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 NORTHUMBRIA AT NEWCASTLE

LEARNING PROGRAMME RE-ACCREDITATION

BSC (HONS) FOOD SCIENCE AND NUTRITION

DECEMBER 2025

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Appendix   HKCAAVQ Panel Membership

1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA1090), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (AAVQO) (Cap. 592), was commissioned by the School for Higher and Professional Education (SHAPE), Vocational Training Council (VTC) and University of Northumbria at Newcastle (UNN) (jointly as the Operator) to conduct a Learning Programme Re-accreditation exercise with the following Terms of Reference:

(a) To conduct an accreditation test as provided for in the AAVQO to determine whether the BSc (Hons) Food Science and Nutrition (Non-local Courses Registry Registration No.: 251919) of the Operator meets the stated objectives and HKQF 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.

2. HKCAAVQ'S DETERMINATION

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

2.2 **Validity Period**

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

2.3 The determinations on the Programme are specified as follows:

Name of Local Operator	School for Higher and Professional Education, Vocational Training Council 職業訓練局 才晉高等教育學院
Name of Non-local Operator	University of Northumbria at Newcastle
Name of Award Granting Body	University of Northumbria at Newcastle
Title of Learning Programme	BSc (Hons) Food Science and Nutrition
Title of Qualification(s) [Exit Award(s)]	BSc (Hons) Food Science and Nutrition
Primary Area of Study and Training	A12 Sciences
Sub-area (Primary Area of Study and Training)	A1201 Life Sciences
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
HKQF Level	Level 5
HKQF Credits	120
Mode(s) of Delivery and Programme Length	Full-time, 1 year
Start Date of Validity Period	1 September 2026
End Date of Validity Period	31 August 2030
Number of Enrolment(s)	One enrolment per year
Maximum Number of New Students	75 students per year
Address of Teaching / Training Venue(s)	(1) IVE (Tsing Yi) 20 Tsing Yi Road, Tsing Yi Island, New Territories 香港專業教育學院（青衣分校） 新界青衣島青衣路 20 號

| | (2) IVE (Chai Wan) (offering site)
30 Shing Tai Road, Chai Wan, Hong Kong
香港專業教育學院（柴灣分校）
香港柴灣盛泰道 30 號

(3) IVE (Haking Wong)
702 Lai Chi Kok Road, Cheung Sha Wan, Kowloon
香港專業教育學院（黃克競分校）
九龍長沙灣荔枝角道 702 號

(4) IVE (Morrison Hill)
6 Oi Kwan Road, Wan Chai, Hong Kong
香港專業教育學院（摩理臣山分校）
香港灣仔愛群道 6 號

(5) IVE (Tuen Mun)
18 Tsing Wun Road, Tuen Mun, New Territories
香港專業教育學院（屯門分校）
新界屯門青雲路 18 號

(6) IVE (Sha Tin)
21 Yuen Wo Road, Sha Tin, New Territories
香港專業教育學院（沙田分校）
新界沙田源禾路 21 號

(7) IVE (Kwai Chung)
20 Hing Shing Road, Kwai Chung, New Territories
香港專業教育學院（葵涌分校）
新界葵涌興盛路 20 號

(8) IVE (Kwun Tong)
25 Hiu Ming Street, Kwun Tong, Kowloon
香港專業教育學院（觀塘分校）
九龍觀塘曉明街 25 號

(9) HKDI and IVE (Lee Wai Lee)
3 King Ling Road, Tseung Kwan O, New Territories
香港專業教育學院（李惠利分校）
新界將軍澳景嶺路 3 號 |

2.4   **Recommendations**

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

2.4.1   The Operator should establish a formal structure and comprehensive guidelines for industry engagement, such as a framework for partnerships that maximises collaboration with industry stakeholders, thereby enhancing the learning experience of students by integrating these collaborations into the Programme. (Para. 4.3.2)

2.4.2   The Operator should ensure that the quality and content of the feedback and marking criteria are aligned with those of the home programme, maintaining consistency in academic standards to provide students with a cohesive educational experience. (Para. 4.4.5)

