**QESS Project on Teacher Competency Framework and related outcome-based professional development programme
for teachers of self-financing post-secondary education sector**

The Institutional Development domain

Apart from teaching, teachers also have other roles in their institutions which contribute to the continuous capacity building of the institute. These roles have different natures and are different for teachers at different positions, in particular for those moving up their career ladders. As such, teachers are anticipated to demonstrate competencies related to the roles of their positions in the institutes, not ALL dimensions of competencies. The competencies in Institutional Development Domain can be summarized into the following dimensions:

1. Curriculum development to meet the social, economical and technological developments
2. Quality assurance (both internal and external) and accreditation of programmes by external agencies
3. Acquiring, maintaining and refreshing hardware and software of the institutions to ensure a conducive learning environment for students
4. Talent recruitment and retention
5. Professional development of staff
6. Image building of the institute amongst stakeholders
7. Managing the finance of the institute

2. The TCF intends to provide a general description on the competencies a teacher should have to contribute to the continuous capacity building of the institute. TCF will not handle the system and mechanism that an institute has put in place to facilitate the capacity building of the institute. To this end, competencies identified under TCF are under the assumption that the system of an institute would allow the practices to happen, which may not be true under the constraints of complex environmental factors, i.e. the system of particular institute might not allow some of the competencies identified under the TCF to be demonstrated by their staff.

3. These dimensions of competencies could be demonstrated through the three performance strands with the following components:

Professional Attributes
   a. Realistically oriented and not threatened by unknowns
   b. Respecting his/her position in the institute and acting ethically
   c. Solution oriented problem solver
   d. Teamwork oriented

Professional Knowledge

Mastering knowledge in
a. Curriculum development
b. Quality assurance and accreditation of programmes by external agencies
c. Building suitable learning environment, with appropriate hardware and software, to enable students learning programmes of the institute
d. Talent recruitment and retention
e. Professional development of staff
f. Understanding targeted students, including their profiles, characteristics and orientations
g. Cultural development in the institute and establishing image of the institute amongst stakeholders
h. The local and global market environment related to the operation of the institute
i. Managing the finance of the institute

Professional Practices

Demonstrate the capabilities to
a. Design, review, revise and update programmes of the institute offered to target students;
b. Ensure that programmes offered by the institute are up to the designed standard through an effective internal quality assurance system.
c. Plan, identify and coordinate the compilation of evidence **and** documents to meet the requirements of the accreditation agencies such as HKCAAVQ, professional associations, monitoring bodies etc.
d. Review and buildup the hardware and software capacity of the institute to meet the learning needs of students under the resources constraints of the institute
e. Recruit and retain talents to meet the operational needs, and for sustainable development, of the institute under the resources constraints of the institute
f. Recognize the work of staff and encourage career advancement through an effective staff appraisal system
g. Source and encourage focused professional development opportunities for staff in building up the capacity of the institute
h. Design and implement outreaching publicity and recruitment programmes to increase the market share of the institute
i. Maintain the financial position of the institute in health statues with capacity for sustainable development

Professional attributes

4.   Professional attributes are the underpinning values, believes and skills for the decisions and actions teachers/staff members make in their day-to-day work. They describe the attitude and behaviors, through which teachers/staff members demonstrate their competencies in enabling institutional development. As such, it will not be described in phases. Teachers/staff members of an institute are anticipated to demonstrate the professional attributes in all phases of their career development as exemplified in the descriptors below:

Dimension	Descriptor
Realistically oriented and not threatened by unknowns	→ Accept the institute as it is, including its' physical environment, resources, public image and position within the Sector → Not afraid of the unknown and ambiguous. Have the courage and willingness to work through the unknown and ambiguous
Respecting one's position in the institute and acting ethically	→ Perceive, accept and respect one's position in the institute. → Be self starter and be responsible for one's own behavior → Be honest and seek justice for all
Solution oriented problem solver	→ Focus on solution rather than emphasizing the deficits, limitations, and weaknesses → Be positive, take responsibilities and see problems as challenges that can be overcome → Avoid fault finding and focus on how to prevent similar problems from happening in future
Teamwork oriented	→ Be aware that teamwork is a must in the work environment now and beyond → Understand the roles of a team leader as well as that of a teammate → Perceive and accept different roles in different tasks

Professional knowledge and skills

5.   The 9 components under Professional Knowledge and Skills are interconnected with each other and collectively contributed to enabling institutional development. As such, descriptors are prescribed collectively under the strand of Professional Knowledge and Skills. Descriptors under different phases are anticipated performances of teachers/staff members of respective phases. Some performances are anticipated only at certain phase(s), not all phases.

