



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**

**UNIVERSITY OF THE WEST OF ENGLAND, BRISTOL**

**LEARNING PROGRAMME ACCREDITATION**

**BSC (HONS) HEALTH AND SOCIAL CARE**

**July 2021**

## Table of Contents

	<u>Page</u>
1. TERMS OF REFERENCE.....	1
2. HKCAAVQ'S DETERMINATION .....	1
3. INTRODUCTION.....	5
4. PANEL'S DELIBERATIONS .....	6
4.1 Programme Objectives and Learning Outcomes .....	6
4.2 Learner Admission and Selection .....	10
4.3 Programme Structure and Content .....	12
4.4 Learning, Teaching and Assessment.....	16
4.5 Programme Leadership and Staffing .....	18
4.6 Learning, Teaching and Enabling Resources/Services.....	22
4.7 Programme Approval, Review and Quality Assurance .....	23
5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT .....	25

Appendix      HKCAAVQ Panel Membership

## **1. TERMS OF REFERENCE**

1.1 Based on the Service Agreement (No.: AA703), 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 (Cap. 592), was commissioned by School for Higher and Professional Education, Vocational Training Council and University of the West of England, Bristol (jointly as the Operator) to conduct a learning programme accreditation for BSc (Hons) Health and Social Care with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the programme of School for Higher and Professional Education, Vocational Training Council and University of the West of England, Bristol (the Operator) (Para. 2.1) meets the stated objectives and HKQF standards and can be offered as an accredited programme; and
- (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, subject to the fulfilment of the conditions set out below, the BSc (Hons) Health and Social Care meets the stated objectives and QF standard at Level 5, and can be offered as an accredited programme with a validity period of four years from 1 September 2021 to 31 August 2025.

### **2.2 Validity Period**

2.2.1 The validity period will, provided the Operator fulfils the pre-condition to the commencement of validity period set out in Para. 2.4, 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:

<b>Name of Local Operator</b>	School for Higher and Professional Education, Vocational Training Council 職業訓練局 才晉高等教育學院
<b>Name of Non-local Operator</b>	University of the West of England, Bristol
<b>Name of Award Granting Body</b>	University of the West of England, Bristol
<b>Title of Learning Programme</b>	BSc (Hons) Health and Social Care
<b>Title of Qualification(s) [Exit Award(s)]</b>	BSc (Hons) Health and Social Care
<b>Primary Area of Study and Training</b>	Medicine, Dentistry and Health Sciences
<b>Sub-area (Primary Area of Study and Training)</b>	Health Care
<b>Other Area of Study and Training</b>	Not applicable
<b>Sub-area (Other Area of Study and Training)</b>	Not applicable
<b>HKQF Level</b>	Level 5
<b>HKQF Credits</b>	120
<b>Mode(s) of Delivery and Programme Length</b>	Full-time, 12 months Part-time, 18 months
<b>Start Date of Validity Period</b>	1 September 2021
<b>End Date of Validity Period</b>	31 August 2025

<b>Number of Enrolment(s)</b>	One enrolment per year
<b>Maximum Number of New Students</b>	70 students per year (Full-time) 70 students per year (Part-time)
<b>Address of Teaching / Training Venue(s)</b>	<p>All Hong Kong Institute of Vocational Education (IVE)/ Hong Kong Design Institute (HKDI) Campuses:</p> <ol style="list-style-type: none"> <li>1. Hong Kong Institute of Vocational Education (Sha Tin) 21 Yuen Wo Road, Sha Tin, New Territories (Offering Site of BSc (Hons) Health and Social Care)</li> <li>2. Hong Kong Institute of Vocational Education (Chai Wan) 30 Shing Tai Road, Chai Wan, Hong Kong</li> <li>3. Hong Kong Institute of Vocational Education (Morrison Hill) 6 Oi Kwan Road, Wan Chai, Hong Kong</li> <li>4. Hong Kong Institute of Vocational Education (Kwai Chung) 20 Hing Shing Road, Kwai Chung, New Territories</li> <li>5. Hong Kong Institute of Vocational Education (Kwun Tong) 25 Hiu Ming Street, Kwun Tong, Kowloon</li> <li>6. Hong Kong Design Institute and Hong Kong Institute of Vocational Education (Lee Wai Lee) 3 King Ling Road, Tseung Kwan O, New Territories</li> <li>7. Hong Kong Institute of Vocational Education (Haking Wong) 702 Lai Chi Kok Road, Cheung Sha Wan, Kowloon</li> </ol>

	<p>8. Hong Kong Institute of Vocational Education (Tsing Yi) 20 Tsing Yi Road, Tsing Yi Island, New Territories</p> <p>9. Hong Kong Institute of Vocational Education (Tuen Mun) 18 Tsing Wun Road, Tuen Mun, New Territories</p>
--	---

## 2.4 Condition

### **Pre-condition**

- 2.4.1 The Operator is to provide evidence that the Programme has been successfully registered under the Non-Local Higher and Professional Education (Regulation) Ordinance (Cap. 493).