2.4.3   The Operator should establish a comprehensive logbook and instructional manual for laboratory equipment management, incorporating clear usage records, detailed operational guidelines, maintenance logs, and safety protocols, thereby facilitating safer operational practices and more efficient use of laboratory resources. (Para. 4.6.2)

2.4.4   The Operator should clearly define and distinguish the roles of safety officers and teaching staff within the laboratory setting by recruiting dedicated safety officers who should be responsible for providing comprehensive training to students on proper laboratory practices and ensuring that safety protocols are consistently enforced whenever the laboratory is open for student use. (Para. 4.6.3)

2.4.5   The Operator should strengthen the involvement of the SHAPE programme team in the CPPR and analysis process to ensure that both teams from SHAPE and UNN maintain a comprehensive and shared understanding of developments and updates from each side, thereby facilitating a more integrated and effective programme review process to drive continuous quality enhancement. (Para. 4.7.3)

2.5   HKCAAVQ will subsequently satisfy itself on 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 the fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report. During the validity period, HKCAAVQ may request the Operator to provide evidence, such as admission related information, to demonstrate that the Operator and the Programme continue to comply with the determinations and meet the relevant accreditation standards.

3. INTRODUCTION

3.1 The School for Higher and Professional Education (SHAPE) was established by the Vocational Training Council (VTC) in 2003 as one of its member institutions to manage and deliver collaborative degree programmes with overseas and local university partners.

3.2 The University of Northumbria at Newcastle (UNN) was given degree awarding status under the United Kingdom Further and Higher Education Act (1992). UNN is also granted the authority to approve programmes conducted at an external institution outside the United Kingdom (UK).

3.3 SHAPE and UNN entered into a collaborative partnership since 2002, and obtained an Initial Evaluation (IE) status in 2011 to operate non-local programmes meeting HKQF standards at Level 5 starting from 1 September 2012.

3.4 The BSc (Hons) Food Science and Nutrition (BScFSN) programme was accredited in December 2013 and re-accredited in January 2018 and January 2022 with a validity period of four years from 1 September 2022 to 31 August 2026.

3.5 The Operator commissioned HKCAAVQ to conduct a Learning Programme Re-accreditation (re-LPA) exercise for BSc (Hons) Food Science and Nutrition. For this exercise, HKCAAVQ formed an expert Panel (Panel Membership at **Appendix 1**). HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework (Version 1.3, April 2025)* was the guiding document for the Operator and the Panel in conducting this exercise. The site visit was conducted at IVE (Chai Wan) from 15 to 16 October 2025.

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

Domain of Competence	Information Not Required
LPA-6 Learning, Teaching and Enabling Resources/Services	Information on institute-wide financial resources and institute-wide student support services is not required.

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 Programme is a non-local programme awarded by UNN in the UK and hosted by the School of Geography and Natural Sciences[1] under the Faculty of Science and Environment[2] of the UNN. It has been jointly delivered by SHAPE and UNN in Hong Kong, mirroring the programme objectives, programme learning outcomes and curriculum of the corresponding home programme currently delivered in the UK. The Programme Objectives (POs) and Programme Learning Outcomes (PLOs) of the Programme are as follows:

Programme Objectives (POs)

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[1] The Department of Applied Sciences at UNN was renamed the School of Geography and Natural Sciences, effective 1 August 2025. SHAPE was notified of this change after the site visit, on 4 December 2025.

[2] The Faculty of Health and Life Sciences at UNN was renamed the Faculty of Science and Environment, effective 1 August 2025. SHAPE was notified of this change after the site visit, on 4 December 2025.

The POs of BScFSN are to enable students to:

PO1	Be able to think independently, understand and justify their own opinions, and will recognise the need to challenge their thinking, and the thinking of others;
PO2	Be able to apply their disciplinary knowledge to complex problems in their discipline and its professional or industrial practice in order to identify appropriate solutions which are sustainable and justifiable;
PO3	Value curiosity, collaboration and analysis as keystones in the creation of new knowledge and practice;
PO4	Be able to communicate effectively to diverse audiences utilising a range of formats and media;
PO5	Display the attitudes and skills to engage and work constructively and sensitively in multi-cultural environments and teams and have an awareness of ethical considerations; and
PO6	Combine all of the above to support their future employability and long term career prospects.

