香港學術及職業資歷評審局
Hong Kong Council for Accreditation of
Academic & Vocational Qualifications

ACCREDITATION REPORT

SCHOOL FOR HIGHER AND PROFESSIONAL EDUCATION, VOCATIONAL TRAINING COUNCIL

AND

COVENTRY UNIVERSITY

LEARNING PROGRAMME RE-ACCREDITATION

BSC (HONS) HUMAN BIOSCIENCES

JUNE 2021

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1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA689), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (AAVQO) (Cap. 592), was commissioned by the School for Higher and Professional Education (SHAPE), Vocational Training Council (VTC) and the Coventry University (CU), jointly as the Operator, to conduct a Learning Programme Re-accreditation (re-LPA) exercise with the following Terms of Reference:

(a) To conduct an accreditation test as provided for in the AAVQO to determine whether the following programme of School for Higher and Professional Education, Vocational Training Council and Coventry University (the Operator) meets the stated objectives and HKQF standards and can continue to be offered as an accredited programme; and

BSc (Hons) Human Biosciences
Non-local Courses Registry Registration No: 252701

(b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that the BSc (Hons) Human Biosciences (BScHB) programme meets the stated objectives and HKQF standard at Level 5 and can continue to be offered as an accredited programme with a validity period of four years.

2.2 Validity Period

2.2.1 The validity period will commence on the date specified below. Operators may apply to HKCAAVQ to vary the commencement date of the validity period. Applications will be considered on a case-by-case basis.

2.3 The determinations on the Programme are specified as follows:

Name of Local Operator	School for Higher and Professional Education, Vocational Training Council 職業訓練局 才晉高等教育學院
Name of Non-local Operator	Coventry University
Name of Award Granting Body	Coventry University
Title of Learning Programme	BSc (Hons) Human Biosciences
Title of Qualification(s) [Exit Award(s)]	BSc (Hons) Human Biosciences
Primary Area of Study and Training	A12 Sciences
Sub-area (Primary Area of Study and Training)	A1201 Life Sciences
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
Industry	Not applicable
Branch	Not applicable
HKQF Level	Level 5
HKQF Credits	120
Mode(s) of Delivery and Programme Length	Full-time, 1 year
Intermediate Exit Award(s)	Not applicable
Start Date of Validity Period	1 September 2021
End Date of Validity Period	31 August 2025
Number of Enrolment(s)	One enrolment per year

Maximum Number of New Students	60 per year
Address of Teaching / Training Venue(s)	1. Hong Kong Institute of Vocational Education (IVE) (Chai Wan) 30 Shing Tai Road, Chai Wan, Hong Kong 2. IVE (Haking Wong) 702 Lai Chi Kok Road, Cheung Sha Wan, Kowloon 3. IVE (Tsing Yi) 20 Tsing Yi Road, Tsing Yi Island, New Territories 4. IVE (Morrison Hill) 6 Oi Kwan Road, Wan Chai, Hong Kong 5. IVE (Tuen Mun) 18 Tsing Wun Road, Tuen Mun, New Territories 6. IVE (Sha Tin) 21 Yuen Wo Road, Sha Tin, New Territories 7. IVE (Kwai Chung) 20 Hing Shing Road, Kwai Chung, New Territories 8. IVE (Kwun Tong) 25 Hiu Ming Street, Kwun Tong, Kowloon 9. Hong Kong Design Institute (HKDI) and IVE (Lee Wai Lee) 3 King Ling Road, Tseung Kwan O, New Territories

2.4 Recommendations

HKCAAVQ offers the following recommendations for continuous improvement of the Programme.

2.4.1 The Operator should review the transition experience from CU, make improvements to align the new PLOs to various module assessments as appropriate, and keep regular review of the new POs and PLOs such that the Programme continues to meet the changing needs of the industry and community. (para. 4.1.10)

2.4.2 The Operator should monitor the workload of the CU Link Tutor and the SHAPE PC for the necessary support and resources are being provided for effective delivery and continuous success of the Programme. (para. 4.5.5)

2.4.3 The Operator should strengthen mechanisms to both communicate with and collect feedback from students, for continuous improvement of the Programme. (para. 4.7.3)

2.5 Advice

HKCAAVQ offers the following advice for continuous improvement of the Programme.

2.5.1 The Panel ***advised*** the Operator to ensure the teaching team members are made aware to the new set of POs, PLOs and curriculum for smooth transition and implementation of the revised Programme to be delivered from AY2023/24. (para. 4.5.4)

2.6 HKCAAVQ will subsequently satisfy itself whether the Operator remains competent to achieve the relevant objectives and the Programme continues to meet the standard to achieve the relevant objectives as claimed by the Operator by reference to, amongst other things, the Operator's fulfilment of any conditions and compliance with any restrictions stipulated in this Accreditation Report. For the avoidance of doubt, maintenance of accreditation status is subject to fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report.

