



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

ACCREDITATION REPORT

HONG KONG SHUE YAN UNIVERSITY

LEARNING PROGRAMME RE-ACCREDITATION

Doctor of Psychology in Counselling Psychology

AUGUST 2024

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Appendix 1 HKCAAVQ Panel Membership

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 Psychology

1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA971), 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) (AAVQO), was commissioned by Hong Kong Shue Yan University (the Operator) to conduct Learning Programme Re-accreditation with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the programme of the Operator (with specifications under (A)) meets the stated objectives and QF standards and can continue to 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.

(A) Specifications of the programme seeking accreditation status

Programme title (English and Chinese)	Award title on exit (English and Chinese)	Mode of study	Programme length	Majors leading to distinctive awards, if any	Claimed QF level
Doctor of Psychology in Counselling Psychology 輔導心理學博士	Doctor of Psychology in Counselling Psychology 輔導心理學博士	Part-time	3 years	N/A	7

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that, subject to the fulfilment of the condition set out below, the Doctor of Psychology in Counselling Psychology (the PsyD-CoP programme / the Programme) meets the stated objectives and QF standards at Level 7, the Programme can continue to be offered as accredited programme with a validity period of five 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.

2.2.2 The maintenance of the accreditation status within the specified validity period is subject to the fulfilment of the requirement set out in Para. 2.4 by the specified deadline.

2.3 The determinations on the Programmes are specified as follows:

Name of Operator	Hong Kong Shue Yan University 香港樹仁大學
Name of Award Granting Body	Hong Kong Shue Yan University 香港樹仁大學
Title of Learning Programme	Doctor of Psychology in Counselling Psychology 輔導心理學博士
Title of Qualification(s) [Exit Award(s)]	Doctor of Psychology in Counselling Psychology 輔導心理學博士
Primary Area of Study and Training	A14 Social Sciences
Sub-area (Primary Area of Study and Training)	A1403 Social Services
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
QF Level	Level 7
QF Credits	279
Mode(s) of Delivery and Programme Length	Part-time, 3 years
Intermediate Exit Award(s)	Not applicable

Start Date of Validity Period	1 September 2024
End Date of Validity Period	31 August 2029
Number of Enrolment(s)	One enrolment per year
Maximum Number of New Students	6 per year
Specification of Competency Standards-based Programme	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Address of Teaching / Training Venue(s)	Hong Kong Shue Yan University 10 Wai Tsui Crescent, Braemar Hill, North Point, Hong Kong

2.4 Condition

Requirement

- 2.4.1 The Operator is to strengthen their quality assurance mechanism and procedures with respect to the external examiner system and the follow-up of external recommendations. In particular, the revised mechanisms and procedures should address aspects including but not limited to the following:
- (a) coverage of courses in the programme subject to review by external examiners;
 - (b) proportion of the assessment tasks in each course subject to review by external examiners;
 - (c) diversity of inputs from external review conducted by academics and industry practitioners;
 - (d) clinical practices be subject to scrutiny by external examiner;
 - (e) number of external examiners being engaged;
 - (f) period of engagement of individual examiners; and

- (g) effective follow-up on the recommendations of previous accreditation exercise that the training modules be explicitly incorporated in the Programme to prepare students for teaching, and more candid and thoughtful student feedback be collected to drive continuous improvement.

For the fulfilment of the above requirement, the Operator is to submit to the HKCAAVQ by **31 December 2024** the revised internal mechanism and procedures with justifications on how the revision addresses the aspects listed above and strengthens other related areas, if any, together with the documentation on the processes undertaken that have led to the revision, including an action plan for implementation commencing in the 2025/26 academic year. (Para. 4.7.5)

2.5 Recommendations

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

- 2.5.1 The Operator is **recommended** to review and refine the assessment arrangements in each course, including the assessment rubrics and the weightings of different assessment components, to strengthen the alignment between the assessment and the course intended learning outcomes. (Para. 4.4.4)
- 2.5.2 The Operator is **recommended** to appoint a Graduate Programme Advisor with appropriate academic and professional qualifications specifically for the PsyD-CoP programme. (Para. 4.5.3)
- 2.6 HKCAAVQ will subsequently satisfy itself on whether the Operator remains competent to achieve the relevant objectives and the Programmes continue 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 stipulated in this Accreditation Report. For the avoidance of doubt, maintenance of accreditation status is subject to the fulfilment of any conditions stipulated in this Accreditation Report.