Programme Learning Outcomes (PLOs)

Upon completion of the Programme, students are expected to be able to:

Knowledge and Understanding (KU)*	
KUF1	Discuss, evaluate and critically appraise advanced and emerging concepts and theories in food science and nutrition
KUF2	Perform a range of advanced food science and nutrition practical and laboratory skills in a supervised research context in a safe and accurate manner
KUF3	Evaluate the role of food science and nutrition within the broader fields of science, industry, academic research and society
KUF4	Engage with other relevant areas including: current government and international food policies; ethical issues involved in food development and marketing and related biological disciplines and the impact of applications of food science and nutritional science in different contexts, to form a basis for informed concern about the quality and sustainability of life
KUP2	Critically analyse food industry systems and best practices to underpin food quality and safety
KUP3	Investigate the formulation of manufacturing and/or

	preservation processes for a given food products

*KUP1 is an award-specific PLO not applying to Food Science and Nutrition award and therefore not included in this list.

Intellectual / Professional Skills & Abilities (IPSA)	
IPSAF1	Have the ability to apply theoretical knowledge to the solution of complex qualitative and quantitative problems including those where evaluation is required on the basis of limited information
IPSAF2	Have the ability to analyse, explain and critically appraise the results and outcomes of scientific experiments
IPSAF3	Have the ability to research, extract, critically evaluate, prioritise and utilise scientific data from a range of sources using a variety of research tools
IPSAF4	Be able to carry out computational, communication, numerical and time-management/organisational skills at a graduate/employer demand level

Personal Values Attributes (Global / Cultural Awareness, Ethics, Curiosity) (PVA)	
PVAF1	Have the ability to exercise personal responsibility and make decisions in a subject-related working environment as to appropriate courses of action
PVAF2	Have awareness and appreciation of the place and ethical constraints of food science and nutrition in industry, health related fields and academic research
PVAF3	Gain personal contribution to global knowledge through primary but directed/supervised research

4.1.2   To demonstrate that the programme learning outcomes meet the HKQF standard at Level 5, the Panel was provided with (a) mapping of the PLOs against POs, (b) mapping of the PLOs against Generic Level Descriptors (GLDs) at HKQF Level 5, (c) mapping of the PLOs and modules, (d) mapping of the modules and GLDs, (e) Programme Specification, (f) Module Specifications and (g) samples of learning and teaching materials and assessments.

4.1.3   The Panel noted from the accreditation documents and during the site visit that SHAPE and UNN have a well-established academic partnership. There is also a good track record in developing academic programmes to address specific community and industry needs between the two institutions. The Panel considered the Programme effectively prepares students for careers in the food

science industry, emphasising applied knowledge that enhances their transition into this field. The Panel also noted that the external stakeholders, including industry representatives and potential employers whom the Panel met during the site visit, expressed strong support for the Programme, underscoring the Programme's relevance to industry demands.

4.1.4 The Panel noted that the Programme maintains a high employment rate and that the Operator has conducted graduate surveys to enhance students' employability. To further align the Programme with industry needs, the Operator is **<u>advised</u>** to collect comprehensive data from employment surveys that encompass not only job titles but also detailed information regarding the employment status of graduates within the food science and nutrition field.

4.1.5 While acknowledging the growing need for food science and nutrition professionals in the market, the Panel raised concerns about the specific demand for this Programme, particularly given the relatively low student intake during the previous validity period. Since most students were admitted through feeder programmes, the Operator is **<u>advised</u>** to conduct a formal analysis among students from the feeder programmes in order to develop targeted promotional strategies to increase admission numbers for the Programme.

4.1.6 In consideration of the information above and the discussion with various stakeholders, the Panel formed the view that the Programme had an objective that addressed community, education and industry needs, and intended learning outcomes that meet the HKQF standard at Level 5.