The Operator is to submit the Certificate of Registration of the Programme to HKCAAVQ for the fulfilment of the above pre-condition on or before 16 August 2021. (Para. 4.7.6)

## 2.5 Recommendation(s)

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

- 2.5.1 The Operator is to review the effectiveness of the planned contextualisation arrangement of teaching materials and learning resources for the Hong Kong programme. (Para. 4.3.7)
- 2.5.2 The Operator is to consider reviewing and revising the assessment requirements of the program modules to assign weightings to formative assessments in the calculation of the overall module grade. (Para. 4.4.10)
- 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 The School for Higher and Professional Education (SHAPE) was established in September 2003 as a member institution of the Vocational Training Council (VTC). In AY2020/21, SHAPE collaborates with 12 overseas university partners to offer 49 top-up degree programmes at HKQF Level 5 covering a range of academic disciplines.
- 3.2 The University of the West of England, Bristol (UWE) has a long history of delivering vocational and higher education in the southwest of England. In 1976, a number of educational institutions merged to form the Bristol Polytechnic and in 1992, it became the UWE. In 1992, UWE was granted degree awarding status under the United Kingdom Further and Higher Education Act and became the University of the West of England. UWE currently has a student population of over 30,000 students studying on campus in Bristol, plus a further 7,000 students studying in collaborative programmes within the United Kingdom and overseas. UWE offers 238 undergraduate programmes and 127 postgraduate programmes to students through four faculties, four schools and nine departments.
- 3.3 UWE and SHAPE entered into a collaborative partnership in July 2010. In November 2013, HKCAAVQ granted the partnership of UWE and SHAPE with the Initial Evaluation (IE) status to operate non-local programmes at HKQF Level 5 from 1 September 2014. Currently, the Operator is operating five Bachelor's degree programmes accredited by HKCAAVQ.
- 3.4 For this Learning Programme Accreditation exercise, HKCAAVQ formed an expert Panel (Panel Membership in Appendix 1). In view of the outbreak of the Coronavirus Disease-2019 (COVID-19), the site visit was conducted via video-conference from 6-7 May 2021 to reduce social contacts. HKCAAVQ's Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework (Version 1.2, November 2020) was the guiding document for the Operator and the Panel in conducting this exercise.

#### **4. PANEL'S DELIBERATIONS**

*The following presents the Panel's deliberations on a range of issues pertinent to its major findings. For aspects of the accreditation standards where no observations are made they are considered to be appropriately addressed by the Operator.*

##### **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 BSc (Hons) Health and Social Care (BScHSC) is hosted by the Department of Nursing and Midwifery, Faculty of Health and Applied Sciences of UWE, UK and operated by SHAPE, VTC, Hong Kong. The Programme was designed with reference to internal and external reference points including the UK's Quality Assurance Agency for Higher Education (QAA), Framework for Higher Education Qualifications (FHEQ) and UWE's quality framework and assessment standards/ regulations.

4.1.2 The Programme Aims (PAs) are to:

- 1) Provide the learner with a framework which will build their confidence as independent, lifelong and critically reflective learners including the provision of interprofessional approaches to education which support collaborative and integrated health and social care delivery, to enhance the quality of the service user experience;
- 2) Develop the learners' professional skills, attitudes, ethical values and behaviours, which foster dignity and respect to service users and their families/ carers;
- 3) Through a range of learning opportunities enable the learner to develop a sound knowledge, understanding and critical application to practice, of theoretical perspectives, social and health sciences, national/international guidelines for practice and policy. Supporting the development of higher order critical and analytical skills to examine a range of evidence which underpins their practice;



- 4) Foster inclusive and equitable approaches within health and social care practice, encouraging learners to critically reflect on social justice;
- 5) Enable the learner to develop resilience in order to adapt and respond positively to changes in practice and provide the learner with an opportunity to develop leadership skills for promoting safety and service improvement;
- 6) Through a variety of teaching approaches for transformative learning, enable the learner to critically reflect and develop problem solving approaches.

4.1.3 The Programme Intended Learning Outcomes (PILOs) are categorised under four domains, namely (a) Knowledge and Understanding, (b) Intellectual Skills, (c) Subject/ Professional Practical Skills and (d) Transferable Skills and Other Attributes. Upon completion of the Programme, students should be able to demonstrate the following PILOs:

Knowledge and Understanding (KU)

KU1	The significance of the individual and their health and social care needs and how to support equality, dignity and respect, within holistic approaches to care.
KU2	Organisational culture within health and social care and drivers for service improvement.
KU3	How a range of perspectives inform health and social care practice; e.g. socio-cultural, political, economic, environmental, legal and ethical.
KU4	Leadership and enterprise for implementing positive changes and service improvements.
KU5	Integrated health and social care and collaborative working and the application of this to support service users, families and carers.