3. INTRODUCTION

- 3.1 Hong Kong Shue Yan University (HKSYU) is the first private university in Hong Kong. Its origin is the founding of Hong Kong Shue Yan College in 1971. It has been registered under the Post Secondary Colleges Ordinance (Cap. 320) since 1976. It became a recognised private degree-awarding institution in 2001, and was granted university status in December 2006. As of May 2024, the University had 19 bachelor degree programmes at QF Level 5, four taught master degree programmes at QF Level 6, one doctoral programme at QF Level 7, and 12 postgraduate research degree programmes comprising six Master of Philosophy programmes at QF Level 6 and six Doctor of Philosophy programmes at QF Level 7.
- 3.2 In consideration of the HKSYU's track record established from previous exercises and in accordance with HKCAAVQ's Differentiation Approach, the Doctor of Psychology in Counselling Psychology programme (PsyD-CoP / the Programme) is not required to provide information on university-wide resources, and university-wide quality assurance (QA) processes and mechanisms, in the accreditation document for demonstration of meeting the respective accreditation standards.

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 Operator provided the following documents to the Panel to demonstrate that the PsyD-CoP programme addresses the community, education and industry needs, and that the Programme meets the relevant HKQF standards:

(a) Programme objectives (POs);

- (b) Revised programme objectives (POs);
- (c) Programme intended learning outcomes (PILOs);
- (d) Revised programme intended learning outcomes (PILOs);
- (e) Alignment of the PILOs, POs and courses; and
- (f) Alignment of the revised PILOs, revised POs and courses.

4.1.2 The PsyD-CoP programme is offered by the Department of Counselling and Psychology. Since the last revision, the Programme Objectives (POs) are as follows:

PO1	Enable trainees to develop a heightened degree of sensitivity to individual and cultural diversity among their clients;
PO2	Enable trainees to develop current knowledge in the skills, techniques, and practices of counselling psychology in the major variations of practices;
PO3	Enrich trainees' knowledge of and experience with using quantitative and qualitative methods for conducting research and completing evaluations;
PO4	Enable trainees to develop skills and strategies to perform assessment and evaluation of clients, assessment and evaluation of programmes, and assessment and evaluation of institutions, acceptable at a professionally recognised level;
PO5	Familiarise trainees with the practice of counselling psychology in areas where most counselling psychologists are employed, including mental health counselling practices (agency and private), school-based practices (Primary, Form 1-6 [Secondary], and University), marital and family psychotherapy and vocational psychology;
PO6	Make trainees aware of lifespan development issues that can benefit from some type of psychological intervention;

PO7	Make trainees' aware of and find solutions for a wide variety of legal, professional, and ethical issues in counselling psychology;
PO8	Provide trainees with ample opportunities to integrate theory and practice, in preparing for clinical practice, and in clinical practice itself;
PO9	Enable trainees to develop the skills to supervise junior counsellors at the undergraduate and master's level; and
PO10	Allow trainees to fully experience the scientist-practitioner model of Counselling Psychology in theory and in practice.

4.1.3 Upon completion of the study, students should be able to achieve the following Programme Intended Learning Outcomes (PILOs):

PILO1	Show sensitivity toward and identify the impact of individuation and culture on the practice of psychotherapy in a variety of social and cultural situations;
PILO2	Demonstrate awareness of important and unresolved issues in counselling psychology;
PILO3	Perform assessment and evaluation in counselling psychology at an advanced level acceptable to the profession;
PILO4	Delineate the core concepts of a chosen area in counselling psychology;
PILO5	Apply quantitative and qualitative approaches to research in counselling psychology, particularly in the realm of evidence-based research;
PILO6	Conduct original research in counselling psychology;

PILO7	Write a research thesis (under supervision) at the doctoral level on a chosen topic of interest;
PILO8	Compose a scholarly paper worthy of publication in a peer-reviewed journal;
PILO9	Demonstrate in-depth comprehension of the theories, skills and techniques of at least two therapeutic approaches;
PILO10	Demonstrate competence in providing professional services to clients, including assessment, evaluation, psychoeducation, prevention, and intervention;
PILO11	Demonstrate competence in providing clinical supervision for students in counselling and counselling psychology at the undergraduate and master's levels; and
PILO12	Demonstrate awareness of a high standard of professional conduct and ethical concern.