4.2 **Learner Admission and Selection**

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

4.2.1 As stated in the accreditation documents provided by the Operator, the Panel noted that the minimum admission requirements of the Programme are as follows:

Graduates from relevant VTC Higher Diploma (HD) Programmes or Equivalent

1. Accreditation of Prior Learning
   Graduates of the following feeder programmes of the VTC:
   - HD in Food Technology and Safety*
   - HD in Applied Nutritional Studies*
   - HD in Fitness and Exercise Nutrition*
   - HD in Food and Nutritional Sciences (Applied Nutrition)*
   - HD in Food and Nutritional Sciences (Technology & Safety)*

2. English Language Entry Requirement
   (a) Graduates from the feeder programmes are deemed to have met the minimum English requirements set by UNN.
   (b) Applicants holding post-secondary qualifications taught and assessed in English (including VTC's HD programmes) and studied it for at least two years will be exempted from completing an English Language Test.
   (c) The following applicants are also exempted from an English test:
   - (i) Applicants who have studied a UK degree overseas or by Distance Learning and who have successfully completed a minimum of 120 credits at Level 4 and 120 credits at Level 5 within the UK Higher Education Framework
   - (ii) Applicants who have studied in English medium at upper secondary and graduated with Advanced levels / International Baccalaureate / United States High School Diploma; and
   - (iii) Applicants who have successfully completed a degree at a United States / Australian / Canadian university campus overseas.
   (d) For all other students, the English Language test requirement (minimum score) is:
   - (i) International English Language Test System (IELTS): 6.5; or,
   - (ii) Test of English as a Foreign Language (TOEFL) paper-based test: 550; or,
   - (iii) Test of English as a Foreign Language (TOEFL) internet-based test: 89; or,
   - (iv) equivalent.

Non-feeder / Special / Alternative Admission Requirements and Arrangements

Applicants who do not meet the above minimum admission requirements will be classified as non-feeder admissions and will be considered on a case-by-case basis.

> Mapping of applicants' qualifications will be undertaken by the School of Geography and Natural Science[3] of UNN. Responsibility for approval or rejection of the application rests with the Faculty Education Committee of the Faculty of Science and Environment[4].
>
> Applicants must meet the standard English requirements as stated above. VTC HD graduates are deemed to have met the English language requirement.

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

4.2.2　The Panel noted that the majority of students of this Programme were admitted through the five feeder programmes of VTC. These feeder programmes have been mapped against the first two years of the home programme at UNN. The mapping exercise was undertaken by the UNN Partnership Manager with support from the academic staff and the SHAPE Programme Coordinator to ensure that the prior qualifications have provided sufficient coverage of underpinning knowledge and skills to adequately prepare students to undertake this Programme.

4.2.3　During the previous validity period, a total of four students were admitted from non-feeder programmes. The profiles of these students were provided to the Panel for review. The Panel noted that the qualifications of applicants who came from non-feeder programmes were evaluated on a case-by-case basis by the School of Geography and Natural Sciences[3] of UNN.

4.2.4　The Panel noted that there were no applications or enrolments for the part-time mode during the previous validity period. The Operator confirmed, both in the Response to Initial Comments and during the site visit, that the part-time mode will be discontinued from AY2026/27 onwards.

4.2.5　The Panel reviewed the student intake numbers for the full-time mode from AY2022/23 to AY2025/26 and noted that the numbers are relatively low, particularly given that the maximum intake capacity for

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[4] The Faculty of Health and Life Sciences at UNN was renamed the Faculty of Science and Environment, effective 1 August 2025. SHAPE was notified of this change after the site visit, on 4 December 2025.

new full-time students is 75. As mentioned in Para 4.2.2, the majority of students in this Programme were admitted through the five feeder programmes of VTC. The Operator highlighted positive outlooks for growth and development in the food industry, which, along with the recent increase in AY2025/26 enrolment, indicates optimism for higher student intake in the coming years. Furthermore, the Operator indicated that discussions with graduating students from the feeder programmes revealed some interest in articulating into this Programme. The Panel noted that while these conversations between the Operator and students are promising, it would be beneficial to conduct a formal and comprehensive analysis to identify strategies for increasing enrolment, and thus an advice has been stipulated in Para 4.1.4.

