



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 LINCOLN

LEARNING PROGRAMME ACCREDITATION

**BSC (HONS) HEALTH AND EXERCISE SCIENCE AND
BSC (HONS) PHARMACEUTICAL SCIENCE**

August 2022

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	17
4.3 Programme Structure and Content	20
4.4 Learning, Teaching and Assessment.....	24
4.4 Programme Leadership and Staffing	27
4.6 Learning, Teaching and Enabling Resources/ Services.....	30
4.7 Programme Approval, Review and Quality Assurance	33
5 IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT	 35

Appendix HKCAAVQ Panel Membership

1. TERMS OF REFERENCE

- 1.1 Based on the Service Agreement (No.: AA788), 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 Lincoln (jointly as the Operator) to conduct a learning programme accreditation for BSc (Hons) Health and Exercise Science (Non-local Courses Registry Registration No.: 253218) and BSc (Hons) Pharmaceutical Science (Non-local Courses Registry Registration No.: 253219) with the following Terms of Reference:
- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the programmes of School for Higher and Professional Education, Vocational Training Council and University of Lincoln (the Operator) (Para. 2.1) meet the stated objectives and HKQF standards and can be offered as accredited programmes; 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 BSc (Hons) Health and Exercise Science and BSc (Hons) Pharmaceutical Science meet the stated objectives and HKQF standard at Level 5, and can be offered as accredited programmes with a validity period from 1 September 2022 to 31 August 2026.
- 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 Lincoln	
Name of Award Granting Body	University of Lincoln	
Title of Learning Programme	BSc (Hons) Health and Exercise Science	BSc (Hons) Pharmaceutical Science
Title of Qualification(s) [Exit Award(s)]	BSc (Hons) Health and Exercise Science	BSc (Hons) Pharmaceutical Science
Primary Area of Study and Training	Medicine, Dentistry and Health Sciences	
Sub-area (Primary Area of Study and Training)	Health Care	Pharmacy
Other Area of Study and Training	Services	Not applicable
Sub-area (Other Area of Study and Training)	Recreation, Leisure and Sports Management	Not applicable
HKQF Level	Level 5	
HKQF Credits	120	
Mode(s) of Delivery and Programme Length	Full-time, 1 year	Part-time, 2 years
Start Date of Validity Period	1 September 2022	
End Date of Validity Period	31 August 2026	
Number of Enrolment(s)	One enrolment per year	

Maximum Number of New Students	45 students per year	45 students per year
Address of Teaching / Training Venue(s)	All Hong Kong Institute of Vocational Education (IVE) / Hong Kong Design Institute (HKDI) Campuses: 1. Hong Kong Institute of Vocational Education (Chai Wan) 30 Shing Tai Road, Chai Wan, Hong Kong (Offering Site of BSc (Hons) Health and Exercise Science and BSc (Hons) Pharmaceutical Science) 2. Hong Kong Design Institute and Hong Kong Institute of Vocational Education (Lee Wai Lee) 3 King Ling Road, Tseung Kwan O, New Territories 3. Hong Kong Institute of Vocational Education (Haking Wong) 702 Lai Chi Kok Road, Cheung Sha Wan, Kowloon 4. Hong Kong Institute of Vocational Education (Tsing Yi) 20 Tsing Yi Road, Tsing Yi Island, New Territories 5. Hong Kong Institute of Vocational Education (Morrison Hill) 6 Oi Kwan Road, Wan Chai, Hong Kong 6. Hong Kong Institute of Vocational Education (Tuen Mun) 18 Tsing Wun Road, Tuen Mun, New Territories 7. Hong Kong Institute of Vocational Education (Sha Tin) 21 Yuen Wo Road, Sha Tin, New Territories	

	8. Hong Kong Institute of Vocational Education (Kwai Chung) 20 Hing Shing Road, Kwai Chung, New Territories 9. Hong Kong Institute of Vocational Education (Kwun Tong) 25 Hiu Ming Street, Kwun Tong, Kowloon
--	---