3. INTRODUCTION

3.1 SHAPE, established in September 2003, is a member institution of VTC. The establishment of SHAPE was driven by the collaborations between VTC and universities in the United Kingdom (UK), Australia, Mainland China and Hong Kong since 1999 in offering top-up degree study opportunities for VTC's Higher Diploma (HD) graduates. A wide range of tailor-made programmes are being offered in disciplines of accounting and finance, applied science, business and management, Chinese medicinal pharmaceutics, computer science, design, engineering, hospitality and tourism, and marketing. SHAPE is registered as a non-profit organisation and named as VTC School for Higher and Professional Education (SHAPE) with a Chinese name "才晉高等教育學院" in October 2007. As of academic year 2020/21, SHAPE is offering 49 accredited top-up degree programmes covering a range of academic disciplines through collaboration with 12 universities.

3.2 CU was first established in 1843 as Coventry College of Design. In 1970, it amalgamated with Lanchester College of Technology and Rugby College of Engineering Technology. The resulting institution was called Lanchester Polytechnic. In 1987 the name changed to Coventry Polytechnic. CU was established under the Education Reform Act 1988 and granted degree awarding powers in accordance with the United Kingdom Further and Higher Education Act 1992. CU partners with over 70 academic institutions worldwide to provide graduates awarding bachelor's degrees via collaboration provision.

3.3 SHAPE and CU initiated the partnership in 2006, with a view to exploring collaboration opportunities, initially to provide articulation pathways for the increasing number of part-time Professional Diploma graduates. After six year of collaboration, SHAPE and CU renewed the Programmes Approval and Recognition Agreement twice for a term of six years from August 2012 to July 2018 and then from August 2018 to July 2024. Currently, under the Hong Kong Qualifications Register (HKQR), 10 accredited programmes are offered under this partnership.

3.4 The Operator commissioned HKCAAVQ to conduct a Learning Programme Re-accreditation (re-LPA) for the BSc (Hons) Human Biosciences (BScHB) programme which was first accredited in 2016. HKCAAVQ formed an expert Panel for this re-LPA exercise (Panel Membership at Appendix). In view of the outbreak of the Coronavirus Disease 2019 (COVID-19), the site visit was conducted via video-

conference from 13 to 14 April 2021 to reduce social contact. HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under HKQF (Version 1.2, November 2020)* was the guiding document for the Operator and the Panel in conducting this exercise.

3.5 In consideration of the Operator's track record established from previous accreditation exercises, information on the following aspect of the BScHB programme was not required in accordance with HKCAAVQ's Differentiation Approach:

Accreditation Standard	**Information Not Required**
Learning, Teaching and Enabling Resources/Services	Information on student support services in general is not required. But the specific student support services, if any, for the programme should be provided.

4. PANEL'S DELIBERATIONS

4.1 Programme Objectives and Learning Outcomes

The learning programme must have objectives that address community, education and/or industry needs, with learning outcomes that meet the relevant HKQF standards, for all exit qualifications from the programme.

4.1.1 The Programme is hosted by the School of Life Sciences, Faculty of Health and Life Sciences of CU. The UK-based programme was developed with reference to the UK Quality Assurance Agency for Higher Education (QAA)'s Framework for Higher Education Qualifications (FHEQ) and QAA's Subject Benchmark Statements in England, Wales, and North Ireland.

4.1.2 Under the 6-year cycle of Collaborative Periodic Review of CU, the Partnership Approval and Review Panel (PARP) undertook a review on the provision of the collaborative BScHB programme at SHAPE in April 2016 and approved for the launch of the Programme in September 2017. Another full periodic review of the Programme will be due no later than Academic Year (AY) 2022/23. The full periodic review of the Programme was brought forward to March 2021.

4.1.3 The current Programme Objectives (POs) and Programme Learning Outcomes (PLO) are:

PO1	Have a critical appreciation of basic biochemical, cell biological, human biology and molecular biology concepts and techniques, in health and disease;
PO2	Have experience of a number of important laboratory techniques, and be competent in research methodology;
PO3	Be equipped to work in a variety of scientific careers in the life sciences; and
PO4	Have an awareness of the wide range of careers available in the biosciences.

and

Knowledge and Understanding (KU)

On successful completion of the Programme, a student should be able to demonstrate knowledge and understanding of:

KU1	Human Physiology: the theoretical, analytical and practical aspects of human physiology and their clinical applications (including in health and disease);
KU2	Developmental Biology: the theoretical aspects of embryology and ethics aspects of assisted reproductive technologies;
KU3	Biochemistry: the theoretical, analytical and practical aspects of biomedical biochemistry and their applications (including in health and disease);
KU4	Molecular Biology: the biochemistry of DNA and the theoretical, analytical and practical aspects of molecular biology (prokaryotic and eukaryotic) and their applications (including in health and disease);
KU5	Microbiology: the theoretical, analytical and practical aspects of microbiology and their applications (including in health and disease);
KU6	Cell Biology: the theoretical, analytical and practical aspects of cell biology and their applications (including in health and disease);
KU7	Genetics: the theoretical, analytical and practical aspects of genetics and their applications (including in health and disease);
KU8	Immunology: the theoretical, analytical and practical aspects of immunology and their applications (including in health and

	disease);
KU9	Diagnosis and pathology of disease: the theoretical and practical aspects of disease diagnosis and their application to human biosciences;
KU10	Epidemiology: the theoretical and practical aspects of infectious and non-infectious disease epidemiology.