Intellectual Skills (IS)

IS1	Demonstrate independent and integrated thinking, drawing from a range of disciplines and from practice experience/ industrial placement experience, in order to critically apply a coherent understanding of theory and practice to real life problems.
-----	---

IS2	Evaluate critically evidence base for practice and types and sources of information which inform safe care and innovation for practice.
IS3	Reflect critically on professional judgments, limits of practice, feedback from others, in order to develop strategies for personal and professional learning.

Subject/ Professional Practical Skills (SS)

SS1	Apply subject professional knowledge and skills to care.
SS2	Contribute to the delivery of care in an inter-professional framework, adopting integrated approaches to practice.
SS3	Reducing risk, enhancing a safe environment and protecting service users from avoidable harm.

Transferable Skills and Other Attributes (TS)

TS1	Take responsibility for own learning and demonstrate an open-minded approach to learning in familiar and unfamiliar contexts.
TS2	Use information technology (IT) to find, communicate and manage information.
TS3	Apply principles of effective communication and person centred care.
TS4	Develop capacity to be flexible and resourceful and adapt problem-solving to fit changing or unforeseen circumstances.
TS5	Demonstrate leadership and independent and autonomous working.

4.1.4 The following mappings were provided to the Panel to demonstrate the alignment of the components across the Programme:

- (a) Mapping of PILOs to PAs; and
- (b) Mapping of PILOs to Generic Level Descriptors (GLDs) at QF Level 5.

4.1.5 To show the existing needs for graduates of the BSchSC programme, the Operator provided the findings and figures regarding the recent development plan and fund granting plan of the HKSAR Government, and projections by the Government and SHAPE as follows:

### Manpower need

- (a) According to the Chief Executive's 2019 Policy Address: Embracing Public Health. (2019, October 16), the Government is committed to enhancing district-based primary healthcare services by setting up District Health Centre (DHC) in 18 districts by June 2022 that aims to meet emerging needs in health and social care of an aging population. The DHC provides primary healthcare services such as health promotion, health assessment and community rehabilitation through medical-social collaboration and public private partnership. Funding is also granted to the Hospital Authority to increase manpower for the public healthcare system.
- (b) As stated in the 2021-22 Budget Speech, some development plans and fund granting plans of the Government are updated:
- An extra of 1,500 subsidised elderly home care service places will be provided in 2021/22.
  - About 8,800 residential care places and about 2,800 subsidised day care service places for the elderly will be offered in the coming few years.
  - An expenditure of HK\$650 million was earmarked for setting up DHCs in six other districts in 2020/21 and two others are targeted to commence operation in 2021 and 2022.
  - Around HK\$147 million will be provided to increase mental health services.
  - A sum of HK\$300 million will be used for strengthening support for people in need in the community as well as community education on mental wellness.

### Market Supply

- (c) As informed by the Operator, currently, there are only a small number of bachelor's degree programmes in Hong Kong that focus on both health and social care in a single programme. The development of the BScHSC programme is assessed to fill the gap arising from limited supply of similar degree level programmes in the territory, and provides well-trained professionals to meet the increasing manpower demand of the

health and social care industry.

#### Student Demand

(d) Detailed findings are depicted under Section 4.2.

4.1.6 Having met with the potential employers of the BScHSC programme, the Panel noted that

- (a) the Operator had explained the content and target students of the Programme to the potential employers and collected feedback from them;
- (b) the potential employers were pleased to know that the Programme covers both subjects of health and social care. Having known the target students, who will mainly be higher diploma graduates of the health or social services disciplines; and since both of the disciplines in Hong Kong are adopting a multidisciplinary approach in providing services, they envisage that students of the BScHSC students can appreciate the disciplinary perspectives and practices of each other's through the Programme, and be equipped better for their practices in the industry; and
- (c) the potential employers also shared that the design of Programme matches with positions such as Project Officer for social service projects, Research Assistant, Assistant Superintendent in attention homes or Health and Wellness Coach in the health and social care industry.

4.1.7 After considering the above information, the Panel considered that the POs address community, education and industry needs, and the PILOs meet the relevant HKQF standards.

#### **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 Student admission to the BScHSC programme is implemented in accordance with the UWE Admissions Policy. SHAPE is

responsible for recruiting students strictly in accordance with the admission requirements stated in the paragraph below and for assisting UWE in enrolment of students. The final decision on admission rests with UWE and will be made by the UWE Link Tutor.