2.4 Recommendations

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

Both Programmes

- 2.4.1 The Operator is to closely monitor the implementation of the guiding mechanism to ensure that the students are able to cope with their studies and receive adequate support throughout the self-study hours, which includes explicitly sharing with the students how they can effectively make use of the self-study hours. (Para.4.3.7)

BSc (Hons) Health and Exercise Science (BSCHES)

- 2.4.2 The Operator is to continuously monitor the effectiveness of the planned contextualisation arrangement of the learning and teaching for the Hong Kong programme. (Para.4.4.9)
- 2.4.3 The Operator is to continuously monitor the physical resources and ensure that physical resources such as the health and exercise equipment in the laboratories for teaching, testing and research are readily available to the BSCHES students throughout their course of study. (Para.4.6.11(a))

BSc (Hons) Pharmaceutical Science (BScPS)

- 2.4.4 The Operator is to undertake a thorough review of the *Advanced Pharmacology* module to ensure that the stated syllabus, the content, and the module learning outcomes can be better aligned. (Para.4.4.12)

- 2.5 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 AY2021/22, SHAPE collaborates with 11 established partner universities offers 49 top-up degree programmes at HKQF Level 5 covering a range of academic disciplines.
- 3.2 The University of Lincoln (UoL) (previously known as the University of Humberside and the University of Lincolnshire and Humberside) gained its university status in 1992 under the Further and Higher Education Act 1992 and adopted the present name of University of Lincoln in 2001.
- 3.3 UoL and SHAPE first entered into a collaborative partnership in September 2010 and attained an Initial Evaluation (IE) status at HKQF Level 5 effective from 1 September 2014. The partnership is currently operating three top-up degree programmes in Hong Kong. The top-up degree programmes covered by this exercise are the fourth and fifth programme which are proposed to be operated by the Operator in Hong Kong.
- 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) pandemic, the site visit was conducted via video-conference from 25 - 27 May 2022 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.

BSc (Hons) Health and Exercise Science (BSCHES)

4.1.1 The BSc (Hons) Health and Exercise Science (BSCHES) is hosted by the School of Sport and Exercise Science, College of Social Science of the University of Lincoln (UoL), UK and operated by SHAPE, VTC, Hong Kong. The Programme was designed with reference to both internal and external benchmarks and frameworks including the UK's Quality Assurance Agency for Higher Education (QAA), Framework for Higher Education Qualifications (FHEQ), the quality framework and assessment standards/ regulations of the UoL.

4.1.2 The Programme Aims (PAs) are:

PA1	Inspire and empower students to be confident and efficient in working with a broad array of issues in the physical activity and health development sector which address the determinants health (lifestyle, psycho-social aspects, environmental etc.);
PA2	Develop an engaging student-centred curriculum, which is underpinned by 'real-world' theory driven research and taught by research-active teaching staff; and
PA3	Develop practical skills from work experience and placements in applied settings that stimulate and challenge student's learning and development; creating highly employable graduates.

4.1.3 The Programme Learning Outcomes (PLOs) of the BSCHES programme are categorised under four domains, namely (a) Knowledge and Understanding, (b) Subject Specific Intellectual

Skills, (c) Subject Specific Practical Skills and (d) Transferable Skills and Attributes. On successful completion of the Programme, students are expected to be able to achieve the following PLOs:

Knowledge and Understanding (KU)

A student will have knowledge and understanding of:	
KU1	Demonstrate a critical understanding of issues relating to physical activity and health;
KU2	Show an understanding of the need for both a multi-disciplinary and inter-disciplinary approach to research and professional contexts within health and exercise science;
KU3	Demonstrate an understanding of physical activity, health and exercise science through academic and professional practice;
KU4	Apply research and problem-solving abilities by demonstrating critical understanding of methods of acquiring, interpreting and analysing information appropriate to physical activity, health and exercise science;
KU5	Illustrate an understanding and critical awareness of the moral, ethical, environmental and legal issues which underpin best practice within the fields of physical activity, health and exercise science;
KU6	Plan, design, execute and communicate a sustained piece of independent intellectual work using appropriate media; and
KU7	Demonstrate an understanding of the philosophical basis of scientific paradigms and competence in scientific methods of enquiry, research, interpretation and analysis of relevant data and communication through appropriate technologies.

