Kong, TI should also ensure that all are RSWs in Hong Kong;</p> <p>(c) Those for field placement outside Hong Kong, TI should also ensure that all are holders of a degree in social work recognized by the Board for registration and a professional qualification or status in social work equivalent to a registered social worker in Hong Kong;</p> <p>(d) All those for field placement of a master degree programme, TI should ensure that all are also in possession of postgraduate degree in social work or a related discipline;</p> <p>(e) If and only if for the reason to enrich social work students' exposure to professional knowledge of other disciplines, TI may draw on the expertise and experience of other academics and professions by engaging suitably qualified persons with appropriate and relevant training in a particular subject area, such as counselor, family therapist, play therapist, clinical or educational psychologist and psychiatrist for supervision of students in related fieldwork setting, subject always to the condition that placement under this type of supervision is not the only placement of that student under the programme.</p>	<p>(b) Those for fieldwork placements outside Hong Kong, TIs should also ensure that all are holders of a degree in social work recognised by the Board for registration and a professional qualification or status in social work equivalent to a registered social worker in Hong Kong;</p> <p>(c) All those for fieldwork placements of a master degree programme, TIs should ensure that all are also in possession of postgraduate degree in social work or a related discipline;</p> <p>(d) If and only if for the reason to enrich social work students' exposure to professional knowledge of other disciplines, TIs may draw on the expertise and experience of other academics and professions by engaging suitably qualified persons with appropriate and relevant training in a particular subject area, such as counsellor, family therapist, play therapist, clinical or educational psychologist and psychiatrist for supervision of students in related setting, subject always to the condition that fieldwork placement under this type of supervision is not the only fieldwork placement of that student under the programme.</p> <div data-bbox="1893 835 2347 999" style="border: 1px solid black; background-color: yellow; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Newly defined criteria of Small Class to replace the SSR (Remarks 3)</p> </div>
<p>4.3 Individual Attention to Students</p> <p>4.3.1 The TI should provide ample individual attention to its students in nurturing them into professional social workers, and the staff-to-student ratio (SSR) is devised and prescribed hereby to be the reference standard;</p> <p>4.3.2 The SSR is prescribed as below:- (a) at 1:15 for a degree programme; (b) at 1:25 for a diploma programme.</p> <p>4.3.3 In the said ratios, the first number is that of the full-time equivalent staff members (FTE Staff) and the second number is that of the full-time equivalent students (FTE Students).</p> <p>4.3.4 The following rules should be observed when calculating the value of FTE Staff:- (a) Only staff members who satisfy the following requirements should be taken into account in the calculation: (i) They are engaged by the TI and are involved in teaching or instructing courses for the social work subject areas as prescribed under section 4.1.3, i.e. Social Work Practice, Social Work Knowledge or Field Practicum, of the social work programme offered by the TI, that would typically include lecturers, tutors and fieldwork instructors of such programme;</p>	<p>4.3 Individual Attention to Students</p> <p><u>4.3.1 TIs should provide ample individual attention to its students in nurturing them into professional social workers, that for courses embedded with subject areas specified under sub-sections 4.1.3(a) or 4.1.3(b), regardless of the weight of such subject areas in the courses concerned, small class teaching is required for not less than one third teaching hours of such courses.</u></p> <p><u>4.3.2 The respective caps on number of students of each and such small class are prescribed as below:-</u></p> <p><u>For courses embedded with subject areas under sub-section 4.1.3(a):</u> (a) at 15 for a degree programme; (b) at 20 for a diploma programme;</p> <p><u>For courses embedded with subject areas under sub-section 4.1.3(b):</u> (c) at 20 for a degree programme; (d) at 25 for a diploma programme.</p> <p><u>4.3.3 When a course being embedded with both subject areas under sub-section 4.1.3(a) and 4.1.3(b), the cap for that of 4.1.3(a) shall prevail.</u></p>

- (ii) Each should be:
 - RSW in Hong Kong or holder of recognized social work professional qualification awarded overseas;
 - Holder of degree in social work (unless as exempted under section 4.2.3(a)(ii));
 - Possessing not less than 5 years' full-time-equivalent Post-qualification Professional Practising Experience;
 - (iii) They are engaged by the TI at the least on half-time basis for the full academic year, or for those engaged mid-term till the end of the academic year;
 - (iv) They are readily, easily and physically accessible by students in terms of their being ordinarily resident in Hong Kong and being provided with office space to perform duties within the campus by the TI;
 - (v) There are no restrictions concerning the faculties or departments to which they are attached and the forms of engagement.
- (b) For the TI offering a singular social work programme:
- (i) When such staff are under full-time engagement by the TI, regardless of their other responsibilities besides teaching or instructing social work subjects, each human head of these staff should be counted as "1"; and by summing them up, a constituent figure for the first number of the SSR is acquired;
 - (ii) When such staff are under part-time engagement by the TI, the fraction (in terms of salary or work-hours or else) of a full-time staff as specified in the contract of engagement should be applied to each respective count of such individual staff member to acquire their respective fractions of a full-time equivalent staff member; in case there are two or more different fractions being specified, the lowest one is to be adopted, or in the absence of any, the pro-rata ratio of work-day per week to a full-time staff performing similar teaching or instructing role of the programme is to be adopted;
 - (iii) The individual fractions acquired under point (ii) above should each be rounded to two decimal places, whenever appropriate, and then summed up to be another constituent figure for the first number of the SSR;
 - (iv) The summation of two constituent figures under point (i) and point (iii) above should be the first number of the SSR.
- (c) For the TI offering multiple social work programmes, with some or all of its staff being involved in more than one programme:
- (i) Subject to the following, the rules as set out above under 4.3.4(b) should be observed;

<p>(ii) For those staff members who are involved also in other social work programmes of the TI, their individual fractions should first be split equally among all programmes involved before the constituent figures referred to in 4.3.4(b)(iv) are summed up.</p> <p>4.3.5 The following rules should be observed when calculating the value of FTE Students:-</p> <p>(a) Only students admitted and committed to the social work programme offered by the TI should be counted in the manner as prescribed below;</p> <p>(b) When it is a multiple-streams programme, only when the students subscribe to the social work stream should they be counted;</p> <p>(c) The heads of students who are being suspended or granted leave of any kind for a duration longer than a semester need not be counted.</p> <p>(d) When it is of a full-time programme, the human heads of students should be counted to acquire the second number of the SSR;</p> <p>(e) When it is of a part-time programme, the human heads of students should first be counted, and a factor as derived below should be applied to this head count figure to acquire the full-time equivalent as the second number of the ratio:</p> <p>(i) If the TI provides a full-time social work programme of the same level, the factor should be derived from the duration of the full-time programme (as numerator) and that of the part-time programme (as denominator), in case of more than one full-time programme of the same level are offered, the one with the shorter duration should be used;</p> <p>(ii) If there is not an equivalent full-time programme provided the TI, the factor of "0.5" should be used;</p> <p>(f) No other factors to discount the head counts of students are allowed.</p>	
<p>4.4 Governance and Academic Standard</p> <p>4.4.1 The TI should be subject to regular quality assurance audit by the Quality Assurance Council of the UGC or periodic institutional review by the HKCAAVQ, and the audit or review is satisfactorily completed;</p> <p>4.4.2 The TI should be financially sound, both in terms of adequate asset holding to back up its operations, and sustainable cash position and cash flow to run the operation.</p> <p>4.4.3 The recognizable and distinct academic unit which is responsible for the social work programme should be led by a designated head or director who has demonstrated both administrative and scholarly competence;</p>	<p>4.4 Governance and Academic Standard</p> <p>4.4.1 TIs should be subject to regular quality assurance audit by the Quality Assurance Council of the UGC or periodic institutional review by the HKCAAVQ, and the audit or review is satisfactorily completed.</p> <p>4.4.2 TIs should be financially sound, both in terms of adequate asset holding to back up its operations, and sustainable cash position and cash flow to run the operation.</p> <p>4.4.3 The recognisable and distinct academic unit which is responsible for the social work programme should be led by a designated head or director who has demonstrated both administrative and scholarly competence.</p>