4.2.2 The admission requirements for the programmes are as follows:

Minimum Admission Requirements	<p>1. <u>Accreditation of Prior Learning</u></p> <p>Graduates of the following VTC feeder programmes:</p> <ul style="list-style-type: none"> <li>• HD in Integrated Social and Health Services*#</li> <li>• HD in Community Service Planning and Navigation*#</li> <li>• HD in Social Work*#</li> <li>• HD in Social Services and Community Education*#</li> <li>• HD in Elderly Care Services*#</li> </ul> <p>2. <u>English Language Entry Requirement</u></p> <p>All candidates should have attained a minimum overall International English Language Testing Systems (IELTS) score of 6.5 with 5.5 in each component; OR an overall IELTS score of 6.0 with 6.0 in each component; OR equivalent.</p> <p>Applicants holding post-secondary qualifications taught and assessed in English will be considered to have met the English language requirements for entry to the top-up Programme. VTC HD graduates are considered to have met the English language requirements of this top-up Programme in Hong Kong.</p>
Applicants from Non-Feeder Programmes	<p>In addition to the recognised VTC feeder HD programmes, applicants with non-feeder qualifications will be considered on a case by case basis by UWE Bristol. In such cases, applicants will be expected to</p> <p>(1) Hold a relevant post-secondary qualification (such as a Higher Diploma or Associate Degree awarded by an educational institution in Hong Kong); and</p> <p>(2) Meet the English language requirements: At least an overall IELTS score of 6.5 with 5.5 in each component; OR an overall IELTS score of 6.0 with 6.0 in each component; OR equivalent.</p> <p>Applicants holding post-secondary qualifications taught and assessed in English will be considered to have met the English language requirements for entry to the top-up Programme.</p>

\* HD programmes using HKDSE results or equivalent as general admission requirements.

# HD programmes using HKCEE / HKALE results or equivalent as general admission requirements.

4.2.3 Mappings of the five VTC higher diploma feeder programmes to curriculum of the BSchSC programme were provided to the Panel to demonstrate their relevance.

4.2.4 The yearly maximum numbers of new students proposed for the Programme in the coming five years are as follows.

<b>Academic Year</b>	<b>2021/22</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>	<b>2025/26</b>
<b>Modes of delivery</b>					
<b>Full-time</b>	70	70	70	70	70
<b>Part-time</b>	70	70	70	70	70

4.2.5 The Operator informed the Panel that a questionnaire survey was conducted on students and graduates of three of the designated feeder programmes, namely HD in Integrated Social and Health Services, HD in Community Service Planning and Navigation, and HD in Social Work, to project students' demand for the BSchSC programme. The findings showed that more than 250 respondents showed interest towards further study in health and social care-related degree programmes.

4.2.6 Having considered the anticipated student demand (Para. 4.2.5), the staffing (Section 4.5) and physical resources (Section 4.6), the Panel considered that the yearly maximum numbers of 70 students proposed for the full-time and part-time modes of delivery respectively are appropriate.

4.2.7 Based on the above information, the Panel formed the view that the minimum admission requirements are clearly outlined for staff and prospective learners. The requirements and the learner selection processes are appropriate for recruitment of learners with the necessary skills and knowledge 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 BSchHSC programme operated at SHAPE as a top-up programme with both full-time and part-time modes of delivery. The normal programme lengths for full-time and part-time modes are 12 months and 18 months respectively. The Programme comprises six modules carrying a total of 120 HKQF credits.

4.3.2 The Operator provided the followings to illustrate the programme content and structure:

- (a) Contribution of Modules to PILOs;
- (b) Programme Specification for Full-time Mode of Study;
- (c) Programme Specification for Part-time Mode of Study;
- (d) *Module Specifications* and *Module Syllabus* of the six modules of the Programme which list out the followings of individual modules:
  - Educational aims;
  - Learning outcomes (LOs);
  - Teaching and learning methods (T&Ls);
  - Assessment methods and marking criteria;
  - Alignment of LOs with assessments;
  - Alignment of LOs, T&Ls and assessment; and
  - References and additional resources.
- (e) Mapping of *modules* to GLDs at QF Level 5; and
- (f) Samples of *teaching* and learning materials of three modules.

4.3.3 The Programme mirrors the structure of final year of the corresponding home programme in the UK. The structure and individual delivery sequence for full-time and part-time modes are depicted in the table below.