4.1.4 In this re-accreditation exercise, the Operator proposed to streamline 10 POs into 4 POs and reduce the number of PILOs from 12 to 6 for 2024/25 academic year onwards for the PsyD-CoP programme. After comparing the current and revised versions of the POs and PILOs, the Panel noted that some explicit elements in the original POs and PILOs would be lost after the revision, e.g. programme evaluation, institution evaluation, lifespan developmental issues, assessment, psychoeducation, prevention and intervention. The Panel was also concerned that the flexibility in interpretation, due to the more general wordings of the revised POs and PILOs, might give rise to standardisation and accountability issues in measuring and monitoring the effectiveness in the attainment of these POs and PILOs. At the programme level, the Panel also opined that the current version of POs and PILOs is more specifically aligned with the Programme's positioning in counselling psychology. In light of the observations above, the Panel held the view that the current version of POs and PILOs should be maintained.

- 4.1.5 In summary, the Panel formed the view that the PsyD-CoP programme has objectives and learning outcomes designed to address community and education needs, with PILOs at the appropriate standard at QF Level 7.

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 Operator provided the following information regarding the learner admission and selection of the PsyD-CoP programme:

- (a) Minimum admission requirements to the Programme;
- (b) Admission statistics of the 2019/20 to 2023/24 academic years;
- (c) Academic background of PsyD-CoP applicants from the 2019/20 to 2023/24 academic years; and
- (d) Progression of students, attrition rates and reasons for withdrawal in the 2021/22 academic year.

- 4.2.2 The Panel noted that the minimum entrance requirements for the PsyD-CoP programme with effect from 2018 are as follows:

Applicants for admission to the PsyD-CoP programme must

- possess a Bachelor's degree or a postgraduate conversion degree in Psychology from a recognised local or overseas university;
- possess a Master's degree in Counselling Psychology, Clinical Psychology or Counselling from a recognised local or overseas university;
- have earned a GPA of 3.3 or above, or its equivalent, from the aforementioned programmes of study; and

- be currently registered or be eligible to register with the Hong Kong Psychological Society (HKPS) as a Counselling or Clinical Psychologist; and
OR
- have completed at least one year of supervised post-qualification experience in counselling practice after obtaining the Master's degree in Counselling.

4.2.3 In line with the Government's policy on the yearly quota of non-standard admission for programmes accredited under the Qualifications Framework, for degree programmes operating in the 2023/24 academic year and onwards, the maximum number of non-standard admission (including mature students) should be capped at a maximum of 15% on a programme basis and 10% on an institutional basis of the actual number of new students of the year. The cap is applied in line with the general expectation of self-financed degree-awarding institutions in safeguarding teaching and learning quality and thereby upholding the credibility and recognition of the qualifications. The percentages are based on the sum of new student numbers across all years of study.

4.2.4 In summary, the Panel considered that the minimum admission requirements of the Programme have been clearly outlined, and the student admission process and requirements are generally appropriate to recruit students 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 Operator provided the following information regarding the content and structure of the PsyD-CoP programme:

- (a) Programme structure;
- (b) Programme curriculum; and
- (c) Graduation requirements.

4.3.2 The PsyD-CoP programme is a three-year part-time programme, consisting of 60 credit units for students with a master's degree in counselling psychology or clinical psychology, and 75 credit units for students without a master's degree in counselling psychology or clinical psychology and only with a master's degree in Counselling. The Programme adopts a three-dimensional scientist-practitioner approach to training students, employing the perspective of scientific enquiry, and basing their practice on the science of psychology. The structure of the Programme is presented below.

<u>Dimension</u>	<u>Credit Distribution of the 60-credit route</u>	<u>Credit Distribution of the 75-credit route</u>
Knowledge	9	15
Practice	27	36
Research	24	24
Total	60	75

4.3.3 The courses in the PsyD-CoP programme are presented in the following table.

Course Code	Course Title	Dimension	Credit	Notional Learning Hours	QF Credits
Year 1					
CP519*	Assessment & Evaluation in Counselling Psychology I	K	3	120	12
CP602	Conceptual Issues in Counselling Psychology	K	3	120	12
CP604	Advanced Skills in Assessment and Evaluation in Counselling Psychology	K	3	120	12
CP605	Advanced Skills in Research Methods in Counselling Psychology	R	3	120	12
CP617	Advanced Study of Psychotherapy	P	3	120	12
Year 2					
CP522*	Professional Practice and Ethical Issues in Counselling Psychology	K	3	120	12
CP601	Clinical Practice Seminar: Multicultural Psychotherapy	P	3	120	12
CP606	Research Mentorship in Counselling Psychology	R	3	120	12