Cognitive Skills (CS)

On successful completion of the Programme, a student should be able to demonstrate:

CS1	Laboratory Competence: the aspects of generic and specialised skills required in experimental biology, including experimentation and measurements on humans, safety (e.g. key laboratory skills and competencies, good laboratory practice) and ethical considerations;
CS2	Research Methods: the application of scientific methods to critical analysis of literature, reflection, information searching, and experimental design in the biological sciences;
CS3	Data Collection, Analysis and Presentation: problem solving, including appropriate aspects of information technology and interpretation of information through statistical methods.

Practical Skills (PS)

On successful completion of the Programme, a student should be able to demonstrate:

PS1	Safely carry out laboratory procedures;
PS2	Undertake effective practical work using a skilled, accurate and precise approach;
PS3	Produce well-structured and logical arguments;
PS4	Design and implement problem solving techniques to solve appropriate analytical problems;
PS5	Demonstrate numerical and data manipulation skills at an appropriate level;
PS6	Operate independently to solve problems;
PS7	Be an effective part of a team in order to solve problems of a technical and practical nature and to provide appropriate solutions;
PS8	Interpret data derived from laboratory observations and measurements in terms of their significance and theory underlying them.

Transferable Skills (TS)

On successful completion of the Programme, a student should be able to demonstrate:

TS1	Personal capabilities: the skills of presentation, learning and self-management to equip them for a life-long career development;
TS2	Interpersonal capabilities: communication skills – the skills to communicate effectively in a variety of situations;
TS3	Interpersonal capabilities: working with others – the ability to work positively as a member of a team;
TS4	Vocational capabilities: the ability to appreciate the values, culture, structure and processes of work organisations relevant to their areas of study;
TS5	Numerical capabilities: the ability to interpret and present numerical data and apply a range of numerical techniques appropriate to the nature of the work which they are likely to pursue;
TS6	Information technology capabilities: the ability to make confident use of computer-based systems, for textual, graphical and numerical information, appropriate to the nature of the work they are likely to pursue;
TS7	Innovative and problem-solving capabilities: the ability to apply transferable skills to the execution of individual and group projects involving the definition, analysis and resolution of complex problems.

4.1.4 The Operator presented the following information to the Panel to demonstrate that the Programme continues to meet the HKQF standard at Level 5:

(a) Current Programme Specification;

(b) Mapping of current POs against PLOs;

(c) Mapping of current PLOs against Generic Level Descriptors (GLDs) at HKQF Level 5;

(d) Module Specifications of current Modules;

(e) Mapping of current Modules against PLOs; and

(f) Mapping of current Modules against GLDs at HKQF Level 5.

4.1.5 The Panel raised a concern how PLOs were aligned to the various module assessments. During the meeting with management and teaching staff, the Operator explained the module assessments were provided in the module specifications and provided further information on the mapping of assessments against the MLOs of individual Modules of the current curriculum.

4.1.6 To further demonstrate the PLOs and assessment standard have been achieved since the last accreditation, the Operator provided the following documents to the Panel:

(a) External Examiner's Reports from AY2017/18 to AY2019/20);

(b) Samples of marked students' scripts of high, medium and low performance from *Medical Microbiology, Independent Project in Biomolecular Sciences and Human Biosciences through the Lifespan* modules, with the associated assessment rubrics and written feedback from module tutors; and

(c) Result Summaries of Graduates' Employment Survey in 2018 and 2019.

4.1.7 After reviewing the information above, the Panel is of the view that there is an effective partnership between SHAPE and CU which gives confidence as to the Programme's overall management and oversight of the Programme. The Panel noted from the summary information on the Employment Surveys that the employment rates have been on the high side. The employment rates are 92.3% and 96.0% in 2018 and 2019 respectively with significant portion of the graduates worked in the fields of biomedical testing in positions of Laboratory Assistants, Patient Care Assistants of clinical or testing laboratories, Research Assistants in the research laboratories of universities, etc.

4.1.8 The Panel learnt from the Operator of a new set of POs and PLOs following the periodic review of the home programme to reflect the rapidly changing field of life sciences and requirements for practitioners and align to the requirements for accreditation by the Royal Society of Biology. The home programme was reviewed and approved in January 2020 for implementation in the UK starting from AY2020/21. The Programme was also approved in March 2021 for implementation at SHAPE in AY2023/24 by CU's Partnership Approval and Review Panel (PARP). The new set of POs and PLOs are:

PO1	Develop in students an understanding of the cellular and molecular basis of human health and disease throughout the lifespan;
PO2	Enable students to develop skills and strategies to apply their knowledge to address and effectively communicate global challenges in human health and disease, in a fast advancing scientific and technical environment;
PO3	Provide a stimulating learning experience that encourages an inquisitive approach to enable students to become lifelong learners in their professional discipline;
PO4	Provide supervised opportunities for development of contemporary laboratory skills and competencies, including data analysis and interpretation;
PO5	Provide opportunities for students to plan and carry out a research-based project, and to develop the associated skills of time and resource management, independent and team-based working and problem solving;
PO6	Provide enriching experiences that support and enhance the academic curriculum, to allow students to develop their potential to contribute to the worldwide scientific community; and
PO7	Ensure that students are aware of, and can work within, the ethical and professional codes of conduct expected of a life scientist.

and

On successful completion of the Programme, graduates will be able to:

PLO1	Critically analyse, interpret and synthesise information from a variety of sources applied to the understanding of the cellular and molecular basis of human health and disease and current global health challenges;
PLO2	Assess problems from different perspectives and dissect a problem into its key features to solve it using appropriate methods;
PLO3	Understand, analyse and present numerical data using appropriate statistical programmes and presentation techniques;
PLO4	Perform a wide range of regularly used laboratory techniques competently, with due regard to health and safety, appropriate experimental design and data recording;
PLO5	Communicate human biosciences topics appropriately to a

	variety of audiences, using a range of formats and approaches, including digital media;
PLO6	Design, plan, implement, analyse and report a research-based project, including ethical considerations;
PLO7	Demonstrate skills such as time-management, initiative and creativity, organisational and knowledge transfer skills, necessary for independent life-long learning in a global environment;
PLO8	Collaborate and work with others, recognising and respecting the views and perspectives of others; and
PLO9	Evaluate and reflect on their own performance as an individual and team member and evaluate the performance of others.

4.1.9 To demonstrate that the new set of POs and PLOs of the Programme can be achieved by the graduates and that the Programme also meets the HKQF standard at Level 5, the Operator provided the following information to the Panel:

(a) Rationale for the proposed changes in POs and PLOs;

(b) New Programme Specification starting from AY2023/24;

(c) Mapping of New POs against New PLOs for AY2023/24 and onwards;

(d) Mapping of New PLOs against GLDs at HKQF Level 5 for AY2023/24 and onwards;

(e) Module Specifications of New Modules for AY2023/24 and onwards;

(f) Mapping of New Modules against New PLOs; and

(g) Mapping of New Modules against GLDs at HKQF Level 5.

4.1.10 However, the Panel noted the transition arrangements for the phase-in and phase-out of the current and new curriculum and learnt from the Operator that, during the transition year, only one curriculum will be run at a time, there will not be a case of running two curricula concurrently as students are not allowed to repeat under the Academic Regulations. Also, the new curriculum was launched at CU in AY2020/21 as Year 1 and Year 3 will only be launched in AY2022/23. SHAPE will have a one year lead-in time to allow for

adaption of learning, teaching and assessment materials and prepare its staff for the new curriculum. Based on the above observations and after discussing with the representatives from the programme management and teaching team, the Panel ***recommended*** the Operator should review the transition experience from CU, make improvements to align the new PLOs to various module assessments as appropriate, and keep regular review of the new POs and PLOs such that the Programme continues to meet the changing needs of the industry and community.

4.1.11 After considering the above, the Panel had the view that the Programme had achieved its current POs and PLOs as a whole, the HKQF Level 5 has been met, and the evidence presented reflected that the Programme addressed the needs of the community. Notwithstanding the recommendation above, the Panel also considered that the new POs addressed community and education needs, and the new PLOs corresponded to the GLDs at HKQF Level 5.

4.2 Learner Admission and Selection

The minimum admission requirements of the learning programme must be clearly outlined for staff and prospective learners. These requirements and the learner selection processes must be effective for recruitment of learners with the necessary skills and knowledge to undertake the programme.

4.2.1 The Panel noted that the admission of students to the Programme is governed by the Programme Specifications and CU's Academic Regulations. In the CU-SHAPE collaboration of the Programme, the objectives underlying the admission procedures are (a) to ensure that students who are admitted to the Programme are appropriately qualified; (b) a common policy is maintained for the admission of students at SHAPE and the home country; and (c) the CU Link Tutor retains final control and approval for entry to the Programme.

4.2.2 The Panel noted that for applicants who are graduates of the feeder programmes, SHAPE undertakes to admit them to the Programme with due consideration of the admissions requirements stated below. Curriculum mapping exercise had been carried out by CU to ensure that the learning experience on the feeder programmes was at an appropriate level for articulation into the top-up degree programme. Regarding applicants from non-feeder programmes who hold alternative qualifications equivalent to the Framework for Higher

Education Qualifications in England, Wales and Northern Ireland (FHEQ) Level 5 qualification, they will be considered on a case-by-case basis by the CU Link Tutor.

4.2.3 The minimum admission requirements for the programme are outlined in the tables below:

Target Students	**Graduates from relevant VTC Higher Diploma (HD) programmes or equivalent**
Minimum Admission Requirements	1. <u>Accreditation of Prior Learning</u> Graduates of the following feeder VTC programmes: • HD in Biotechnology • HD in Biomedical Science
	2. <u>English Language Entry Requirements</u> Holders of feeder VTC Higher Diploma taught and assessed in English
Non-Feeder Programmes / Special / Alternative Admission Requirements and Arrangements	Applicants from non-feeder qualifications will be considered on a case-by-case basis. Applicants who are not from the approved VTC feeder programmes should have successfully completed a Higher Diploma or Associate Degree taught and assessed in English from a recognised institution in Hong Kong or equivalent, or alternatively they should have attained a minimum overall IELTS score of 6.5 or equivalent.

4.2.4 As reported by the Operator in the accreditation document, there has been no change to the minimum admission requirements and the list of feeder HD programmes. No change has also been made to the maximum number of new students admitted to the full-time mode of the programme.

4.2.5 The Panel noted that for applicants who are graduates of the feeder programmes, SHAPE undertakes to admit them to the Programme with due consideration of the admission requirements stated above. Regarding applicants from non-feeder programmes who hold alternative qualifications equivalent to the FHEQ Level 5 qualification are considered on a case-by-case basis. The CU Link Tutor will make final decision in admitting applicants holding non-feeder qualifications.