<p>4.4.4 That academic unit should be adequately resourced in all respects so as to achieve objectives of the programme, in particular with a stable budgetary allocation to ensure programme planning and sustainability as well as to ensure sustainable academic plan;</p> <p>4.4.5 That academic unit should identify themselves with the social work values as specified in the Code of Practice of the Board;</p> <p>4.4.6 There should be an advisory committee with membership of a wide representation of relevant stakeholders, from which the academic unit may seek advice;</p> <p>4.4.7 The TI offering social work degree programme (bachelor or master) should provide reasonable support to its teaching staff to cultivate a vibrant research culture within the academic unit through their involvement in research activities aiming at deliverables beneficial to academic advancement or social work practice.</p>	<p>4.4.4 That academic unit should be adequately resourced in all respects so as to achieve objectives of the programme, in particular with a stable budgetary allocation to ensure programme planning and sustainability as well as to ensure sustainable academic plan.</p> <p>4.4.5 That academic unit should identify themselves with the social work values as specified in the Code of Practice of the Board.</p> <p>4.4.6 There should be an advisory committee with membership of a wide representation of relevant stakeholders, from which the academic unit may seek advice.</p> <p>4.4.7 TIs offering social work degree programme (bachelor or master) should provide reasonable support to their teaching staff to cultivate a vibrant research culture within the academic unit through their involvement in research activities aiming at deliverables beneficial to academic advancement or social work practice.</p>
<p>4.5 Supporting Facilities</p> <p>4.5.1 There should be a reasonable collection of references related to social work, including but not limited to books, refereed journals, and audio-visual references, in hard copy or subscribed online resources, which are readily and conveniently accessible by students via facilities provided by the TIs;</p> <p>4.5.2 There should be skill laboratories adequately equipped to provide training and pre-placement activities to students;</p> <p>4.5.3 There should be adequate facilities in information technology for students to access to and to use;</p> <p>4.5.4 The setting and management of the TI's campus should allow both teaching staff, fieldwork instructors and students sufficient space to organize activities, including but not limited to meetings, seminars, group projects, interviews, consultation and supervision, that there is an enabling environment for student activities and development which are conducive to their understanding and application of social work values;</p> <p>4.5.5 There should be student counseling services adequately and professionally manned and funded for students to access to when in need.</p>	<p>4.5 Supporting Facilities</p> <p>4.5.1 There should be a reasonable collection of references related to social work, including but not limited to books, refereed journals, and audio-visual references, in hard copy or subscribed online resources, which are readily and conveniently accessible by students via facilities provided by the TIs.</p> <p>4.5.2 There should be skill laboratories adequately equipped to provide training and pre-placement activities to students.</p> <p>4.5.3 There should be adequate facilities in information technology for students to access to and to use.</p> <p>4.5.4 The setting and management of the TIs' campus should allow both Teaching Staff, Fieldwork Supervisors and students sufficient space to organise activities, including but not limited to meetings, seminars, group projects, interviews, consultation and supervision, that there is an enabling environment for student activities and development which are conducive to their understanding and application of social work values.</p> <p>4.5.5 There should be student counselling services adequately and professionally manned and funded for students to access to when in need.</p> <p><u>4.5.6 There should be adequate resources allocated to support the students with special educational needs.</u></p> <div data-bbox="2190 1556 2439 1642" style="border: 1px solid black; background-color: yellow; padding: 2px; display: inline-block;">Newly added</div>

First Consultation Draft 2019	Second Consultation Draft 2020
<p>Section 5: Mechanisms for Recognition</p> <p>5.1 Local Qualifications versus Offshore or Non-local Qualifications</p> <p>5.1.1 The mechanisms for recognition outlined in other parts of this section aim at programmes with most of its components delivered on campus and within the territories of Hong Kong, i.e. local qualifications.</p> <p>5.1.2 For qualifications awarded by TIs domiciled outside Hong Kong, the Board adopts the following approach:-</p> <p>(a) The Board has taken the initiative of scrutinizing the principles, criteria and standards for accreditation of some overseas well-established accreditation and registration bodies or of institutions, and comparing them with those of the Board. Having been satisfied with theirs, the Board has recognized the qualifications led by the programmes accredited by those bodies and institutions. The details are available and updated whenever appropriate at the website of the Board.</p> <p>(b) Besides those referred to under sub-section 5.1.2(a), holders of other qualifications awarded by TIs domiciled outside Hong Kong may apply with the following and at their own cost to the Board for assessment on an individual basis:-</p> <p>(i) an assessment report on the qualification issued by the HKCAAVQ;</p> <p>(ii) a document, preferably in a table form, setting out the due compliance of the programme leading to the qualification under application with the criteria and standards in the relevant edition of this Document.</p> <p>(c) The Board may assign the assessment work of such to external assessor appointed at its discretion, and based upon recommendations of the assessor, the Board would decide to recognize the qualification led by the programme or not. The Board may assess the programme without assigning to external assessor but with reference to similar qualifications assessed earlier and recognized by the Board. To avoid any doubt, even when the Board has previously recognized the same qualification, so far as the years of study are different, the Board may assess afresh.</p> <p>5.1.3 For qualifications awarded offshore by TIs domiciled in Hong Kong, on their own or in partnership with others, even the qualifications bearing the same names as those already recognized by the Board, the Board will not automatically recognize them, that:-</p> <p>(a) Holders of these qualifications which were conferred on or before 6 September 2007 (when the Board then introduced this measure) may submit an application for recognition and the Board will deal with these applications on the merits of each case.</p> <p>(b) Holders of those qualifications conferred after 6 September 2007 shall apply according to the protocol as set out under sub-section 5.1.2(b).</p>	<p>Section 5: Mechanisms for Recognition</p> <p>5.1 Local Qualifications versus Offshore or Non-local Qualifications</p> <p>5.1.1 The mechanisms for recognition outlined in other parts of this section aim at programmes with most of its components delivered on campus and within the territories of Hong Kong, i.e. local qualifications.</p> <p>5.1.2 For qualifications awarded by TIs domiciled outside Hong Kong, the Board adopts the following approach:-</p> <p>(a) The Board has taken the initiative of scrutinizing the principles, criteria and standards for accreditation of some overseas well-established accreditation and registration bodies or of institutions, and comparing them with those of the Board. Having been satisfied with theirs, the Board has recognised the qualifications led by the programmes accredited by those bodies and institutions. The details are available and updated whenever appropriate at the website of the Board;</p> <p>(b) Besides those referred to under sub-section 5.1.2(a), holders of other qualifications awarded by TIs domiciled outside Hong Kong may apply with the following and at their own cost to the Board for assessment on an individual basis:-</p> <p>(i) an assessment report on the qualification issued by the HKCAAVQ;</p> <p>(ii) a document, preferably in a table form, setting out the due compliance of the programme leading to the qualification under application with the criteria and standards in the relevant edition of this Document;</p> <p>(c) The Board may assign the assessment work of such to external assessor appointed at its discretion, and based upon recommendations of the assessor, the Board would decide to recognise the qualification led by the programme or not. The Board may assess the programme without assigning to external assessor but with reference to similar qualifications assessed earlier and recognised by the Board. To avoid any doubt, even when the Board has previously recognised the same qualification, so far as the years of study are different, the Board may assess afresh.</p> <p>5.1.3 For qualifications awarded offshore by TIs domiciled in Hong Kong, on their own or in partnership with others, even the qualifications bearing the same names as those already recognised by the Board, the Board will not automatically recognise them, that:-</p> <p>(a) Holders of these qualifications which were conferred on or before 6 September 2007 (when the Board then introduced this measure) may submit an application for recognition and the Board will deal with these applications on the merits of each case;</p> <p>(b) Holders of those qualifications conferred after 6 September 2007 shall apply according to the protocol as set out under sub-section 5.1.2(b).</p>