Module Title	Core or Elective	Generic or Specialised	Contact Hours	Non-Contact Hours	Notional Learning Hours	QF Credits
Leadership and Innovation	Core	Specialised	48	152	200	20
Evidence and Research in Practice	Core	Specialised	36	164	200	20

Protection, Risk and Decision Making	Core	Specialised	36	114	150	15
Contemporary Issues in Working with Adults across the Lifecourse	Core	Specialised	36	114	150	15
Leadership and Enterprise	Core	Specialised	30	170	200	20
Dissertation Social Care	Core	Specialised	46	254	300	30

*Total no. of generic modules: 0 modules / 0 QF Credits (0 %)*

*Total no. of specialised modules: 6 modules / 120 QF Credits (100 %)*

### **Delivery Sequence (Full-time mode)**

<b>Year / Semester</b>	<b>Module Title</b>	<b>QF Credits</b>
Year 1 / Semester 1	Leadership and Innovation	20
	Evidence in Research and Practice	20
Year 1 / Semester 2	Protection, Risk and Decision Making	15
	Contemporary Issues in Working with Adults across the Lifecourse	15
	Leadership and Enterprise	20
Year 1 / Semesters 1 & 2	Dissertation Social Care	30
Total		120

### **Delivery Sequence (Part-time mode)**

<b>Year / Semester</b>	<b>Module Title</b>	<b>QF Credits</b>
Year 1 / Semester 1	Leadership and Innovation	20
Year 1 / Semester 2	Evidence in Research and Practice	20
Year 1 / Semester 3	Protection, Risk and Decision Making	15
	Contemporary Issues in Working with Adults across the Lifecours	15
Year 1 / Semester 3 and Year 2 / Semester 1	Dissertation Social Care	30
Year 2 / Semester 1	Leadership and Enterprise	20
Total		120



- 4.3.4 In the accreditation documents, the Panel noted that there will be contextualisation of teaching materials by SHAPE teaching staff to suit local context. The Operator plans to integrate local elements into the Programme to ensure students have good understanding of the legal and ethical issues of the health and social care industry in Hong Kong and are familiar with the professional practice in the region.
- 4.3.5 The contextualised materials will be scrutinised by the SHAPE Programme Coordinator (PC) before the modules are delivered. SHAPE Teaching Staff will also share their pedagogical approaches on programme delivery during the Programme Committee meetings, which is formed by the UWE Link Tutor, SHAPE PC and SHAPE Teaching Staff, to further enhance the contextualisation of the Programme.
- 4.3.6 During the meeting with the teaching staff of the Programme, the Panel was informed that the UWE teaching staff have had academic discussions with the SHAPE teaching staff during the contextualisation process though the task is solely carried out by the SHAPE teaching staff. The UWE and the SHAPE teaching team both pointed out the value of the contextualisation exercise because the contexts of health and social care for practice are quite different in the UK and Hong Kong, such as how sexual harassment cases are handled. And it is very important for the BScHSC students to become familiar with the local context so that they can provide the most appropriate health and social care services to the service users of the Hong Kong community. The Panel agreed with the views of the teaching team met.
- 4.3.7 Given the importance of the contextualisation exercise to BScHSC students' learning experience and possibly to their future practices in the industry; and considering as well the latest developments mentioned in Paragraph 4.1.5, the Panel formed a view that the effectiveness of the contextualisation exercise in the Programme should be review upon actual implementation to ensure that the exercise can be able to meet initially anticipated outcomes. Therefore, the Panel **RECOMMENDS** that the Operator is to review the effectiveness of the planned contextualisation arrangement of teaching materials and learning resources for the Hong Kong programme. (Para. 2.5.1)
- 4.3.8 Notwithstanding the recommendation above, the Panel formed the view that the structure and content of the learning programme are 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.

#### 4.4 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 BSchHSC programme employs a range of teaching and learning activities such as lecture, tutorial, laboratory, seminar, workshop, as well as project supervision.
- 4.4.2 The maximum class sizes for different learning and teaching methods are set as follows:

Learning and Teaching Method	Maximum Class Size
Lecture	70
Seminar/ Tutorial	25
Workshop	70
Project Supervision Session	1-10

- 4.4.3 The Panel was provided with the following documents and information regarding the teaching and learning of the Programme:
- (a) Programme Specification for Full-time Mode of Study;
  - (b) Programme Specification for Part-time Mode of Study;
  - (c) *Module Specifications* and *Module Syllabus* of all six modules of the Programme which list out the followings of individual modules:
    - Educational aims;
    - Learning outcomes (LOs);
    - Teaching and learning methods (T&Ls);
    - Assessment methods and marking criteria;
    - Alignment of LOs with assessments;
    - Alignment of LOs, T&Ls and assessment; and
    - References and additional resources.
  - (d) Mapping of modules to GLDs at QF Level 5; and