4.2.6 Maximum number of new students per year for the Programme as approved was 60 for full-time mode (from AY2017/18 to AY2020/21) and 60 for part-time mode (from AY2018/19 to AY2020/21). The Panel noted the admission statistics of the Programme since the last accreditation in the following table.

Academic Year	**2017/18**		**2018/19**		**2019/20**		**2020/21**	
	FT	**PT**	**FT**	**PT**	**FT**	**PT**	**FT**	**PT**
Maximum Student Number Approved by the HKCAAVQ	60	N/A	60	60	60	60	60	60
Number of Applications	65	N/A	109	8	87	N/A	59	8
Actual Yearly Student Intake (Number of Student Admitted not via Feeder Entry, inclusive)	37 (1)	N/A	34 (0)	N/A	26 (0)	N/A	32 (1)	N/A

4.2.7 The Panel noted from the Operator that feeder programme qualifications will be invalid when there is (are) substantial change(s) to the curriculum of the feeder programmes. A new round of curriculum mapping will be conducted if there is (are) substantial change(s) for feeder programme qualifications.

4.2.8 The Panel learnt from the accreditation document that part-time mode will not be offered because of the low application number and, in fact, part-time mode had not been offered since its launch in AY2018/19. The Operator proposed to maintain the maximum number of new students per year for the upcoming five academic years as summarised in the table below:

Programme	**Mode of Study and Maximum Number of New Students Per Year (2021/22 to 2025/26)**
BScHB	Full-time, 60 students

4.2.9 In consideration of the above, the Panel considered that the minimum admission requirements and student selection process of the Programme continue to be effective in recruiting students with the necessary knowledge and skills to undertake the Programme.

4.3 **Programme Structure and Content**

The structure and content of the learning programme must be up-to-date, coherent, balanced and integrated to facilitate progression in order to enable learners to achieve the stated learning outcomes and to meet the programme objectives.

4.3.1 The Programme is offered at SHAPE as a one-year-top-up programme which mirrors the structure of the final year of the home programme in the UK. The top-up Programme operated by SHAPE in Hong Kong comprises a total of 120 HKQF credits, equivalent to 1,200 notional learning hours (NLHs).

4.3.2 The Panel noted the curriculum to be offered from AY2021/22 to AY2022/23 and the new curriculum starting form AY2023/24 and onwards. Both are summarised in the tables below. The curriculum from AY2021/22 to AY2022/23 comprises seven compulsory modules and the new curriculum comprises eight compulsory modules. Students must complete the 120 QF credits and pass all modules to gain the degree award.

Curriculum to be offered at SHAPE from AY2021/22 to AY2022/23:

Semester	Module Title	QF Credits	Contact Hours	Non-Contact Hours	NLHs
1	Research Design for the Human Biosciences	10	17	83	100
	Cancer Biology	20	38	162	200
	Clinical Biochemistry	20	38	162	200
	Data Analysis using SPSS	10	24	76	100
2	Independent Project in Human Biosciences	20	80	120	200
	Medical Microbiology	20	34	166	200
	Human Biosciences through the Lifespan	20	32	168	200
	Sub-total:	120	263	937	1200

New curriculum to be offered at SHAPE starting from AY2023/24 and onwards:

Semester	Module Title	QF Credits	Contact Hours	Non-Contact Hours	Total NLHs
1	Metabolic Non-Communicable Disease	20	44	156	200
	Infectious Disease: Present and Future challenges	20	38	162	200
	Multimorbidity: An Emerging Health Challenge*	0	0	0	0
	Data Analysis using SPSS	10	24	76	100
	Research Design for Human Biosciences	10	20	80	100
2	Biology of Human Ageing	20	31	169	200
	Genomics, Disease and Personalised Therapy	20	34	166	200
	Independent Project in Human Biosciences	20	80	120	200
	Sub-total:	120	271	929	1200

**This module is an "assessment only" module. Contact and non-contact hours are derived from the two other modules in Semester 1.*

4.3.3 From the submission of information by the Operator, the Panel learnt that contextualisation of teaching materials was done in all modules and examples of contextualisation were provided. The contextualised materials are prepared by Hong Kong module tutors and shared with the CU Link Tutor for comment. All the contextualised teaching materials will be uploaded to CU's sharefolder for the review by the CU Link Tutor and the EE. During discussion with the programme management team and teaching staff, the Panel noted the Programme was responsive to emerging and changing environmental contexts, e.g. trends in global health, adapting materials / case studies / context of academic enquiry to reflect such societal changes, etc.

4.3.4 The Panel noted that students may select either a laboratory-based or a "library-based" project for project modules and had a concern how students can meet the MILOs of the project modules. The Operator clarified that there is no MILO for the project modules that stipulates the need for laboratory work to be undertaken in order to

qualify for a successful completion of the modules, and the modules are in line with the Royal Society of Biology (RSB)'s guidelines that all projects must include a certain degree of data analysis. In addition, the key criteria are that students must analyse and interpret the data and communicate their findings in the context of current knowledge of the subject area.

4.3.5 The Panel noted from the minutes of the Staff-Student Liaison Meeting (SSLM) and sharing with students and graduates that they were generally satisfied with the curriculum of the Programme.