5.2 Assessment Panel and Assessment Teams

5.2.1 The Assessment Panel is the talent pool from which members of Assessment Teams are appointed for conducting qualification recognition assessments or reviews. The Board may from time to time appoint to it any individuals, who shall not be members of the Board or of the Committee or staff members of the Board office, for a term specified by the Board as it deems appropriate. Nominations may be from different organizations but the appointments are on personal basis of the individuals.

5.2.2 The Panel consists of the following 5 sub-groups, where the appointees, besides having satisfied the respective criteria throughout the period of appointment, shall, with the exception of group (a) and (b), not be occupying a full-time or part-time post of any kind in TIs awarding social work qualifications recognized by the Board:-

- (d) **Local academics in social work**, who should be full-time teaching staff members in the rank of Associate Professor (or equivalent) or above of TIs in Hong Kong, teaching Social Work subjects of programme leading to social work qualification recognized by the Board;
- (e) **Overseas academics in social work**, who should be residing in overseas countries and be teaching staff members in the rank of Associate Professor (or equivalent) or above, **or Emeritus Professors**, in social work of tertiary institutions in overseas countries, and possessing recognized professional qualification in social work awarded in their respective countries;
- (f) **Social work professionals**, who should be RSW (Category 1) in Hong Kong, possessing a master or doctoral degree in social work or equivalent and with at least ten years' experience in social work practice;
- (g) **Representatives of Employing Agencies**, who should be either members of the board of directors of Employing Agencies, or heads, deputy or assistant heads of Employing Agencies but need not be RSW;
- (h) **Non-social work professionals**, who should be practitioners of a profession in Hong Kong which is regulated under statute by a professional or statutory body, where being holders of degree or diploma in relevant discipline is a pre-requisite for membership, registration or licensing.

5.2.3 Members of the Assessment Panel:-

- (a) Are eligible for re-appointment so far as they remain satisfying the criteria for appointment;
- (b) Are entitled to an honorarium (at a rate decided at the discretion of the Board) as a token of appreciation for undertaking assignment of the qualification assessment or review;

Removed

5.2 Assessment Panel and Assessment Teams

5.2.1 The Assessment Panel is the talent pool from which members of Assessment Teams are appointed for conducting qualification recognition assessments or reviews. The Board may from time to time appoint to it any individuals, who shall not be members of the Board or of the Committee or staff members of the Board office, for a term specified by the Board as it deems appropriate. Nominations may be from different organisations but the appointments are on personal basis of the individuals.

5.2.2 The Panel consists of the following 6 sub-groups, where the appointees, besides having satisfied the respective criteria throughout the period of appointment, shall, with the exception of groups (a), (b) and (c), not be occupying a full-time or part-time post of any kind in TIs awarding social work qualifications recognized by the Board in Hong Kong:-

- (a) **Local academics in social work**, who should be full-time teaching staff members in the rank of Associate Professor (or equivalent) or above of TIs in Hong Kong, teaching Social Work subjects of programme leading to social work qualification recognized by the Board;
- (b) **Overseas academics in social work**, who should be residing in overseas countries and be teaching staff members in the rank of Associate Professor (or equivalent) or above in social work of tertiary institutions in overseas countries, and possessing recognised professional qualification in social work awarded in their respective countries;
- (c) **Fieldwork Supervisors**, who should be RSW (Category 1) in Hong Kong, possessing a bachelor degree in social work (or equivalent) or above and with at least five years' experience in fieldwork teaching/co-ordination or fieldwork supervision;
- (d) **Social work professionals**, who should be RSW (Category 1) in Hong Kong, possessing a master or doctoral degree in social work (or equivalent) or above and with at least ten years' experience in social work practice;
- (e) **Representatives of Employing Agencies**, who should be either members of the board of directors of Employing Agencies, or heads, deputy or assistant heads (or equivalent) of Employing Agencies but need not be RSW;
- (f) **Non-social work professionals**, who should be practitioners of a profession in Hong Kong which is regulated under statute by a professional or statutory body, where being holders of degree or diploma in relevant discipline is a pre-requisite for membership, registration or licensing.