- (e) Samples of teaching and learning materials of three modules of the Programme.
- 4.4.4 Regarding the assessment of the Programme, the Panel noted in the accreditation documents that student assessment is governed by UWE's Assessment and Feedback Policy and Operational Guide and Academic Regulations and Procedures. The assessment requirements for students of the BScHSC programme at SHAPE are identical to those for the home programme offered in the UK.
- 4.4.5 The Programme adopts several assessment methods including written assignment, examination, literature review, individual presentation, report, and poster presentation and critical questioning. The Panel reviewed samples of student assessments from the home programme and considered that they are appropriate and commensurate with the intended learning outcomes at HKQF Level 5.
- 4.4.6 The Operator informed the Panel that to ensure the standard of achievement of students is comparable with that expected of a similar UK degree and the standards between the home and SHAPE provisions can be maintained at a comparable level, UWE appoints an External Examiner (EE) from other UK higher education institutions for the Programme.
- 4.4.7 The Panel also noted in the accreditation documents that all assessments will be internally reviewed by SHAPE before sending to UWE for pre-moderation. Upon completion of assessments, SHAPE will perform the marking before providing samples of marked student work to UWE for post-moderation, including the scrutiny of marked scripts, coursework assignments and final projects. The Operator also informed that two rounds of marking will be made to the module on *Dissertation Social Care* while one round of marking will be made to the assessments of the remaining five modules, and the same marking arrangements apply to both the home and Hong Kong programmes. All setting and marking of assessments by SHAPE will be conducted in accordance with UWE's procedures for marking. UWE moderation team, consisting of UWE academic staff and the External Examiner, is the responsible body for performing the pre-moderation and post-moderation of assessments.
- 4.4.8 The EE will, whenever possible, visit Hong Kong to scrutinise students' works, attend Examining Boards, meet with the SHAPE

Programme Coordinator (PC) and teaching staff, and provide direct and timely feedback on the standard of the students' work and quality of the provision. The EE will also provide an EE's report every year to give comments on the standards of the Programme. The Panel reviewed the profile of the EE and considered the EE possesses the appropriate qualifications and experience necessary for the role.

- 4.4.9 Having reviewed the samples of assessment from the home programme and the assessments planned for the Hong Kong programme, the Panel observed that there will be one summative assessment which weighs 100% in each module of the Programme. The Operator also informed that formative assessments will be adopted in each module of the Programme to facilitate/ guide students to complete the summative assessment but all of them will have no bearing on the final grades of individual modules. The Operator also confirmed that the corresponding modules in the home programme are adopting the same arrangements.
- 4.4.10 The Panel considers that formative assessments are important for helping students to set clear personal learning goals at an early stage, and to reflect on their learning against the learning objectives, as well as helping to identify students at risk. To this end, the Panel **RECOMMENDS** that the Operator is to consider reviewing and revising the assessment requirements of the program modules to assign weightings to formative assessments in the calculation of the overall module grade. (Para. 2.5.2)
- 4.4.11 The graduation requirement for the BScHSC programme is an attainment of 120 credits and a pass in all modules of the Programme. The passing mark for all modules is 40%.
- 4.4.12 Notwithstanding the recommendation above, the Panel formed the view that the learning, teaching and assessment activities designed for the Programme are appropriate for delivering the programme content and assessing the attainment of the intended learning outcomes.

#### 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 The BScHSC programme is managed by the respective SHAPE Programme Coordinators (PC) and the UWE Link Tutor who work together to overseeing the quality of programme delivery.
- 4.5.2 The SHAPE PC is supported by SHAPE administrative staff to ensure smooth operation of the Programme. The UWE Link Tutor, also exercising the function of Programme Leader of the Hong Kong programme, is responsible for oversight and monitoring the operations of the Programme; and ensuring that information and material are provided to the Hong Kong team to assist the delivery such that the Programme's standard is comparable to that at UWE. Module tutors are to monitor students' learning progress, identify students who require extra academic assistance and provide advice and support accordingly.
- 4.5.3 The Panel noted that the Programme is delivered jointly by SHAPE and UWE teaching staff. The tentative delivery schedule for first cohort and teaching split between SHAPE and UWE for the respective modules of the full-time and part-time modes of delivery are as follows:

Full-time mode

Module	Semester	No. of Teaching Hours by	
		SHAPE	UWE
Leadership and Innovation	1	39	9
Evidence and Research in Practice	1	27	9
Dissertation Social Care	1 & 2	37	9
Protection, Risk and Decision Making	2	27	9
Contemporary Issues in Working with Adults across the Lifecourse	2	27	9
Leadership and Enterprise	2	21	9

Part-time mode

Module	Semester	No. of Teaching Hours by	
		SHAPE	UWE
Leadership and Innovation	1	39	9
Evidence in Research and Practice	2	27	9
Protection, Risk and Decision Making	3	27	9
Contemporary Issues in Working with Adults across the Lifecourse	3	27	9
Dissertation Social Care	3 & 4	37	9
Leadership and Enterprise	4	21	9