4.3.6 Following the review of the documentation provided and discussion with staff, students, graduates and external stakeholders, the Panel formed the view that the structure and content of the Programme are coherent, current and effective in enabling students to achieve the stated PLOs and to meet the POs.

4.4 Learning, Teaching and Assessment

The learning, teaching and assessment activities designed for the learning programme must be effective in delivering the programme content and assessing the attainment of the intended learning outcomes.

4.4.1 The Panel was informed of the various learning and teaching methods to facilitate students' achievement of the POs and PLOs. The learning and teaching methods include lectures, tutorials and workshops, laboratory sessions, project supervision hours, "Guided Study" and "Self-Guided Study". In "Guided Study", students are given highly specific tasks to complete outside of the teaching sessions (such as the literature search on a selected topic, completion of task on a specific software taught in class). In "Self-Guided Study", students are expected to retrieve and read a range of recommended materials proposed by module tutors as well as to identify relevant published literature by students themselves to enhance their understanding of the subject and prepare their assignments.

4.4.2 The Panel noted the maximum class size for the Programme is 60 for lecture, 20 for tutorials and workshops and 40 for laboratory sessions. The Operator provided to the Panel the Module Specifications of each module, which include information such as module aims, module learning outcomes (MLOs), methods of assessment, contents and readings.

4.4.3 In terms of assessment, both formative and summative assessments are developed to ensure MLOs and PLOs are achieved. A range of assessment methods has been adopted in the Programmes, including proposal, website, examination, essay, thesis, project file, poster, etc. The pass mark for all modules is 40% which may comprise more than one component.

4.4.4 During the site visit when students and graduates were met, the Panel received positive feedback from students and graduates that the Programme adapted well to the challenges of COVID-19 with flexible practices in support were adopted.

4.4.5 The Panel was provided with the Assessment Strategy governed by CU, assessment scheme and samples of marked student scripts and student projects of the Programme. All modules are subject to internal and external moderation. SHAPE module tutors of the respective modules set assessment brief and marking criteria, which are moderated and confirmed by the CU Link Tutor and the External Examiner (EE). All coursework, examinations and projects are marked by module tutors of the respective modules with samples of marked scripted together with fail cases are moderated by the CU Link Tutor and the EE respectively to ensure appropriated and consistent marking. The Operator also provided to the Panel the grade distribution of individual modules, award classification of graduates and reports by EE. Overall, the Panel was of the view that student performance in the Programme was of acceptable quality, and the Panel noted the mechanisms in place to ensure appropriate and consistent marking.

4.4.6 To facilitate continuous enhancement of the learning and teaching activities, students are asked to complete a Student Feedback Questionnaire (SFQ) at the end of each module, and the Panel was provided with the SFQ evaluations for AY2017/18 to AY 2019/20. The Operator provided to the Panel the average scores of quantitative questions and a summary of students' written feedback of all individual modules of the Programme.

4.4.7 In view of the above information, the Panel considered that the learning, teaching and assessment activities designed for the Programme are appropriate and can maintain proper delivery of programme content and assessment of the PLOs.

4.5 Programme Leadership and Staffing

The Operator must have adequate programme leader(s), teaching/training and support staff with the qualities, competence, qualifications and experience necessary for effective programme management, i.e. planning, development, delivery and monitoring of the programme. There must be an adequate staff development scheme and activities to ensure that staff are kept updated for the quality delivery of the programme.

4.5.1 CU retains the overall responsibility for the management of the Programme delivered with SHAPE. The CU Link Tutor and the SHAPE Programme Coordinator (PC) work together to provide management and ensure effective operation of the Programme. The CU Link Tutor is the key point of contact for all academic matters. The SHAPE PC is responsible for managing the daily operation and monitoring the quality of programme delivery and acts as the main liaison with the CU Link Tutor.

4.5.2 Both CU and SHAPE teaching staff members work together to provide programme delivery. At the programme level, the Programme Committee Meetings (PCMs) are held to discuss and review the operation of the Programme. The SHAPE PC also communicates the results of student survey and views from the CU Link Tutor and External Examiner (EE) regarding teaching quality and learning support to teaching staff concerned for review and identifying areas for further improvement.

4.5.3 From the accreditation document, the Panel learnt that the CU Link Tutor is the only teaching staff from CU who delivers 24 hours of teaching and the rest of the teaching hours will be delivered by the SHAPE teaching team with two full-time and ten part-time staff members. At module level, the CU Link Tutor liaises with CU Module Leaders for advice and guidance and shares feedback with SHAPE. The CU Link Tutor communicates with and provides guidance to the SHAPE Programme Team on the module content, assessments and learning and teaching activities. SHAPE module tutors and the CU Link Tutor work closely to provide day-to-day academic supports to students. The CU Link Tutor is also responsible for monitoring the delivery and quality assurance of the Programme. The CU Link Tutor provides SHAPE with subject advice on the comparability between the content and treatment of the various subject areas assessed by CU and SHAPE, and on the comparability between the academic standards of the programmes delivered at the home country and at SHAPE.