5.2.3 Members of the Assessment Panel:-

- (a) Are eligible for re-appointment so far as they remain satisfying the criteria for appointment;
- (b) Are entitled to an honorarium (at a rate decided at the discretion of the Board) as a token of appreciation for undertaking assignment of the qualification assessment or review;

Redefined

Newly added

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Redefined

<p>(c) Should inform the Board of any change to their status that may affect the appointment;</p> <p>(d) May be required to declare if they are holding any part-time teaching post or of any accreditation or advisory committee of any TIs offering social work qualifications recognized by the Board for conflict check;</p> <p>(e) May resign at any time by serving notice in writing to the Board;</p> <p>(f) May be with their names removed from the Assessment Panel when it has come to the notice of the Board that they have ceased to satisfy the criteria for appointment.</p> <p>5.2.4 Assessment Team</p> <p>(a) It is a team of five, one from each of the sub-groups of the Assessment Panel, selected by the Board for conducting assessment or review of individual programme or a group of programmes of the same TI, providing that the Board reserves its discretion to determine the actual size and composition of a particular team by selecting any number of members from the sub-groups.</p> <p>(b) The Board will decide, upon receipt of the interim report from the Assessment Team, to dissolve or to extend the tenure of office of the Team.</p> <p>(c) Members of the Team formed shall elect among themselves a convener to preside meetings of the Team. When the convener elected is absent or resigns for any reason, the remaining members shall elect another person present to preside the meetings.</p> <p>(d) One person from either group (a) or (b) plus any two persons from the remaining groups shall form the quorum to conduct business of the Team. The Team shall deliberate its business by consensus, failing which voting by show of hands. The convener shall have the casting vote in case of equality in vote.</p> <p>(e) In the event that a member of the Team resigns for any reason during the course of the assessment or review, so far as there remains a valid quorum, the Board need not but may appoint a replacement, and the Team may then decide whether to re-start afresh the assessment or review or to continue with the remaining part of the exercise.</p> <p>(f) The Board may assign a professional consultant who is to render all possible assistance to the Team in all respects for conducting the assessment or review in an orderly and timely manner.</p>	<p>(c) Should inform the Board of any change to their status that may affect the appointment;</p> <p>(d) May be required to declare if they are holding any part-time teaching post or of any accreditation or advisory committee of any TIs offering social work qualifications recognised by the Board for conflict check;</p> <p>(e) May resign at any time by serving notice in writing to the Board;</p> <p>(f) May be with their names removed from the Assessment Panel when it has come to the notice of the Board that they have ceased to satisfy the criteria for appointment.</p> <p>5.2.4 Assessment Team Updated</p> <p>(a) It is a team of <u>six</u>, one from each of the sub-groups of the Assessment Panel, selected by the Board after conflict check for conducting assessment or review of <u>individual or a group of social work qualifications</u> of the same TI, providing that the Board reserves its discretion to determine the actual size and composition of a particular team by selecting any number of members from the sub-groups; Redefined</p> <p>(b) The Board will decide, upon receipt of the <u>final report</u> from the Assessment Team, to dissolve or to extend the tenure of office of the Team;</p> <p>(c) Members of the Team formed shall elect among themselves a convenor to preside meetings of the Team. When the convener elected is absent or resigns for any reason, the remaining members shall elect another person present to preside the meetings;</p> <p>(d) One person from either group (a) or (b) plus any two persons from the remaining groups shall form the quorum to conduct business of the Team. The Team shall deliberate its business by consensus, failing which voting by show of hands. The convener shall have the casting vote in case of equality in vote;</p> <p>(e) In the event that a member of the Team resigns for any reason during the course of the assessment or review, so far as there remains a valid quorum, the Board need not but may appoint a replacement, and the Team may then decide whether to re-start afresh the assessment or review or to continue with the remaining part of the exercise;</p> <p>(f) The Board may assign a professional consultant who is to render all possible assistance to the Team in all respects for conducting the assessment or review in an orderly and timely manner.</p>
<p>5.3 Period of Recognition</p> <p>5.3.1 Both the qualification recognition assessment and review are conducted by means of assessing both the pertinent programme and the TI concerned with reference to the</p>	<p>5.3 Period of Recognition</p> <p>5.3.1 Both the qualification recognition assessment and review are conducted by means of assessing both the pertinent programme and the TIs concerned with reference to the</p>

Newly added subsequent to qualification based recognition

applicable criteria and standards set out in this Document.

5.3.2 Same qualification led by different programmes, e.g. full-time, part-time, or conversion, will be assessed separately.

5.3.3 Qualification assessment means the one conducted on a qualification which is not currently on the list of degree or diploma in social work recognized by the Board.

5.3.4 Qualification review means the one conducted on a qualification currently on the aforesaid list.

5.3.5 If recognition is granted after a qualification assessment, unless there are specific condition imposed that may shorten it, the initial period of recognition will be three years, with the first review to be conducted during the last year of this period.

5.3.6 If continual recognition is granted after a qualification review, the continual period of recognition will be another period up to a maximum of eight years, with the next review to be conducted during the last year of this continual period, where the following factors should be considered by the Team to determine the length of such continual period:-

(a) Track record of the programme and the TI, in particular the fulfillment with conditions or suggestions made by the earlier Team for assessment or review;

(b) Resources of the TI;

(c) Quality of teaching staff; and

(d) Quality of the graduates, if any.

5.3.7 If the qualification review exercise consists of multiple programmes, the length of period of recognition may be granted differently to each of these programmes.

5.3.8 Graduates from the pertinent programme where the corresponding first-year student admission falls within the period of recognition will have their qualifications conferred recognized by the Board for the purpose of registration as RSW in Hong Kong.

Redundant

applicable criteria and standards set out in this Document.

5.3.2 Qualification assessment means the one conducted on a qualification which is not currently on the list of degree or diploma in social work recognized by the Board.

5.3.3 Qualification review means the one conducted on a qualification currently on the aforesaid list.

5.3.4 A qualification led by different programmes, e.g. full-time, part-time, or conversion, will be assessed or reviewed in one go, embedded with examination into individual programmes on the pedagogical reasonableness and the synchronisation of different programmes. To avoid any doubt, for those different programmes leading to the same qualification previously having been granted periods of recognition with different end years, the Board will align the periods by granting extension to that with earlier end year of recognition.

5.3.5 If recognition is granted after a qualification assessment, unless there are specific condition imposed that may shorten it, the initial period of recognition will be three years, with the first review to be conducted during the last year of this period.

5.3.6 If continual recognition is granted after a qualification review, the continual period of recognition will be another period up to a maximum of eight years, with the next review to be conducted during the last year of this continual period, the Team should consider, but not being limited to, the following factors, to determine the length of such continual period:-

(a) Track record of the programme and the TI, in particular the fulfillment with conditions or suggestions made by the earlier Team for assessment or review;

(b) Resources of the TI;

(c) Quality of Teaching Staff and Fieldwork Supervisors; and

(d) Quality of the graduates, if any.

5.3.7 Graduates from the pertinent programme where the corresponding first-year student admission falls within the period of recognition will have their qualifications conferred recognized by the Board for the purpose of registration as RSW in Hong Kong.

Rephrased

Newly added

5.4 Instigation of Assessment or Review

5.4.1 TI should apply for recognition of a new qualification in social work in the form prescribed by the Board, submitted together with the supporting documents specified in the following sections.

5.4.2 Qualification review is conducted with the aims to ensure that:-

(a) The programme leading to the qualification remains delivered at or above the applicable standards;

5.4 Instigation of Assessment or Review

5.4.1 TIs should apply for recognition of a new qualification in social work in the form prescribed by the Board, submitted together with the supporting documents specified in the following sections.