- 4.5.4 The appointment criteria for SHAPE teaching staff are normally at least a Master Degree, and/ or equivalent professional qualification and a minimum of four years' relevant teaching/ working experience. These requirements are in line with UWE's appointment requirements that its teaching staff should possess at least a Bachelor's degree in a relevant subject and, on top of this, either a Master's Degree in a relevant subject or at least 2 years of relevant professional experience.
- 4.5.5 The appointments of teaching staff, home and Hong Kong programmes', must be approved by Associate Dean for Health Social Care and Partnerships. Subsequent changes to staff appointment during the academic year must also be approved by the Head of Health and Social Care.
- 4.5.6 The Panel reviewed profiles of the programme management team and potential Hong Kong and home teaching staff, and the modules tentatively assigned to them. The Panel considered that their qualifications and experience of the teaching staff are commensurate with the BScHSC programme. The Panel was also provided with the staff recruitment plan for the Programme. The recruitment of Hong Kong teaching staff will commence in April 2021 and will be completed in July 2021. The Panel considered the recruitment plan for hiring Hong Kong teaching staff is appropriate.

The numbers of teaching staff planned for the Programmes are as follows:

<b>SHAPE teaching staff</b>	<b>UWE teaching staff</b>
Full-time: 0 Part-time: 14	Full-time: 3 Part-time: 3

- 4.5.7 The SHAPE PC will perform academic visits to classes conducted by SHAPE teaching staff during the academic year, complete a visit report and then discuss the observations with the teaching staff in order to ensure quality teaching of the Programme. The Panel has reviewed the template of the visit report. The SHAPE PC will undertake appraisals for SHAPE teaching staff towards the end of the academic year and training and development needs will be identified for planning of staff development activities.
- 4.5.8 In relation to staff development, the Panel was provided with a staff development plan, local and joint, for programme launch and AY2021/22. The Panel noted that the plan includes activities on induction and training, which aims to familiarise teaching staff with the Programme, and activities related to developments on pedagogy, research, supervision skills and quality assurance. UWE and SHAPE teaching staff will meet regularly to discuss the delivery of individual modules; and UWE teaching staff will share their experiences at the home programme with the SHAPE teaching staff.
- 4.5.9 The Operator also informed the Panel that staff development funds are available for teaching staff of different levels for professional development. To support staff's on-going development in teaching and learning skills, the Centre for Learning and Teaching (CLT) of the VTC provides pedagogy training specific for SHAPE teaching staff such as "Understanding Outcome-based Approach to Learning and Teaching" and "Facilitating Student Learning in Undergraduates Education".
- 4.5.10 Having reviewed the above information, the Panel considered that the Operator has adequate programme leader, teaching and support staff with the qualities, competence, qualifications and experience necessary for effective programme management. And the staff development scheme and activities are adequate to ensure that staff are kept updated 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 Panel was provided with information on the e-Learning Platform and the Library holdings and e-resources which support the learning, teaching and assessment activities of the Programme. A live demonstration was also provided during the site visit regarding the features of these online learning supports to students.
- 4.6.2 Since the site visit was conducted via video conferencing, the Panel was given a PowerPoint presentation introducing the campus and facilities and equipment, general and programme specialised, of the offering site at Sha Tin, New Territories.
- 4.6.3 The Operator also provided to the Panel information on physical resources for the Programme, including the daytime and evening time utilisation rates of class classrooms and lecture theatres.
- 4.6.4 Having reviewed the above information, The Panel formed a view that the physical resources planned for the delivery of the Programme are adequate and up-to-date.
- 4.6.5 The student support services at SHAPE are provided by the Student Development Office (SDO). The Operator provided the Panel with the UWE-SHAPE Programme Handbook and the SHAPE Student Handbook, which covers relevant information about the Programme and support services available for students. The Panel noted that a range of student support services are available for students such as English enhancement programme, counselling service, financial assistance and sports facilities.
- 4.6.6 Students with lower-than-expected performance and failure students will be encouraged to take part in individual academic consultations with teaching staff for academic improvement.
- 4.6.7 Regarding the financial resources, the Operator provided to the Panel the Statement of Income and Expenditure 2021/22 to 2023/24 for the BScHSC programme. The Operator also provided the Panel regarding the minimum student numbers for delivery of the programme, for both full-time and part-time modes, to be



financially viable and the mechanism to deal with under-enrolment of the Programme.

- 4.6.8 Based on the above information, the Panel is of the view that the Operator provided appropriate and sufficient resources for the learning, teaching and assessment activities of the Programme.