4.5.4 All teaching staff of SHAPE are recruited in accordance with recruitment procedures of the VTC. The appointment of a new SHAPE teaching staff is recommended by SHAPE and approved by CU. Subsequent changes to staff appointment during the academic year have to be approved by CU. After reviewing the staff profile, the Panel noted the teaching staff are capable to teach their responsible modules and a majority of them are employed on a part-time basis. During the site visit, the Panel noted that some of the teaching staff were not familiarised with the POs and PLOs. This might create a challenge for them to fully understand the important of the PLOs and their connections to the various assessments, which is important for effective delivery of the Programme, and in particular with the revised curriculum to be delivered from AY2023/24. The Panel ***advised*** the Operator to ensure the teaching team members are made aware to the new set of POs, PLOs and curriculum for smooth transition and implementation of the revised Programme to be delivered from AY2023/24.

4.5.5 During the site visit, the Panel met and discussed with the teaching team as well as students and graduates. The Panel was of the view that teaching staff at CU and SHAPE maintained strong relationships with students based in Hong Kong, which enhanced their learning experience in the Programme. Students felt supported by teaching staff, who were accessible and provided timely and formative feedback together with direction throughout the Programme. The Panel noted that other than programme management and teaching activities conducted by the CU Link Tutor and SHAPE PC, they also provided non-academic supports and career guidance to students. In view of the wide ranged and multiple-roles performed by both the CU Link Tutor and the SHAPE PC on academic, administrative and student advising issues, even though they did not indicate any workload issue, the Panel had a concern on this and ***recommended*** the Operator should monitor the workload of the CU Link Tutor and the SHAPE PC for the necessary support and resources are being provided for effective delivery and continuous success of the Programme.

4.5.6 Regarding staff development, the Panel was provided with the following information:

(a) Staff Development / Induction Activities for SHAPE Teaching Staff from AY2018/19 and AY2019/20; and

(b) Staff Development Plan for SHAPE Teaching Staff for AY2020/21 and AY2021/22.

4.5.7 After considering the above information and notwithstanding the recommendation and advice, the Panel considered that there are adequate and qualified teaching staff for the quality delivery of the Programme.

4.6 **Learning, Teaching and Enabling Resources/Services**

The Operator must be able to provide learning, teaching and enabling resources/services that are appropriate and sufficient for the learning, teaching and assessment activities of the learning programme, regardless of location and mode of delivery.

4.6.1 The offering site of the Programme is located in the IVE (Chai Wan) campus. The Panel was provided with information on programme-specific specialised facilities, such as applied biology laboratory, biotechnology laboratory and computer laboratory in this campus as well as information on the current and projected utilisation rates of the specialised facilities. As the site visit was conducted via video-conferencing, the Operator delivered a virtual tour together with a PowerPoint presentation of the specialised facilities and online learning resources available at CU and SHAPE to the Panel. The Panel noted that during COVID-19 when the campus was not fully open, special arrangements were made for students to complete their assignments / projects. Based on the information provided in the accreditation documents and the presentation, the Panel found that the learning and teaching resources provided to the students are adequate and accessible.

4.6.2 On financial resources, the Panel was provided with Statements of Income and Expenditure 2018/19 and 2019/20 and estimations for 2020/21 to 2022/23 of the Programme. The Panel noted that the Programme had run a surplus in each of the past two years and is expected to continue to have surplus in the coming three years.

4.6.3 On the commencement of an academic year, CU provides an induction session for students where information on the Programme and academic regulations are communicated to the students. The induction also includes development of academic study skills, introduction to the University's online learning and library resources, and the Assessment Regulations and Policies. Students are also provided with the SHAPE Student Handbook and the CU-SHAPE Programme Handbook for the Programme that present the general information and regulations of the Programme.

4.6.4 On the English language learning support services provided to students at SHAPE, the Panel was informed of a wide variety of learning support activities to cater to students' needs in English enhancement including a comprehensive English Enhancement Programme which covers areas on academic writing and study skills, in the forms of web-based courses, individual consultation sessions and workshops. Students can also visit the Centre for Independent Language Learning (CILL) and Independent Learning area of Language Centre at IVE/HKDI with comprehensive language resources for self-learning. SHAPE also provides students with 24-hour instant English support through the tool *Grammarly PREMIUM* to minimise errors in their writing.

4.6.5 To prepare student for the job market, workshops on interview skills are available to enhance the effectiveness of their Curriculum Vitae and ability to tackle interview questions.

4.6.6 In consideration of the above, the Panel had the view that the provision of learning, teaching and enabling resources / services by the Operator for the Programme are adequate and appropriate.

4.7 Programme Approval, Review and Quality Assurance

The Operator must monitor and review the development and performance of the learning programme on an on-going basis to ensure that the programme remains current and valid and that the learning outcomes, learning and teaching activities and learner assessments are effective to meet the programme objectives.

4.7.1 The Panel noted the mechanisms to monitor and review the quality of the Programme. The quality standard of the Programme is monitored through various indicators such as number of applicants, number of enrolments, retention rate, graduation rate, final award classifications, etc. Based on statistics provided by the Operator on the above-mentioned indicators in the accreditation documents, the Panel considered that the relevant indicators reflect a satisfactory operation of the Programme.