5.4.2 Qualification review is conducted with the aims to ensure that:-

(a) The programme leading to the qualification remains delivered at or above the applicable standards;

<p>(b) In case where there are criteria or standards newly introduced or modified during the interim of the current period of recognition, the TI is prepared to enhance the programme to align with the new set of requirements;</p> <p>(c) Either the Board or the TI concerned may initiate the review exercise during the penultimate year of the current period of recognition;</p> <p>(d) The TI concerned may apply for the review exercise to be conducted in an earlier year to accommodate any new initiatives of their own on the programme;</p> <p>(e) The Board reserves the right to conduct at the expense of the Board a review at any time during a period of recognition when it identifies such a need and by giving reasonable prior notice to the TI concerned.</p> <p>(f) When a TI is offering more than one programme that leads to qualification recognized by the Board, subject to agreement by the other party, either the Board or the TI may propose to conduct concurrently the review of all or any number of such programmes by the same Assessment Team, whilst the Team may arrive at different findings and recommendations for individual programmes.</p>	<p>(b) In case where there are criteria or standards newly introduced or modified during the interim of the current period of recognition, the TI is prepared to enhance the programme to align with the new set of requirements;</p> <p>(c) Either the Board or the TI concerned may initiate the review exercise during the penultimate year of the current period of recognition;</p> <p>(d) The TI concerned may apply for the review exercise to be conducted in an earlier year to accommodate any new initiatives of their own on the programme;</p> <p>(e) The Board reserves the right to conduct <u>at own expenses</u> a review at any time during a period of recognition when it identifies such a need and by giving reasonable prior notice to the TI concerned.</p>
<p>5.5 Duties of the Tertiary Institution</p> <p>5.5.1 The TI is to bear the full cost incurred for conducting the assessment or the review; the Board will communicate the amount of such to the TI upon receipt of the application for recognition or prior to commencement of the review, and the TI is to reimburse upfront 30% of the said sum and the balance upon receipt of the final report. The reimbursement paid is non-refundable.</p> <p>5.5.2 Unless it is a self-accrediting operator in Hong Kong as defined under the Accreditation of Academic and Vocational Qualifications Ordinance,</p> <p>(a) For assessment: the TI should get the pertinent programme accredited by the HKCAAVQ before submitting the application to the Board. With the application, the TI is required to submit to the Board the HKCAAVQ's approval documents, including any conditions, requirements, and recommendations imposed on or suggested to the TI.</p> <p>(b) For review: when there have been any review exercises conducted by the HKCAAVQ during the current period of recognition of the programme, the TI is required to submit to the Board the HKCAAVQ's reaccreditation documents, including any conditions, requirements, or recommendations imposed on or suggested to the TI.</p> <p>5.5.3 The TI is to explain in the application for recognition its approach to the programme, or in the case of review the TI is to report up to the latest possible date in the submission for review any changes of its approach to the programme, including but not limited to:-</p> <p>(a) The objectives it is trying to achieve with the programme;</p>	<p>5.5 Duties of the Tertiary Institutions</p> <p>5.5.1 TIs are to bear the full cost incurred for conducting the assessment or the review; the Board will communicate the amount of such to the TIs upon receipt of the application for recognition or prior to commencement of the review, and the TIs are to reimburse upfront 30% of the said sum and the balance upon receipt of the final report. The reimbursement paid is non-refundable.</p> <p>5.5.2 Unless it is a self-accrediting operator in Hong Kong as defined under the Accreditation of Academic and Vocational Qualifications Ordinance:-</p> <p>(a) For assessment: TIs should get the pertinent programme accredited by the HKCAAVQ before submitting the application to the Board. With the application, TIs are required to submit to the Board the HKCAAVQ's approval documents, including any conditions, requirements, and recommendations imposed on or suggested to the TIs;</p> <p>(b) For review: when there have been any review exercises conducted by the HKCAAVQ during the current period of recognition of the programme, TIs are required to submit to the Board the HKCAAVQ's reaccreditation documents, including any conditions, requirements, or recommendations imposed on or suggested to the TIs.</p> <p>5.5.3 TIs are to explain in the application for recognition its approach to the programme, or in the case of review TIs are to report up to the latest possible date in the submission for review any changes of its approach to the programme, including but not limited to:-</p> <p>(a) The objectives it is trying to achieve with the programme;</p>

Redundant

Rephrased

<p>(b) The basis it is on to set the objectives;</p> <p>(c) The methodology to measure achievement of the objectives.</p> <p>5.5.4 The TI is also to account for and of its activities and deployment of resources towards achieving the objectives and to attain, maintain or surpass the applicable standards prescribed in this Document, or in the case of review the TI is to do so for the period from the first recognition or the last review up to the latest possible date, including but not limited to:</p> <p>(a) The leadership and management of both the TI and the programme and their teaching and learning strategies and that of research (if offering a degree programme);</p> <p>(b) The policies and procedures on:</p> <p>(i) curriculum design,</p> <p>(ii) recruitment of teaching staff,</p> <p>(iii) student admission, including admission other than the first-year entry route (if any), and student taking leave or year off,</p> <p>(iv) student support,</p> <p>(v) assessment and quality assurance,</p> <p>(vi) monitoring and review of the programme.</p> <p>(c) The physical, financial and human resources and network (in particular for the field practicum) that have been or will be deployed;</p> <p>(d) Any proposed introduction of new initiatives or features to the programme, including but not limited to student admission other than the first-year entry route, and credits transfer or exemption scheme relating to social work subject areas, in particular fieldwork placement.</p> <p>5.5.5 The TI is required to send in the narratives and any related supporting documents on the matters as set out in sections 5.5.3 and 5.5.4 above, which may include:</p> <p>For assessment:-</p> <p>(a) The Programme Prospectus or a narrative of the contents and structure of the programme and expected outputs;</p> <p>(b) Admission criteria, number of student intake, form of student assessment and evaluation, measures for language proficiency of students, route to the award and mechanism for assuring graduates' professional standard;</p> <p>(c) Student support services (e.g. counseling and personal guidance) and supporting facilities (e.g. library, skills laboratory and information technology);</p>	<p>(b) The basis it is on to set the objectives;</p> <p>(c) The methodology to measure achievement of the objectives.</p> <p>5.5.4 TIs are also to account for and of its activities and deployment of resources towards achieving the objectives and to attain, maintain or surpass the applicable standards prescribed in this Document, or in the case of review TIs are to do so for the period from the first recognition or the last review up to the latest possible date, including but not limited to:-</p> <p>(a) The leadership and management of both the TIs and the programme and their teaching and learning strategies, and that of research if offering a degree programme;</p> <p>(b) The policies and procedures on:</p> <p>(i) curriculum design;</p> <p>(ii) recruitment of Teaching Staff <u>and Fieldwork Supervisors</u>;</p> <p>(iii) student admission, including admission other than the first-year entry route (if any), and student taking leave or year off;</p> <p>(iv) student support;</p> <p>(v) assessment and quality assurance;</p> <p>(vi) monitoring and review of the programme;</p> <p>(c) The physical, financial and human resources and network (in particular for the fieldwork placements) that have been or will be deployed;</p> <p>(d) Any proposed introduction of new initiatives or features to the programme, including but not limited to student admission other than the first-year entry route, and credits transfer or exemption scheme relating to social work subject areas, in particular the fieldwork placement.</p> <p>5.5.5 TIs are required to send in the narratives and any related supporting documents on the matters as set out in sections 5.5.3 and 5.5.4 above, which may include:-</p> <p>For assessment:-</p> <p>(a) The Programme Prospectus or a narrative of the contents and structure of the programme and expected outputs;</p> <p>(b) Admission criteria, number of student intake, form of student assessment and evaluation, measures for language proficiency of students, route to the award and mechanism for assuring graduates' professional standard;</p> <p>(c) Student support services (e.g. counselling and personal guidance) and supporting facilities (e.g. library, skills laboratory and information technology);</p>
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Newly added