CP607	Clinically-based Research Thesis I	R	6	240	24
CP612	Clinical Practice I	P	6	365	37
CP613	Clinical Practice II	P	6	365	37
CP616	Clinical Supervision	K	3	120	12
CP618	Clinical Practice Seminar: Specific Populations and Settings	P	3	120	12
Year 3					
CP500 - 504 or CP505/ 507/ 509/ 511*	One Clinical Practicum or Clinical Seminar	P	3	120	12
CP608	Clinically-based Research Thesis II	R	6	240	24
CP609	Clinically-based Research Thesis III	R	6	240	24
CP614	Clinical Practice III	P	6	365	37
CP615*	Clinical Practice IV	P	6	365	37

Dimension: K (Knowledge), P (Practice) and R (Research)

*Note: The courses with * are offered for students without a Master's degree recognised by the Division of Counselling Psychology (DCoP) of the Hong Kong Psychological Society. This group of students will have maximum 36 QF level 6 credits upon graduation. The courses required will be decided on a case-by-case basis. The maximum number of HKSYU credits required is 75.*

4.3.4 The Panel also noted the following graduation requirements of the PsyD-CoP programme.

- (a) The total number of credits required for graduation is 60 for students with a master's degree in counselling psychology or clinical psychology, and 75 credit units for students without a master's degree in counselling psychology or clinical psychology and only with a master's degree in Counselling; and
- (b) Any students who has completed the programme of studies but who has not achieved a cumulative grade point average of 3.0 or above may not graduate. The student's final award will be recommended by the Departmental Postgraduate Committee deliberated by the Graduate Studies Committee and approved by the Academic Board.

Upon satisfactory completion of the Programme and fulfilment of the above graduation requirements, students will be awarded the Doctor of Psychology in Counselling Psychology.

- 4.3.5 The Panel noted that the Operator is the only programme provider in Hong Kong offering counselling psychology at master's and doctoral levels for registering as a counselling psychologist with the Hong Kong Psychological Society (HKPS). During the discussions with the representatives at the site visit, the Panel acknowledged that there is sufficient distinction between the PsyD-CoP and the Master of Social Science in Counselling Psychology offered by the Operator, but considered that public disclosure of such distinction, for example in the Department's website and programme documents, may not be sufficient. The Operator is **advised** to strengthen public disclosure of the distinctiveness of the PsyD-CoP, especially in terms of the quantitative and qualitative differences in clinical practice and clinical supervision, as compared to a master's programme in counselling psychology, to enhance the distinct professional identity of graduates as counselling psychologists at the doctoral level.
- 4.3.6 The Panel noted that 2 students admitted via the 75-credit route graduated in the review period. One graduate had completed the 1-year post-qualification working experience and successfully registered as a member of the Division of Counselling Psychology of the HKPS. Another student who graduated in 2023 would apply for registration with HKPS after completing the 1-year post-qualification working experience.
- 4.3.7 In summary, the Panel considered that the content and structure of the Programme have been kept updated and balanced while maintaining coherence and have been able to enable students to achieve the stated learning outcomes and the required standards.

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 following documents on the learning, teaching and assessment activities of the PsyD-CoP programme were provided to the Panel:

(a) Course outlines;

- (b) An agreement of collaboration with an agency for clinical practice placement;
- (c) A list of skills labs and workshops of the Department of Counselling and Psychology;
- (d) Assessment policy;
- (e) Samples of student assessments; and
- (f) Actual enrolment figures in each course for the 2020/21 to 2022/23 academic years.

4.4.2 The Programme employs the Outcomes-Based Teaching and Learning (OBTL) approach and adopts a variety of teaching approaches, such as lectures, tutorials, practice sessions, clinical supervision and research work, to help the students achieve the intended learning outcomes.

4.4.3 Various assessment methods, such as facilitation, case presentations, skills practice, review reports, thesis and clinical performance, are used to collect evidence on students' attainment of the course intended learning outcomes.

4.4.4 Upon a review of the course outlines regarding the assessment arrangements, the Panel had the following observations.