Strands	Competent	Proficiency	Master
Knowledge and skills	→ Describe the essential component of a curriculum. → Describe the functions of each component of a curriculum	→ Explain the essential information represented by each component of a curriculum	
Code/PDP	IK11; P5A	IK12	

Code/PDP		→ Identify the stages of curriculum development → Describe the functions in each stage of a curriculum development process	→ Define the composition of a programme of studies → Outline the different requirements for programmes of studies of different natures and levels → Identify the stages in developing a programme of studies → Describe the functions in each stage in developing a programme of studies
Code/PDP		IK22; P5A	IK23
	→ Be aware of the importance of quality assurance in providing quality programmes to students	→ Describe the internal quality assurance system and its' relation to the external quality assurance requirements	→ Identify the stages to put in place an internal quality assurance system → State the general requirements of external quality assurance agencies, such as HKCAAVQ, HKIAAT, Nursing Council etc.
Code/PDP	IK31	IK32	IK33
	→ Describe the characteristics of students of the institute	Identify the anticipated profiles of target students of the institute, including their skill sets, learning needs, attitudes, difficulties in learning and in life, anticipated takeaway etc.	Predict the general trend of changes in the profiles of target students in the short, medium and long terms
Code/PDP	IK41; P3B	IK42; P3B	IK43
	→ Identify the environment and facilities requirements to enable student learning in their own discipline	→ Outline ideal learning environment to enable the whole person development of students at the Institute	→ Recognize the constrains of the Institute in providing an ideal learning environment → Identify possible alternatives in providing a near-ideal environment
Code/PDP	IK51	IK52	IK53
		→ Outline the processes in recruiting staff for different positions of the Institute	→ Recognize the local labour market related to the talent requirements of institute → Identify key factors for timely successful recruitment

Code/PDP		IK62	IK63
	→ Recognize the impacts of continuous professional development on individual as well as on institute	→ Identify different approaches to meet the needs of staff in their continuous professional development	→ Have a global picture on the nurturing of talents in organizations → Recognize career development paths for colleagues at different positions
Code/PDP	IK71	IK72	IK73
	→ Recognize that teaching is a teamwork → Recognize the importance of share values and practices in achieving successful teamwork	→ Describe how share values and practices contribute to the development of organizational culture	→ Recognize the importance of organizational culture contribute to the development of the institute → Identify strategies in building up organizational culture
Code/PDP	IK81	IK82	IK83
	→ Identify factors contribute to the establishment of positive image from the perspectives of target students and the general public	→ Identify messages and evidences contributed to the positive image → Identify strategies to dissimilate messages to target audiences	→ Recognize the constraints and limitations of the institute in disseminating messages to target audiences → Recognize the general practices of competitors
Code/PDP	IK91	IK92	IK93
	→ Have basic market awareness related to the operation of the institute	→ Recognize the magnitude of the Sector in local economy, and the market share of the institute	→ Have a big picture of the global and local sector related market environment → Recognize the general practices of other institutes of the Sector locally and globally
Code/PDP	IKA1	IKA2	IKA3
	→ Have basic awareness on cost related to the operation of the institute	→ Describe the costing model and cash flow requirements related to the operation of the institute	→ Identify strategies in managing the finance of the institute
Code/PDP	IKB1	IKB2	IKB3

Professional Practice

6.   Similar to Professional Knowledge and Skills, the 9 components of Professional Practice are interconnected and collectively contribute to enabling institutional development. As such, same practice is adopted as in the Professional Knowledge and Skills, i.e. descriptors of performance will not be divided into dimensions; instead, they are described collectively under the strand of Professional Practice.