4.2.6　　In line with the Government's policy on the yearly quota of non-standard admission for programmes accredited under the Qualifications Framework, for non-local 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 10% on a programme basis of the actual number of new students of the year. The cap is applied in line with the general expectation on self-financed degree-awarding institutions in safeguarding teaching and learning quality and thereby upholding the credibility and recognition of the qualifications. The percentage is based on the sum of new student numbers across all years of study of the Programme.

4.2.7　　In light of the recent incidents regarding fraudulent qualifications, the Panel noted from the Response to Initial Comments that the Operator has established procedures to verify the applicants' qualifications prior to enrolment.

4.2.8　　In consideration of the information above, the Panel considered that the minimum admission requirements, the student selection process, and the proposed maximum number of new students per year are appropriate.

4.3　　**Programme Structure and Content**

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

4.3.1   The Programme mirrors the structure of the final year of the 3-year home programme in the UK. The Programme comprises five modules, with four modules carrying 20 HKQF credits and one module carrying 40 HKQF credits. Students must complete 120 HKQF credits to graduate from the Programme. The programme structure is as follows.

Programme Structure of the Programme

Semester	Module Title	HKQF Credits
1	Food and Nutrition – Policy and Issues	20
	Food Processing and Preservation	20
2	Product Development and Sensory Analysis	20
	Food Quality and Safety	20
Year long	Biological and Food Sciences Research Project	40
	Total:	**120**

4.3.2   The Panel noted that the content of the Programme provided by the SHAPE provision is contextualised to fit the needs of the local industry and fulfil the requirements of the regulations in Hong Kong. The contextualised materials are approved by UNN before they are used for teaching. The Panel noted the efforts made by the Operator to adapt and enhance the curriculum to improve its practicality and better prepare students for employment upon graduation. However, given the rapidly evolving nature of the industry and the practical orientation of the Programme, the Panel considered that stronger collaboration and closer engagement with industry are essential to further enhance students' work readiness. During the site visit, students also expressed a desire for more work-related content and practical exposure to support their future career development. Therefore, the Operator is **recommended** to establish a formal structure and comprehensive guidelines for industry engagement, such as a framework for partnerships that maximises collaboration with industry stakeholders, thereby enhancing the learning experience of students by integrating these collaborations into the Programme.

4.3.3   Notwithstanding the recommendation above, the Panel considered that the structure and contents of the Programme are appropriate and would enable students to achieve the stated learning outcomes and 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 Programme is jointly delivered by SHAPE and UNN teaching staff with English as the medium of instruction. The learning and teaching activities of the Programme include lectures, tutorials, seminars, practicals, project supervisions and external visits. The Programme Specification and Module Specification provided by the Operator include the information of each module such as module overview, module learning outcomes, module abstract, learning and teaching methods, contact hours and assessment methods.

4.4.2   The Operator provided the Panel with samples of learning and teaching materials, marked assessment and associated assessment criteria/rubrics, of the following modules:

- Food and Nutrition - Policy and Issues
- Product Development and Sensory Analysis
- Biological and Food Science Research Project

4.4.3   In terms of assessments, a range of methods are adopted in the Programme, including examinations, laboratory reports, presentations, and project reports.

4.4.4   The Panel noted from the marked assessments that the range of marks between high, average, and low grades was relatively narrow. In addition, some marked scripts lacked detailed feedback explaining the distinctions in performance. The Panel considered that such limited differentiation may affect students' understanding of how their work is evaluated. Therefore, the Operator is **advised** to provide clear and constructive feedback to students that includes sufficient information to help them understand the rationale behind their grades, enabling them to identify specific areas for improvement.