**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 An overview of the relevant quality assurance system by UWE and SHAPE in developing, approving, monitoring and reviewing for the BScHSC programme was provided in the accreditation documents.
- 4.7.2 For the development and approval of the BScHSC programme, the Operator provided to the Panel the documentary evidence showing that the Programme had gone through the stipulated approval process and approved by the Special University Validation Panel of UWE, the approval authority for programme validation.
- 4.7.3 Regarding the on-going monitoring of the Programme, the Operator informed the Panel that the following performance indicators will be used:
- (a) Statistical Data on Student Progression and Achievement;
  - (b) Module Review Reports;
  - (c) External Examiner Reports;
  - (d) Student Feedback; and
  - (e) Views of the Programme Committee, which is chaired by the SHAPE Programme Coordinator, formed by the UWE Link Tutor and representatives of SHAPE teaching staff as well as programme administrators.
- 4.7.4 The Operator also provided information on the following mechanism, including the relevant templates which will be adopted and documents that they will make reference to, for programme continuous improvement purposes internally and externally:

- (a) The Mechanism for collecting feedback for the BScHSC programme is depicted below:

Channels	Stakeholders
Student feedback questionnaire	Students
Staff-Student Liaison Meeting	Students
Programme Committee Meeting	Programme management and teaching staff (UWE and SHAPE)
External Examiner Reporting	External Examiner

- (b) The following templates/ information were provided:

- Annual Programme Monitoring Report;
- A document on a pool of questions and answer options which are planned to be adopted in the Module Feedback Survey by students of the Programme;
- Module Report;
- SHAPE - Student Questionnaire for Collaborative Degree Programmes (End of Programme);
- Employment Survey of Graduates of the SHAPE;
- Survey of Employers' Views on Graduates of the SHAPE; and
- *Guidance Notes on Special Arrangements for AY2020/21* of SHAPE - This document is prepared in response to the current special situations arising from the COVID-19 pandemic. It contains contingency arrangements for learning and teaching, assessment, attendance and communication with students that may be adopted depending on the circumstances of individual study programmes and subject to the agreement of both the respective overseas university partner and SHAPE.

4.7.5 The *Academic Agreement* between the UWE and SHAPE for the BScHSC programme was signed and commenced on 1 June 2020 to 31 May 2025. Regarding the sharing of responsibilities of home institution and local operator in the quality assurance of the Programmes, the Panel noted that there is a clear delineation defined in the signed Agreement.

- 4.7.6 The Panel noted that the application for registration of the Programme under the Non-Local Higher and Professional Education (Regulation) Ordinance (Cap. 493) is in progress. Considering this legal requirement, the Operator is required to fulfil the following pre-condition:

**Pre-condition**

The Operator is to provide evidence that the Programme has been successfully registered under the Non-Local Higher and Professional Education (Regulation) Ordinance (Cap. 493).

The Operator is to submit the Certificate of Registration of the Programme to HKCAAVQ for the fulfilment of the above pre-condition **on or before 16 August 2021**. (Para. 2.4.1)

- 4.7.7 Based on the above information, the Panel concluded that the development of the Programme has been properly monitored; and also believed that by following the above mentioned programme approval, review and quality assurance mechanisms, the Programme will be monitored and reviewed 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. The Programme will also meet the local legal requirement by fulfilling the imposed pre-condition.

**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.
- 5.1.2 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.

- 5.1.3 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.
- 5.1.4 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 QF website at <https://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 QF. 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: 100/35/07  
15 July 2021  
JoH/SF/VT/vt/asc

## **Appendix**

**School for Higher and Professional Education, Vocational Training Council and  
University of the West of England, Bristol**

**Learning Programme Accreditation for BSc (Hons) Health and Social Care**

**6 - 7 May 2021**

### **Panel Membership**

#### **Panel Chair**

**Professor Bernhard FUEHRER**

Professor of Sinology  
Department of East Asian Languages  
and Cultures  
School of Oriental and African Studies  
University of London  
UNITED KINGDOM

#### **Panel Secretary\***

**Ms Virginia TSIN**

Registrar  
Academic Accreditation and Assessment  
Hong Kong Council for Accreditation of  
Academic and Vocational Qualifications  
HONG KONG

#### **Panel Members**

**Dr CHUI Ying Yin Dominic**

Director  
Social Business and Resources  
Development  
Hong Kong Young Women's Christian  
Association  
HONG KONG

**Dr TARRANT Agnes Marie**

Director and Professor  
School of Nursing  
University of British Columbia  
CANADA

**Professor YU Sau Fung Doris**

Professor  
School of Nursing  
The University of Hong Kong  
HONG KONG

\* Panel Secretary is also a member of the Accreditation Panel