<p>(d) The structure of the teaching team, profile of team members (both academic and fieldwork staff), their teaching load;</p> <p>(e) Any plans for further development or innovative practices.</p> <p>For review:-</p> <p>(f) Report of external assessment or review by UGC or HKCAAVQ, if any;</p> <p>(g) Report on the achievements or deliverables in response to conditions or suggestions of the first recognition or of the last review;</p> <p>(h) The latest programme prospectus or a narrative of the courses offered and the outputs;</p> <p>(i) Number of student intake and attrition in each cohort under review, the practice and results of student assessment and evaluation, credit transfer or exemptions granted, language proficiency of students, the awards conferred and evaluation of graduates' employment status, feedback from employers and their professional standard, if any;</p> <p>(j) Deliverables and any enhancement of the student support services and supporting facilities;</p> <p>(k) Profile of the teaching team members (both academic and fieldwork staff) and their workload or outputs in terms of teaching, supervision, research (if any) or administration;</p> <p>(l) Other development or innovative practice introduced during the period under review as well as anticipated programme changes or action plans, in particular those in response to new or modified criteria or standards adopted by the Board during the interim.</p> <p>5.5.6 Unless the changes to the programme are upon request of the Assessment Team, the Committee or the Board, the TI is required to notify the Board as soon as practicable of any changes to the programme after submission of the application or confirmation of conducting the review. Supporting documents in respect of the changes should also be submitted for review by the Assessment Team or the Committee, so that the Team in consultation with the Committee may decide if the assessment or review may continue or it has to be re-started afresh at the cost of the TI.</p>	<p>(d) <u>The structure and profile of Teaching Staff and Fieldwork Supervisors;</u> Redefined</p> <p>(e) Any plans for further development or innovative practices;</p> <p>For review:- <u>(in addition to the above)</u> Redefined</p> <p>(f) Report of external assessment or review by UGC or HKCAAVQ, if any;</p> <p>(g) Report on the achievements or deliverables in response to conditions or suggestions of the first recognition or of the last review;</p> <p>(h) The latest programme prospectus or a narrative of the courses offered and the outputs;</p> <p>(i) Number of student intake and attrition in each cohort under review, student profile, the practice and results of student assessment and evaluation, credit transfer or exemptions granted, language proficiency of students, <u>graduates' feedback</u>, the awards conferred and evaluation of graduates' employment status, feedback from employers and their professional standard, if any; Newly added</p> <p>(j) Deliverables and any enhancement of the student support services and supporting facilities;</p> <p>(k) <u>Profile of the Teaching Staff and Fieldwork Supervisors;</u> Redefined</p> <p>(l) Other development or innovative practice introduced during the period under review as well as anticipated programme changes or action plans, in particular those in response to new or modified criteria or standards adopted by the Board during the interim. Newly added</p> <p>5.5.6 <u>The professional consultant will be in liaison with the Assessment Team and the TI on the format and any number of hardcopy of those information and documents to be provided by the TI for the assessment or review, where the TI shall also file a complete set of such information and documents in pdf file format with an index to the Board for record.</u></p> <p>5.5.7 Unless the changes to the programme are upon request of the Assessment Team, the Committee or the Board, the TI is required to notify the Board as soon as practicable of any changes to the programme after submission of the application or confirmation of conducting the review. Supporting documents in respect of the changes should also be submitted for review by the Assessment Team or the Committee, so that the Team in consultation with the Committee may decide if the assessment or review may continue or it has to be re-started afresh at the cost of the TI.</p>
<p>5.6 Protocol for Conducting Assessment or Review</p> <p>5.6.1 Upon receipt of an application for qualification recognition or confirmation of conducting</p>	<p>5.6 Protocol for Conducting Assessment or Review</p> <p>5.6.1 Upon receipt of an application for qualification recognition or confirmation of conducting a</p>

<p>a qualification review, the Board will act upon the following protocol. The TI should take into account the time required for such exercise when planning its admission of the first or the next cohort of the pertinent programme. The Board is not to grant any retrospective recognition.</p> <p>5.6.2 An Assessment Team will be formed by the Board after due conflict and availability checks to take up the task, with a professional consultant assigned, and the Team may consult the Committee on any matters it considers necessary in the course of conducting the assessment or review.</p> <p>5.6.3 The Team via the professional consultant will notify the TI of its action plan, typically including the course of action set out below, also depending on the agreed visit schedule with the TI):</p> <p>(a) Peruse the documents submitted by the TI and, where necessary, request for supplementary documents from the TI;</p> <p>(b) Conduct an on-campus visit to the TI and meet with:</p> <p>(i) the senior management of the TI,</p> <p>(ii) teaching staff of the social work school/department,</p> <p>(iii) representatives of placement agencies,</p> <p><i>(the following two are applicable to review exercise only)</i></p> <p>(iv) students and/or graduates of the programmes,</p> <p>(v) representatives of the employers' of graduates, if any.</p> <p>5.6.4 The Team will consult, directly or via the professional consultant, the Committee of its findings before completing its interim report on the qualification assessment or review, which will include but not limited to all items under section 5.6.5;</p> <p>5.6.5 The Team will send to the TI the interim report which will include:-</p> <p>(a) Its findings after the assessment or review has been conducted;</p> <p>(b) Its recommendation to or not to:</p> <p>(i) recognize the new qualification; or</p> <p>(ii) continue the recognition of the qualification for a specific period;</p> <p>(c) Any conditions it will recommend that must be fulfilled by the TI within specific timeline and the consequences of non-fulfilment;</p>	<p>qualification review, the Board will act upon the following protocol. The TI should take into account the time required for such exercise when planning its admission of the first or the next cohort of the pertinent programme. The Board is not to grant any retrospective recognition.</p> <p>5.6.2 An Assessment Team will be formed by the Board after due conflict and availability checks to take up the task, with a professional consultant assigned <u>and a briefing session for the Team prior to the site visit.</u> The Team may consult the Committee on any matters it considers necessary and at any time in the course of conducting the assessment or review.</p> <p>5.6.3 The Team via the professional consultant will notify the TI of its action plan, typically including the course of action set out below, also depending on the agreed visit schedule with the TI:-</p> <p>(a) Peruse the documents submitted by the TI and, where necessary, request for supplementary documents from the TI;</p> <p>(b) Conduct an on-campus visit to the TI and meet with:-</p> <p>(i) the senior management of the TI;</p> <p>(ii) teaching staff of the social work school/department;</p> <p>(iii) representatives of placement agencies;</p> <p><i>(the following two are applicable to review exercise only)</i></p> <p>(iv) students and/or graduates of the programmes, <u>where a reasonable number of them should be selected by the Team or the professional consultant on its behalf;</u></p> <p>(v) representatives of the employers of graduates, if any.</p> <p>5.6.4 The Team shall consult, directly or via the professional consultant, the Committee of its <u>draft interim report</u> before completing it on the qualification assessment or review, which will include but not limited to all items under section 5.6.5;</p> <p>5.6.5 <u>The following is provided as a guide for preparing the interim and final reports:</u></p> <p>(a) <u>The report should be concise and precise, with an expected number of total pages, including all appendices, not far exceeding 50;</u></p> <p>(b) <u>There should be an executive summary, preferably to be single-page, summarising the key findings of the exercise and the recommendations of the Team;</u></p> <p>(c) <u>There should be separate chapters each for sub-sections 4.1 to 4.5 on due observance and compliance with the Criteria and Standards as set out there under;</u></p> <p>(d) <u>Reproduction of information and documents provided by the TI for the assessment or review in the report (in the text or as appendix) should be refrained to the extent that they are crucial in explaining the due observance and compliance with the Criteria and Standards and the recommendations to be made by the Team, footnotes may be used</u></p>
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Newly added