- (a) The weighting of "discussion with faculty" / "class discussion" / "participation" as an assessment component towards the final score is similar to that of "final paper" in a number of courses. For example, in *CP602 Conceptual Issues in Counselling Psychology*, "discussion with faculty" is 25%, while "final paper" is 30%. In *CP605 Advanced Skills in Research Methods in Counselling*, "class discussion" and "review report" both take up 25% of the total score. In *CP618 Clinical Practice Seminar: Specific Populations and Settings*, "preparation and participation in discussion" takes up 20%, while "review paper" takes up 30%;
- (b) Holistic rubrics with grade descriptors for individual assessment components in each course were noted. However, the alignment between the course intended learning outcomes (CILOs) and the assessment criteria is not directly observable; and

- (c) The descriptors in the rubric for each level of performance above the passing marks represent an uneven range in the grade mark conversion table. For example, a range of 17 marks (83 marks to 100 marks) is noted for A and A-; 14.5 marks (69 marks to 82.5 marks) for B+ and B; and 9.5 marks (58 marks to 67.5 marks) for B- (passing grade).

Based on the above observations, the Operator is **recommended** to review and refine the assessment arrangements in each course, including the assessment rubrics and the weightings of different assessment components, to strengthen the alignment between the assessment and the course intended learning outcomes.

- 4.4.5 In summary, the Panel held the views that, notwithstanding the recommendation above, the learning and teaching activities are considered appropriately designed to deliver the learning outcomes and programme content.

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 following documents about the Operator's programme leadership and staffing of the PsyD-CoP programme were provided to the Panel:
 - (a) PsyD-CoP organisational chart;
 - (b) Appointment criteria for management staff for the Programme at different ranks;
 - (c) Academic profile of teaching staff involved in the Programme in the Department of Counselling and Psychology from September 2019 to October 2023;
 - (d) Academic profile and responsibilities of teaching staff and clinical supervisors in the Programme as of 31 December 2023;

- (e) Average teaching workload for taught postgraduate programmes;
- (f) Departmental staff with leading roles in professional associations; and
- (g) Updated CV of the Graduate Programme Advisor.

4.5.2 Regarding the programme leadership, the Panel noted from the *Main Submission* that

- (a) the Head of Department (HoD) has overall responsibility for the management of the PsyD-CoP programme. HoD reports directly to senior management, Graduate Studies Committee and Academic Board on matters related to the delivery of the Programme;
- (b) the Programme Director is responsible for the day-to-day administration of the Programme and advises the HoD on various matters related to the Programme, such as staff appraisal, teaching allocation, and employment of new staff. The Programme Director also oversees the preparation of course outlines and examination papers, and submits these regularly to the external examiner, considers his/her feedback and takes action to improve the quality of the delivery of the Programme;
- (c) the Clinical Practice Coordinator is responsible for the management of *CP612-615 Clinical Practice I, II, III and IV*. His / Her responsibilities include
 - identifying and confirming externship sites;
 - maintaining an ongoing dialogue with externship sites to ensure that students obtain the optimal learning experience;
 - assigning students to sites taking into consideration their capabilities and interests;
 - assigning students to clinical supervisors; and
 - assessing the suitability of externship sites for the programme;

- (d) the Research Coordinator is primarily responsible for the management of the Research Dimension which includes *CP605 Advanced Skills in Research Methods in Counselling Psychology*, *CP606 Research Mentorship in Counselling Psychology*, and *CP607-9 Clinically-based Research Thesis I-III*. His / Her responsibilities include
- matching students' research interests with supervisors' expertise;
 - monitoring student progress in the Research Dimension;
 - assigning internal second markers for students;
 - nominating external examiners for students;
 - updating the Research Manual from time to time; and
 - ensuring all final theses are properly archived in the University Library; and
- (e) the Graduate Programme Advisor monitors students' progress in the Programme. He / She provides career advice to students, and also academic advice if students were put on academic probation.

4.5.3 The Panel noted from the *Summary of Initial Comments* that the responsibilities of Graduate Programme Advisor include "provide administrative and emotional support to doctoral students throughout their research journey". Upon a review of the updated CV of the Graduate Programme Advisor for the PsyD-CoP programme, the Panel noted that the current post-holder is not a registered psychologist and does not possess a doctoral degree. The Panel considered that the post-holder of Graduate Programme Advisor would be better positioned to advise and support the students during their research journey, if he or she possesses a doctoral degree with professional registration in psychology, and has first-hand experience in completing the doctoral training. The Operator is **recommended** to appoint a Graduate Programme Advisor with appropriate academic and professional qualifications specifically for the PsyD-CoP programme.