4.7.2 The Panel also reviewed the following information and documents with regard to on-going monitoring and review of the Programme:

(a) Minutes of Programme Committee Meeting for AY2017/18 to AY2019/20;

(b) Minutes of Staff-Student Liaison Meeting for AY2017/18 to AY2019/20;

(c) External Examiners' Reports for AY2017/18 to AY2019/20;

(d) Collaborative Course Quality Enhancement and Monitoring (CCQEM) Reports for 2018 and 2019;

(e) Summary of Employment Survey for Graduates for 2018 and 2019; and

(f) Student Feedback Questionnaire (SFQ) Results for AY2017/18 to AY2019/20.

4.7.3 The Panel noted the various measures, both formal and informal for collecting feedback from students. Formal ones included Staff-Student Liaison Meeting (SSLM), Student Feedback Questionnaire (SFQ), and informal ones included emails, telephone calls and informal discussions. Though various measures and opportunities were in place to collect feedback from students, when meeting with student representatives during the site visit, the Panel learnt that some of them were unaware of such mechanisms and/or measures. Furthermore, the number of respondents from SFQ for AY2019/20 was lower when compared with those of AY2017/18 and AY2018/19. Student voice is a central component to ensure the overall quality and continuous improvement of the Programme. The Panel ***recommended*** the Operator should strengthen mechanisms to both communicate with and collect feedback from students, for continuous improvement of the Programme.

4.7.4 Notwithstanding the above recommendation, the Panel considered that the Operator has monitored and reviewed the development and performance of the Programme on an on-going basis to ensure effectiveness of the programme content, activities, assessment and relevant activities.

5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT

5.1 Variation and withdrawal of this Accreditation Report

5.1.1 This Accreditation Report is issued pursuant to section 5 of the AAVQO, and contains HKCAAVQ's substantive determination regarding the accreditation, including the validity period as well as any conditions and restrictions subject to which the determination is to have effect.

5.1.1 HKCAAVQ may subsequently decide to vary or withdraw this Accreditation Report if it is satisfied that any of the grounds set out in section 5 (2) of the AAVQO apply. This includes where HKCAAVQ is satisfied that the Operator is no longer competent to achieve the relevant objectives and/or the Programme no longer meets the standard to achieve the relevant objectives as claimed by the Operator (whether by reference to the Operator's failure to fulfil any conditions and/or comply with any restrictions stipulated in this Accreditation Report or otherwise) or where at any time during the validity period there has/have been substantial change(s) introduced by the Operator after HKCAAVQ has issued the accreditation report(s) to the Operator and which has/have not been approved by HKCAAVQ. Please refer to the '*Guidance Notes on Substantial Change to Accreditation Status*' in seeking approval for proposed changes. These Guidance Notes can be downloaded from the HKCAAVQ website.

5.1.2 If HKCAAVQ decides to vary or withdraw this Accreditation Report, it will give the Operator notice of such variation or withdrawal pursuant to section 5(4) of the AAVQO.

5.1.3 The accreditation status of Operator and/or Programme will lapse immediately upon the expiry of the validity period or upon the issuance of a notice of withdrawal of this Accreditation Report.

5.2 Appeals

5.2.1 If the Operator is aggrieved by the determination made in this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of this Accreditation Report.

5.2.2 If the Operator is aggrieved by a decision to vary or withdraw this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of the Notice of Withdrawal.

5.2.3 The Operator should be aware that a notice of variation or withdrawal of this Accreditation Report is not itself an accreditation report and the right to appeal against HKCAAVQ's substantive determination regarding accreditation arises only from this Accreditation Report.

5.2.4 Please refer to Cap. 592A (http://www.legislation.gov.hk) for the appeal rules. Details of the appeal procedure are contained in section 13 of the AAVQO and can be accessed from the HKQF website at http://www.hkqf.gov.hk.

5.3 Qualifications Register

5.3.1 Qualifications accredited by HKCAAVQ are eligible for entry into the Qualifications Register ("QR") at https://www.hkqr.gov.hk for recognition under the HKQF. The Operator should apply separately to have their quality-assured qualifications entered into the QR.

5.3.2 Only learners who commence the study of the named accredited learning programme during the validity period and who have graduated with the named qualification listed in the QR will be considered to have acquired a qualification recognised under the HKQF.

Ref: 100/19/13
21 June 2021
JoH/SF/WmW/et

Appendix

School for Higher and Professional Education, Vocational Training Council and Coventry University

Learning Programme Re-accreditation for BSc (Hons) Human Biosciences

13 - 14 April 2021

Panel Membership

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Director Institute of Policing
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* The Panel Secretary is also a member of the Accreditation Panel.

HKCAAVQ Report No.: 21/75

School for Higher and Professional Education, Vocational Training Council and Coventry University

Learning Programme Re-accreditation for
BSc (Hons) Human Biosciences

13 – 14 April 2021

Corrigendum

On page 8 of the Accreditation Report:

Original:

Practical Skills (PS)
On successful completion of the Programme, a student should be able to demonstrate:

Correction:

Practical Skills (PS)
On successful completion of the Programme, a student should be able to:

On page 10 of the Accreditation Report, 4.1.6 (a):

Original:

(a) External Examiner's Reports from AY2017/18 to AY2019/20);

Correction:

(a) External Examiner's Reports from AY2017/18 to AY2019/20;

WONG, Wan-man
Registrar

Ref: 100/19/13
9 September 2021
Joh/SF/WmW/et