4.4.5   The Panel noted that marking of assessments at SHAPE is first undertaken by the SHAPE module tutors. Samples of student work are then moderated by the second marker from the Programme Team at SHAPE. A final mark is agreed by the Team, and samples are forwarded to the UNN Module Leader for further moderation. After internal moderation at SHAPE and UNN, samples are sent to

the External Examiner for external moderation and approval. The Panel also noted that UNN appoints the same External Examiner to examine the assessment work designed for all deliveries, including those for both UNN home students and SHAPE students. However, based on the feedback from the External Examiner and review of the samples of marked assessments, the Panel noted that there are inconsistencies between the content of the feedback given to the students in the home programme and those at SHAPE. Therefore, the Operator is **<u>recommended</u>** to ensure that the quality and content of the feedback and marking criteria are aligned with those of the home programme, maintaining consistency in academic standards to provide students with a cohesive educational experience.

4.4.6 The Operator provided the Panel with several examples of improvements implemented in response to students' feedback on learning, teaching, and assessment. While recommendation is stipulated in Para 4.6.2 regarding the follow-up actions arising from such feedback, the Panel noted that the Operator has established effective channels to collect, review, and act upon student input related to learning and teaching. During the site visit, students and graduates shared positive comments about their overall learning experiences under the Programme.

4.4.7 Notwithstanding the recommendation above, the Panel formed the view that the learning, teaching and assessment activities designed for the Programme were appropriate in delivering the Programme content and assessing students' 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 Operator provided the following information to the Panel to demonstrate the academic leadership and staffing for the Programme:

(a) Profile of the programme management staff of SHAPE and UNN;

(b) Profile of teaching staff for the Programme (12 teaching staff from SHAPE and 10 teaching staff from UNN);

(c) Staff Development Activities for AY2023-24 and AY2024-25;

(d) Staff Development Plan for AY2025-26 and AY2026-27;

(e) Minimum appointment criteria for teaching the Programme; and

(f) Approval process of SHAPE and UNN on the appointment of teaching staff for the Programme.

4.5.2 The Panel noted that most of the SHAPE teaching staff are full-time lecturers at VTC who also serve as part-time teaching staff for the Programme. These staff members are responsible for delivering the majority of the contact hours of the Programme, while a smaller portion is delivered by teaching staff from UNN. The Panel expressed concerns that this arrangement could potentially impact the overall consistency of teaching quality. The Operator explained that UNN staff participate in the on-site delivery of specialised content and work closely with SHAPE staff through pre-delivery training and guidance sessions to ensure consistency in teaching quality and alignment with the Programme's standards. In addition, the Operator clarified that the SHAPE Programme Coordinator maintains regular and close communication with the part-time teaching team to monitor and uphold teaching quality. While the Panel acknowledged the efforts made to facilitate effective communication and coordination among staff, it reiterates the recommendation stipulated in Para 4.4.5 regarding the need to strengthen consistency in the quality and content of feedback provided to students.

4.5.3 The Panel noted that staff development arrangements include programme-specific activities organised by UNN and mechanisms established by SHAPE to plan, monitor, and review its staff development initiatives, which cover areas such as subject knowledge enhancement, updates on current practices within trades and industries, programme familiarisation, learning and teaching methodologies, research supervision, quality assurance, and programme accreditation. However, the Panel observed that most of these activities are internally focused and primarily operational in nature, rather than providing broader opportunities for professional advancement. The Panel therefore considered that there is scope to strengthen staff development efforts, particularly in industry-related areas. The Operator is **advised** to encourage staff participation in external development activities, establish clear policies for reporting insights gained from these experiences, and provide financial and

additional support for these initiatives, thereby enhancing staff members' professional growth and development.

4.5.4   In consideration of the above information and the discussions with various stakeholders, the Panel formed the view that the programme leadership and staffing were appropriate and the staff development activities could ensure that teaching staff were up-to-date for quality delivery of the programmes.

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 Operator provided the Panel information on the learning, teaching and enabling resources relevant to the delivery of the Programme. This includes the general and specialised teaching facilities, such as the Food Technology Laboratory, Food Testing Laboratory and Microbiology Laboratory. Additionally, there are computer laboratories, library resources and supporting facilities, including the Learning Resources Centres and the Centre for Independent Language Learning. The Operator provided the utilisation rates of the specialised facilities, and a campus tour covering these facilities was arranged for the Panel to assess the available resources.