Strands	Competent	Proficiency	Master
Professional Practice	→ Identify the essential curriculum components of a teaching module → Interpret key information represented by each component of a module curriculum → Interpret the existing curricula of the Institute for teaching purpose	→ Identify the strengths and weaknesses of existing curricula of the institute → Review and revise a module curriculum according to stakeholder-feedbacks and social, economical and technological changes → Plan and design a module curriculum as part of a programme of studies	→ Plan and design a programme of studies to meet the learning needs of target students → Coordinate the planning and design of module curricula for the programme. → Consolidate the module curricula into a programme document as a formal document for implementation, such as informing target students, guiding the teaching and assessment etc
Code/PDP	IP11; P5B	IP12; P5B	IP13
	→ Prepare quality assurance documents as requested by the Administration	→ Identify process and good practices to meet the internal quality assurance requirements → Coordinate internal quality assurance process to ensure consistency over staff and time → Prepare documents as requested by external quality assurance/accreditation agencies	→ Put in place internal quality assurance system to ensure effective learning and teaching in the institute → Align the internal QA system with the external accreditation requirements → Coordinate the preparation of documents to meet the requirements of external quality assurance and/or accreditation agencies
Code/PDP	IP21	IP22	IP23
	→ Recognize the work environment, including accommodation and facilities, of the institute and accept as it is → Identify opportunities to	→ Identify domains of the institute's accommodation, facilitates which required enhancement; and the financial constraints of the institute → Work with colleagues to set	→ Have a big picture of global and local sector wide environment → Have a clear picture of the institute's position within the Sector → Identify possible development opportunities of the institute building on

Code/PDP			
	enhance the work environment and make suggestions to the administration	priorities and mobilize available resources to the most needed domains	the strength of the institue → Work with colleagues to work out strategic plan for short and long term development
Code/PDP	IP31	IP32	IP33
	→	→ Identify the staffing position in the responsible area and make suggestions to the administration as appropriate → Prepare job descriptions for staff in the responsible area → Conduct timely and effective recruitment exercise as appropriate	→ Prepare organization chart to facilitate effective communication between staff → Coordinate the preparation of job descriptions to ensure effective and smooth operation of the institute → Design remuneration packages which have a balance of market competitiveness and affordable cost → Assess and decide on the staffing position of the institute to meet the operation needs and sustainable development
Code/PDP	→	IP42	IP43
	→ Describe the functions of staff appraisal and be able to fulfill the requirements as an appraisee	→ Conduct effective staff appraisal as an appraiser → Follow up effectively the comments and recommendations of staff appraisal	→ Illustrate impacts of staff appraisal on the operation of the institute, in particular talent retention. → Put in place effective staff appraisal system and procedures to impose positive impacts on the institute.
Code/PDP	IP51	IP52	IP53
	→ Participate actively in continuous professional development, including on the job development, when opportunities arise	→ Source and make available appropriate professional development opportunities for staff of the institute → Make arrangement to enable continuous professional to happen in the institute through different strategies, such as performance enhancement, exchange of views and	→ Put in place an administrative system that encourage and facilitate continuous professional development of staff → Make available examples of successful stories to encourage staff participation in professional development through different strategies.

Code/PDP	IP61	IP62	IP63
	→ Identify the characteristics and communication platforms of target students → Communicate effectively with targeted students through their languages and platform → Behave as a member of the institute in the classroom as well as in front of the public	→ Identify key messages for stakeholders, including that for targeted students to foster a positive image of the institute → Identify and put in place suitable platforms for outreaching to targeted stakeholders to disseminate key messages effectively	→ Justify outreaching strategies (including key messages, platforms of disseminations, timing, frequencies etc.) to foster a positive image of the institute on targeted stakeholders → Prioritize and mobilize resources to put in place the timely outreaching strategies
Code/PDP	IP71; P3B	IP72	IP73
	→ Act as a member of the institute in the publicity and recruitment events	→ Organize publicity and recruitment events as and when appropriate	→ Plan and organize publicity and recruitment events aiming at expending the market share of the institute
Code/PDP	IP81	IP82	IP83
	→	→ Observe the financial constraints of the institute → Ensure that the financial position of the institute is in a health status →	→ Evaluate the short and long term financial position of the institute → Recommend strategies and actions to keep the financial position of the institute in a health situation with growth
	→	IP92	IP93