Newly added

Redefined

Newly added

<p>(d) Any suggestions for programme enhancements that their fulfilment may be merits to be taken into account for granting a longer period of continual recognition in next review exercise.</p> <p>5.6.6 The TI is to respond to the interim report within 20 Working Days; and the Team may follow up with the TI on any matters arising from the TI's responses, re-examine the assessment or the review, meet with any relevant parties, or consult again the Committee before concluding its final report on the qualification assessment or review; when the Team submits formally the final report to the Committee, it shall copy it to the TI simultaneously;</p> <p>5.6.7 The Committee may follow up with the TI on any matters arising from the final report, seek further advice from the Team, pay own visits to the TI, or meet with any relevant parties, and the Committee will then submit the final report together with its opinions to the Board;</p> <p>5.6.8 The Board may take any appropriate actions to address any matters arising from the submission of the Committee, and shall formulate and notify the TI in writing its decision, which may be one of the following:</p> <p>(a) The recommendation of the Assessment Team to recognize the qualification or to continue the recognition, with or without any conditions or suggestions, is accepted;</p> <p>(b) The recommendation of the Assessment Team to recognize the qualification or to continue the recognition, with or without any conditions or suggestions, is accepted on the basis of:</p> <p>(i) Inclusion of conditions or suggestions prescribed by the Board;</p> <p>(ii) modification to conditions or suggestions recommended by the Team;</p> <p>(iii) modification to the period of recognition or continual recognition; or</p> <p>(iv) any two or all of the above.</p> <p>(c) The recommendation of the Assessment Team not to recognize the qualification or not to continue the recognition is accepted;</p> <p>(d) The recommendation of the Assessment Team to recognize or to continue the recognition, with or without any conditions or suggestions, is not accepted.</p> <p>5.6.9 The TI may appeal in the form prescribed in this Document to the Appeals Panel against the decision of the Board. If no appeal is filed to the Appeals Panel within 20 Working Days after the Board has delivered its notice of decision, or if appeal is filed but subsequently withdrawn, the decision of the Board shall be final. The notice of decision of the Board is deemed to have served on the 5th Working Days after it is sent by registered post to the last known correspondence address of the TI, regardless it is collected by the</p>	<p><u>to make reference to those information and documents.</u></p> <p>5.6.6 The Team will send to the TI the interim report which will include:-</p> <p>(a) Its findings after the assessment or review has been conducted;</p> <p>(b) Its recommendation to or not to:-</p> <p>(i) recognise the new qualification; or</p> <p>(ii) continue the recognition of the qualification, <u>and if in the positive</u> for a specific period of time;</p> <p>(c) Any conditions it will recommend that must be fulfilled by the TI within specific timeline and the consequences of non-fulfilment;</p> <p>(d) Any suggestions for programme enhancements that their fulfilment may be merits to be taken into account for granting a longer period of continual recognition in next review exercise.</p> <p>5.6.7 The TI is to respond to the interim report within 20 Working Days; and the Team may follow up with the TI on any matters arising from the TI's responses, re-examine the assessment or the review, meet with any relevant parties, or consult again the Committee before concluding its final report on the qualification assessment or review; when the Team submits formally the final report to the Committee, it shall copy it to the TI simultaneously.</p> <p>5.6.8 The Committee may follow up with the TI on any matters arising from the final report, seek further advice from the Team, pay own visits to the TI, or meet with any relevant parties, and the Committee will then submit the final report together with its opinions to the Board.</p> <p>5.6.9 The Board may take any appropriate actions to address any matters arising from the submission of the Committee, and shall formulate and notify the TI in writing its decision, which may be one of the following:-</p> <p>(a) The recommendation of the Assessment Team to recognise the qualification or to continue the recognition, with or without any conditions or suggestions, is accepted;</p> <p>(b) The recommendation of the Assessment Team to recognise the qualification or to continue the recognition, with or without any conditions or suggestions, is accepted on the basis of:-</p> <p>(i) Inclusion of conditions or suggestions prescribed by the Board;</p> <p>(ii) modification to <u>or removal of</u> conditions or suggestions recommended by the Team;</p> <p>(iii) modification to the period of recognition or continual recognition; or</p> <p>(iv) any two or all of the above;</p> <p>(c) The recommendation of the Assessment Team to recognise or to continue the recognition, with or without any conditions or suggestions, is not accepted;</p>
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Newly added