4.5.4 Based on the discussions with the representatives at the site visit, the Panel noted that there are staff development programmes for continual academic and clinical skills development. Staff receive

support for conference attendance, overseas visits, study leave and teaching relief, and they are also allowed to have clinical practice in external non-governmental organisations to maintain and enhance their clinical competence.

- 4.5.5 Notwithstanding the recommendation above, the Panel considered that the Operator generally has adequate teaching staff with appropriate qualifications and experience necessary for the effective management and delivery of the PsyD-CoP 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 following documents about the Programme's learning, teaching and enabling resources/services were provided to the Panel:

- (a) Projected income and expenditure for the 2023/24 to 2027/28 academic years;
- (b) Breakeven number of the Programme;
- (c) Special departmental resources; and
- (d) A list of instruments in psychological test library.

- 4.6.2 During the site visit, the Panel toured the Practice-based Evidence Laboratory, the Neuropsychology Laboratory, Brain Simulation Laboratory, Positive Technology and Virtual Reality Laboratory and the Psychological Lab Studio of Art & Creativity that are conducive to students' research in and learning of counselling psychology.

- 4.6.3 The Panel also noted that the physical and human resources are shared among the undergraduate, master and doctoral programmes offered by the Department of Counselling and Psychology. In addition, the Panel noted the Operator's financial commitment to the Programme from the *Main Submission* that the Operator is well aware that the Programme is running at a loss but will continue to support the Programme to retain its leading position in the training of counselling psychologists in Hong Kong.

4.6.4 In view of the above, the Panel considered that the Programme, with the Operator's financial commitment, would have appropriate and sufficient resources in place for its learning, teaching and assessment activities.

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 following information about the Operator's programme approval, review and QA processes was provided to the Panel:

- (a) The Operator's follow-up with the recommendations in the Accreditation Report in its response to the *Summary of Initial Comments*;
- (b) Internal quality assurance mechanisms at the university level and at the department level;
- (c) External examiner's reports;
- (d) PsyD-CoP Student Learning Experience Questionnaire (SLEQ);
- (e) Agency evaluation of student performance;
- (f) External examiner's reports on course and department responses;
- (g) Regular external programme assessor's report and department responses; and
- (h) External programme assessor's (reaccreditation) report and departmental responses.

4.7.2 The Panel noted the following from the Operator's response to the *Summary of Initial Comments* and a review of the reports of external examiner:

- (a) CP612 to CP615 Clinical Practice I to IV, taking up 25% to 28% of the total credit units of the Programme, were not subject to external review;
- (b) The proportion of the assessment tasks in 7 courses that were subject to the external examiner's review ranged from 10% to 35%;
- (c) The courses were only subject to the external review of an academic;
- (d) There was only one external examiner in the same review period for academic courses;
- (e) The same academic served in two roles consecutively for 8 years, first as the Programme's external examiner from the 2019/20 to 2021/22 academic years, and then as the Programme's external assessor from the 2022/23 to 2026/27 academic years; and
- (f) The Programme received recognition from the external examiner, but input from the external examiner for continuous improvement was much less evident in the reports.

Based on the above and discussions with the Operator during the site visit, the Panel considered that the current external examiner system might not yet facilitate a comprehensive review of Programme for continuous improvement. The Panel stipulated a requirement in Para. 4.7.5(a) to (f) to strengthen the external examiner system in the QA mechanism and procedures for the continuous improvement of the Programme.

4.7.3 The Panel noted that the Operator had been recommended in the last accreditation exercise to "include training modules explicitly in the Programme to prepare students for teaching in the future", and noted the follow-up of the recommendation from the Operator's response to the *Summary of Initial Comments*:

- (a) The Operator did not explicitly include training modules for teaching in the Programme during the review period, as they considered PsyD-CoP students are tightly scheduled with coursework and face a challenging practicum;
- (b) Only one student in the review period voluntarily participated in two 2-hour Teaching Assistant Training Workshops organised

by the Advancement of Teaching and Learning Committee (ALTC) of the Operator; and

- (c) Selected scholarship recipients were arranged to teach master and undergraduate courses. As this arrangement was not applicable to all PsyD-CoP students, the Panel was uncertain how their performances in the Programme were evaluated with feedback provided by the faculty members.