4.6.2   The Panel noted from the meeting minutes of the Student-Staff Programme Committee (SSPC) that students had raised concerns regarding the insufficient quantity of laboratory equipment, which often resulted in long waiting times during classes. The Operator reported that a review of the equipment inventory had been conducted and follow-up actions were taken in response to this feedback. However, during the meeting with students and graduates, similar concerns were reiterated about the limited availability of equipment. During the campus tour, the Panel also observed that there was no systematic record maintained for tracking equipment usage. The Operator is therefore **recommended** to establish a comprehensive logbook and instructional manual for laboratory equipment management, incorporating clear usage records, detailed operational guidelines, maintenance logs, and safety protocols, thereby facilitating safer operational practices and more efficient use of laboratory resources.

4.6.3   The Panel noted that students are currently permitted to use the laboratory equipment only under the supervision of teaching staff. However, given that the laboratories are shared among multiple programmes, the Panel identified a need to appoint a dedicated safety officer to oversee laboratory safety management. The Operator is therefore **recommended** to clearly define and distinguish the roles of safety officers and teaching staff within the laboratory setting by recruiting dedicated safety officers who should be responsible for providing comprehensive training to students on proper laboratory practices and ensuring that safety protocols are consistently enforced whenever the laboratory is open for student use.

4.6.4   Notwithstanding the recommendations above, the Panel considered that the Operator was able to provide learning, teaching and enabling resources that were appropriate and sufficient for the delivery 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   The Operator provided the Panel with the following information to demonstrate that the Programme is monitored and reviewed on an on-going basis:

(a) Quality assurance mechanism on programme management, monitoring and review, including collection and follow-up of stakeholders' feedback;

(b) Comments and feedback collected from students and the follow-up actions taken;

(c) Overall roles and responsibilities on different aspects of the partnership between SHAPE and UNN;

(d) External Examiner reports;

(e) Meeting minutes of relevant committees such as Academic Committee for Collaborative Degree Programmes (CDP AC), Management Committee for Collaborative Degree Programmes (CDP MC), Quality Assurance Committee for Collaborative Degree Programmes (CDP QAC); Discipline Academic and

> Quality Assurance Committee (DAQAC) and Student-Staff Programme Committee (SSPC);
> (f) Continuous Programme Performance Review (CPPR) Reports;
> (g) Programme student handbook; and
> (h) SHAPE student handbook.

4.7.2 The Panel noted that UNN as the awarding body retains overall responsibility for the quality and management of the Programme and it has been working closely with SHAPE on monitoring and reviewing the development and performance of the Programme on an on-going basis.

4.7.3 The Panel noted that The CPPR has been adopted as an integrated review process in SHAPE delivery since AY2022/23, in replacement of the previous Programme Enhancement Plan (PEP). The CPPR is prepared by UNN for each programme and module within the programme with input from the Programme Coordinator, taking into consideration information such as statistical data on student progression and achievement, External Examiner Reports, student feedback and views collected from the SSPC and collaborative partner feedback, where applicable. The collected information is analysed to develop actions for the enhancement of the modules and the Programme. Based on the CPPR reports provided by the Operator and the meeting with the teaching staff during the site visit, the Panel noted that while SHAPE contributes data to UNN for reporting purposes, its involvement in the analytical and evaluative stages remains limited. Therefore, the Operator is **recommended** to strengthen the involvement of the SHAPE programme team in the CPPR and analysis process to ensure that both teams from SHAPE and UNN maintain a comprehensive and shared understanding of developments and updates from each side, thereby facilitating a more integrated and effective programme review process to drive continuous quality enhancement.

4.7.4 Notwithstanding the recommendation above, the Panel formed the view that the Operator has a comprehensive quality assurance system to monitor and review the development and performance of the Programme on an on-going basis.

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.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: 100/15/15
16 December 2025
JoH/CQ/SiC/rel

**School for Higher and Professional Education, Vocational Training Council
and
University of Northumbria at Newcastle**

**Learning Programme Re-accreditation for
BSc (Hons) Food Science and Nutrition**

15 - 16 October 2025

Panel Membership

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University of British Columbia   Academic Accreditation and Assessment
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* The Panel Secretary is also a member of the Accreditation Panel.