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<p>party concerned from the post office.</p>	<p>(d) The recommendation of the Assessment Team not to recognise the qualification or not to continue the recognition is accepted;</p> <p>(e) <u>The recommendation of the Assessment Team not to recognise or not to continue the recognition is not accepted, substituting it the Board may recognise or continue the recognition, with or without any conditions or suggestions, and specify the period of recognition;</u></p> <p>(f) <u>The final report of the Assessment Team is abandoned, substituting it the Board shall at its own expenses and as soon as practicable appoint a new Assessment Team to conduct the assessment or review anew.</u></p> <p>5.6.10 The TI may appeal in the form prescribed in this Document to the Appeals Panel against the decision of the Board. If no appeal is filed to the Appeals Panel within 20 Working Days after the Board has delivered its notice of decision, or if appeal is filed but subsequently withdrawn, the decision of the Board shall be final. The notice of decision of the Board is deemed to have served on the 5th Working Day after it is sent by registered post to the last known correspondence address of the TI, regardless it is collected by the party concerned from the post office.</p> <p>5.6.11 <u>The final report of the Assessment Team and the final decision of the Board, or when the decision of the Board has been appealed, the decision of the Appeals Panel as well, will be published on the Board's website in a month's time after all procedures of the recognition assessment or review have been completed (including the appeal procedure, if any) and throughout the relevant period of recognition of the qualification. To avoid any doubt, nothing will be published when recognition or continual recognition is not granted, and nothing other than the aforesaid, even when they are referenced in the report or the decision, will be published.</u></p>
<p>5.7 Notification of Changes</p> <p>5.7.1 Any matters or requirements specified for assessment or review in the preceding sections or sub-sections are material for the qualification recognition.</p> <p>5.7.2 During the application process or the provision of the programme after recognition, when it has come to notice of the management of the TI any adverse changes to these matters, the TI should notify the Committee in writing within 10 Working Days.</p> <p>5.7.3 Should the change result in non-compliance with any requirement, the TI should report also the remedial measure or rectification taken or to be taken, and the timeline to fix it, where it is expected to be a period of not longer than 3 months. Upon receipt of the report, the Committee may consider and direct if any other action is to be taken by the TI or any relevant party.</p> <p>5.7.4 When the change is substantial to an extent that the Committee considers it necessary, the Committee may direct that the programme is to be subject to an ad hoc review by an Assessment Team and the expenses are to be borne by the TI concerned.</p> <p>5.7.5 TIs should observe this notification requirement once this 8th edition of the Document takes effect.</p>	

Newly added

Newly added

Newly added
(Remarks: 4)

Moved to 3.3

First Consultation Draft 2019	Second Consultation Draft 2020
<p>Section 6: Appeal Mechanism</p> <p>6.1 TIs or individual applicants for qualification assessment or review who are aggrieved by the Board’s decision made in accordance with the provisions in this Document may appeal against such decision to the Appeals Panel.</p> <p>6.2 The appeal should be made in the form prescribed in this Document and filed to the Appeals Panel within 20 Working Days after the Board has delivered its notice of decision in writing. No appeal will be entertained if it is not filed in the prescribed form or within the period for appeal. The postal date stamp on the envelope or the date stamp the Board Office applied on the form, whichever is earlier, shall count.</p> <p>6.3 Upon receipt of an appeal by the Board Office, the Board will within 30 Working Days appoint the Appeals Panel which shall consist of 5 members from the following three categories:</p> <ul style="list-style-type: none"> (a) not less than 2 who are of the Social Work education sector in Hong Kong; (b) not more than 2 who is of a caring profession in Hong Kong, including but not limited to medical doctors, nurses, therapists and psychologist; and (c) not more than 2 who is with profound experience in public administration . <p>6.4 The Appeals Panel shall conduct its business in accordance with the Rules as made by the Board in this respect.</p> <p>6.5 The Appeal Panel may reach one of the following decisions:</p> <p>6.5.1 To uphold the Board’s decision;</p> <p>6.5.2 To quash the Board’s decision and substitute with it the Panel’s own decision, which may be one of the following:-</p> <ul style="list-style-type: none"> (a) The qualification is recognized for a specified period of time with or without any conditions imposed, added, modified or removed; or (b) The programme is to be re-assessed or re-reviewed by another Assessment Team (or external assessors) with cost borne by the Board or the TI (or the applicant) or shared at a ratio specified by the Panel, and the relevant protocol to be gone through afresh, providing that the Panel may direct to extend the current period of recognition of an existing qualification for one extra year to facilitate the re-review. <p>6.6 The decision of the Panel made under section 6.5 shall be final.</p> <p><u>END</u></p>	<p>Section 6: Appeal Mechanism</p> <p>6.1 TIs or individual applicants for qualification assessment or review who are aggrieved by the Board’s decision made in accordance with the provisions in this Document may appeal against such decision to the Appeals Panel.</p> <p>6.2 The appeal should be made in the form prescribed in this Document and filed to the Appeals Panel within 20 Working Days after the Board has delivered its notice of decision in writing. No appeal will be entertained if it is not filed in the prescribed form or within the period for appeal. The postal date stamp on the envelope or the date stamp the Board Office applied on the form, whichever is earlier, shall count.</p> <p>6.3 Upon receipt of an appeal by the Board Office, the Board will within 30 Working Days appoint the Appeals Panel which shall consist of 5 members from the following three categories:-</p> <ul style="list-style-type: none"> (a) not less than 2 who are of the Social Work education sector in Hong Kong; (b) not more than 2 who is of a caring profession in Hong Kong, including but not limited to medical doctors, nurses, therapists and psychologist; and (c) not more than 2 who is with profound experience in public administration. <p>6.4 The Appeals Panel shall conduct its business in accordance with the Rules as made by the Board in this respect.</p> <p>6.5 The Appeals Panel may reach one of the following decisions:-</p> <p>6.5.1 To uphold the Board’s decision;</p> <p>6.5.2 To quash the Board’s decision and substitute with it the Panel’s own decision, which may be one of the following:-</p> <ul style="list-style-type: none"> (a) The qualification is recognised for a specified period of time with or without any conditions imposed, added, modified or removed; or (b) The programme is to be re-assessed or re-reviewed by another Assessment Team (or external assessors) with cost borne by the Board or the TI (or the applicant) or shared at a ratio specified by the Panel, and the relevant protocol to be gone through afresh, providing that the Panel may direct to extend the current period of recognition of an existing qualification for one extra year to facilitate the re-review. <p>6.6 The decision of the Panel made under section 6.5 shall be final.</p> <p><u>END</u></p>

Comparison of the first (2019) and second (2020) draft versions with the public consultation

Remarks:

1. The Committee refers to the overseas standards emphasizing the seven professional standards as narrated in the Foreword, and proposes their incorporation in the educational objectives of social work programmes.
2. The Committee comes to the view that “mode of delivery” is only one of the constituents or features for social work education, that it proposes the qualification recognition will be changed from programme-based to qualification-based, i.e. after the adoption of such revision, same qualification with full-time, part-time, or mixed modes of delivery will be assessed or reviewed together in one exercise.
3. The current Staff-to-Student Ratio (SSR) has long been criticized by all stakeholders for its lacking clarity and consistency for due implementation, and the proposed new calculation methodology of the staff-to-student ratio (SSR) attempting to resolve those shortcomings has also been found not acceptable. The consultation has brought up new ideas for the Committee to explore alternatives to address the relevant Criterion, i.e. ample individual attention to be provided to students. One of the interesting ideas the Committee has brought home and developed is the concept of small class teaching. The Committee puts forth hereby to scrap entirely the SSR methodology and to replace it with maximum class size for at least one third of the teaching hours of courses embedded with the core subjects (under sub-sections 4.1.3(a) or 4.1.3(b)).
4. The Committee considers transparency to be an important element for qualification recognition nowadays, hence it adds the provision for publishing the final report and decision of the Board when the Board recognizes or continues to recognize the social work qualification, so as to inform stakeholders of the social work programmes concerned the basis of recognition.