In this connection, the Panel considered that the recommendation had not been adequately followed up for the continuous improvement of the Programme, and thus stipulated a requirement in Para. 4.7.5(g) to strengthen the follow-up of external recommendations in the QA mechanism and procedures.

4.7.4 The Panel noted that the Operator had also been recommended in the last accreditation exercise to “explore different methods to collect candid and thoughtful feedback from students for continuous improvement”. The Panel noted from the Operator’s response to the *Summary of Initial Comments* that students could share their learning experience and opinions during departmental meetings at the programme level, and provide feedback at the course level through the end-of-course survey, i.e. the Student Learning Experience Questionnaire (SLEQ). Having reviewed the SLEQ for the PsyD-CoP programme and the response rates of the SLEQ during the review period, the Panel had the following observations.

- (a) The response rates of the SLEQ for quite a number of courses were relatively low during the review period from the 2019/20 to 2023/24 academic years;
- (b) There were only three broad open-ended questions regarding the students’ perception of the attainment of stated course outcomes, the learning environment, and areas for possible improvement in course delivery;
- (c) The Operator did not use any standard quantitative survey to complement the current qualitative SLEQ for the PsyD-CoP programme, so as to identify trends and compare teaching performance across courses and years; and
- (d) Measures to protect the anonymity of the respondents in providing feedback were not evident.

In this connection, the Panel also considered that the recommendation had not been adequately followed up for the continuous improvement of the Programme, and thus stipulated a requirement in Para. 4.7.5(g) to strengthen the collection of student feedback in the QA mechanism and procedures. In response to the Panel's observations shared during the site visit, the Operator stated that they would adopt the Student Learning Experience Questionnaire used in the undergraduate and master courses, whose items are presented in Likert scale, in the coming validity period. They will also continue to explore different ways to enhance the response rate of the SLEQ in different courses.

Requirement

- 4.7.5 The Operator is to strengthen their quality assurance mechanism and procedures with respect to the external examiner system and the follow-up of external recommendations. In particular, the revised mechanisms and procedures should address aspects including but not limited to the following:
- (a) coverage of courses in the programme subject to review by external examiners;
 - (b) proportion of the assessment tasks in each course subject to review by external examiners;
 - (c) diversity of inputs from external review conducted by academics and industry practitioners;
 - (d) clinical practices be subject to scrutiny by external examiner;
 - (e) number of external examiners being engaged;
 - (f) period of engagement of individual examiners; and
 - (g) effective follow-up on the recommendations of previous accreditation exercise that the training modules be explicitly incorporated in the Programme to prepare students for teaching, and more candid and thoughtful student feedback be collected to drive continuous improvement.

For the fulfilment of the above requirement, the Operator is to submit to the HKCAAVQ by **31 December 2024** the revised internal mechanism and procedures with justifications on how the revision addresses the aspects listed above and strengthens other related

areas, if any, together with the documentation on the processes undertaken that have led to the revision, including an action plan for implementation commencing in the 2025/26 academic year.

- 4.7.6 During the discussions with the representatives at the site visit on external examiner system, the Panel further explored the possibility of inviting diverse international scholars in counselling psychology as external programme assessors or external examiners to assess and review the Programme against the international standards in counselling psychology. To enhance the international reach and recognition of the Programme, the Operator is **advised** to continuously benchmark the PsyD-CoP programme's standards with the standards of international professional bodies in counselling psychology.
- 4.7.7 Notwithstanding the above recommendation and requirement, the Panel concluded that the Operator has quality assurance mechanisms in place for the ongoing review and monitoring of the performance of the Programme.

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 (<https://www.elegislation.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.hkgf.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 QF.

Ref: 40/26/04

27 August 2024

JoH/CQ/JcC/rel

Hong Kong Shue Yan University

**Learning Programme Re-accreditation for
Doctor of Psychology in Counselling Psychology**

23 - 24 May 2024

Panel Membership

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Dean
College of Education
San Diego State University
THE UNITED STATES OF AMERICA

Panel Secretary

Mr Jacky CHAN
Registrar
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* The Panel Secretary is also a member of the Accreditation Panel.

Ref: 40/26/04
JcC/rel

**Graduate Profile of
Doctor of Psychology in Counselling Psychology**

Qualification Title	Doctor of Psychology in Counselling Psychology
Qualification Type	Degree
QF Level	7
Primary Area of Study and Training	A14 Social Sciences
Sub-area (Primary Area of Study and Training)	A1403 Social Services
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
Programme Objectives	<p>The aims of this programme are to:</p> <ol style="list-style-type: none">a. enable trainees to develop a heightened degree of sensitivity to individual and cultural diversity among their clients;b. enable trainees to develop current knowledge in the skills, techniques, and practices of counselling psychology in the major variations of practices;c. enrich trainees' knowledge of and experience with using quantitative and qualitative methods for conducting research and completing evaluations;d. enable trainees to develop skills and strategies to perform assessment and evaluation of clients, assessment and evaluation of programmes, and assessment and evaluation of institutions, acceptable at a professionally recognised level;e. familiarise trainees with the practice of counselling psychology in areas where most counselling psychologists are employed, including mental health counselling practices (agency and private), school-based practices (Primary, Form 1-6

	<p>[Secondary], and University), marital and family psychotherapy and vocational psychology;</p> <ul style="list-style-type: none"> f. make trainees aware of lifespan development issues that can benefit from some type of psychological intervention; g. make trainees' aware of and find solutions for a wide variety of legal, professional, and ethical issues in counselling psychology; h. provide trainees with ample opportunities to integrate theory and practice, in preparing for clinical practice, and in clinical practice itself; i. enable trainees to develop the skills to supervise junior counsellors at the undergraduate and master's level; and j. allow trainees to fully experience the scientist-practitioner model of Counselling Psychology in theory and in practice.
<p>Programme Intended Learning Outcomes</p>	<p>Upon completion of this programme, students should be able to:</p> <ul style="list-style-type: none"> a. show sensitivity toward and identify the impact of individuation and culture on the practice of psychotherapy in a variety of social and cultural situations; b. demonstrate awareness of important and unresolved issues in counselling psychology; c. perform assessment and evaluation in counselling psychology at an advanced level acceptable to the profession; d. delineate the core concepts of a chosen area in counselling psychology; e. apply quantitative and qualitative approaches to research in counselling psychology, particular in the realm of evidence- based research; f. conduct original research in counselling psychology;

	<p>g. write a research thesis (under supervision) at the doctoral level on a chosen topic of interest;</p> <p>h. compose a scholarly paper worthy of publication in a peer- reviewed journal;</p> <p>i. demonstrate in-depth comprehension of the theories, skills and techniques of at least two therapeutic approaches;</p> <p>j. demonstrate competence in providing professional services to clients, including assessment, evaluation, psychoeducation, prevention, and intervention;</p> <p>k. demonstrate competence in providing clinical supervision for students in counselling and counselling psychology at the undergraduate and master's levels; and</p> <p>l. demonstrate awareness of a high standard of professional conduct and ethical concern.</p>
Professional Pathways	<p>Graduates of the Programme will have accumulated sufficient knowledge, practice and research to confidently identify themselves as experts in their chosen area of clinical practice, and be qualified for admission into and/or registration with major professional groups.</p>
Employment Pathways	<p>Students admitted to the Programme are already practising helping professionals, and an enhancement of their academic qualifications would advance their career opportunities.</p> <ul style="list-style-type: none"> ● As counselling psychologists in the private sector; ● As counselling psychologists in university- operated counselling centres; ● As instructors of counselling and psychology in associate degree and degree programmes; ● As clinical supervisors of undergraduate and taught master's programmes in counselling and counselling psychology or; ● As clinical supervisors of counselling centres.

<p>Minimum Admission Requirements</p>	<p>Applicants for admission to this Programme must</p> <ul style="list-style-type: none"> • possess a Bachelor's degree or a postgraduate conversion degree in Psychology from a recognised local or overseas university; • possess a Master's degree in Counselling Psychology, Clinical Psychology or Counselling from a recognised local or overseas university; • have earned a GPA of 3.3 or above, or its equivalent, from the aforementioned programmes of study; and • be currently registered or be eligible to register with the Hong Kong Psychological Society (HKPS) as a Counselling or Clinical Psychologist; or have completed at least one year of supervised post-qualification experience in counselling practice after obtaining the Master's degree in Counselling.
<p>Operator</p>	<p>Hong Kong Shue Yan University 香港樹仁大學</p>

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