Subject Specific Intellectual Skills (IS)

A student will be able to:	
IS8	Make effective use of knowledge and understanding of the disciplines underpinning human structure and function;
IS9	Measure and evaluate the effects of exercise interventions on the individual;
IS10	Evidence the skills required to measure, monitor and

	evaluate human responses to exercise; and
IS11	Display an awareness of current government policy or professional body guidelines on the relevance of exercise to improve health.

Subject Specific Practical Skills (PS)

A student will be able to:	
PS12	Provide a critical appreciation of the relationship between health and physical activity interventions in a variety of participant groups. This may include special populations such as the elderly, disabled and children;
PS13	Provide evidence of the ability to measure the components of health and physical activity, evaluate the responses to exercise and prescribe appropriate interventions;
PS14	Recognise and respond to: moral/ethical considerations; health and safety issues; prescription of physical activity; population differences; the role of education; health bodies in improving the health of the nation; and
PS15	Display a critical appreciation on the integration of the factors involved in teaching, instructing and coaching.

Transferable Skills and Attributes (TS)

A student will be able to:	
TS16	Apply a range of communication and presentation skills;
TS17	Demonstrate competence in numeracy and C & IT skills;
TS18	Display interactive and group skills;
TS19	Apply problem solving skills in a variety of situations;
TS20	Evidence the ability to self-appraise and reflect upon practice;
TS21	Evidence the ability to plan and manage learning; and
TS22	Engage in a cross-cultural learning environment that is outside of the student's home country.

- 4.1.4 The Operator provided the following findings/ figures by Hong Kong government bureaux and departments, searching results from the recruitment websites and the recent development plan of the HKSAR Government to demonstrate the existing needs for graduates of the BSCHES Programme:

(a) Manpower Need

- The Report on *Manpower Projection to 2027* (2019) by the Labour and Welfare Bureau (LWB) revealed that the social and personal services sector in 2017 was the second largest in terms of manpower needs. It accounted for 20.3% of the total manpower requirements of the whole economy. It is projected that the manpower requirements of the sector will increase at an average annual rate of 0.9% from 732,200 in 2017 to 799,700 in 2027; and the manpower requirements for workers at first degree level by the economic sector “social and personal services” are expected to increase at an average change of 2.5% from 226,000 in 2017 to 288,800 in 2027.

(b) Community Need and Education Need

- According to the *Policy Address 2021* released by the HKSAR Government, HKSAR has to strengthen the roles of other healthcare professionals in the local healthcare system, especially in the primary healthcare setting. The Food and Health Bureau (FHB) will follow up with the statutory Boards and Councils of various healthcare professions on the recommendations in the *Report of the Strategic Review on Healthcare Manpower Planning and Professional Development* promulgated in 2017, including proposing legislative amendments to allow patients to have direct access to healthcare professional services.
- The Operator clarified with the Panel that although the BScHES programme does not aim to prepare healthcare professionals, they can pursue their academic and career aspirations by enrolling in study programmes such as a Certificate of Level 1 Sports Trainer offered by a local university. Students may also articulate to a local Master of Physiotherapy programme and apply to become a registered physiotherapist granted by the Physiotherapists Board in Hong Kong.

(c) Employer Demand

- On the website of cpjobs.com and cpjobs.com in December 2021, a total of 82 jobs for the keyword search of “health, sport science and exercise” or under

the category of “health and exercise professionals” were advertised. The listed jobs were with the titles such as Health Communication Assistant Managers, Sports Science Officers, Health Club Receptionists and Senior Managers in Health & Safety (Regional). The minimum academic qualification for those listed jobs, which some of them were relatively senior or higher posts, is a bachelor degree in relevant or irrelevant subject inclusive.

- The potential employers whom the Panel met with shared that
 - they prefer staff with degree-level qualifications and trust that with the level of learned knowledge and skills, they can perform their duties more independently rather than under supervision.
 - People in Hong Kong are now more aware of personal health, especially when the city is experiencing a pandemic, and therefore, more sports clubs need professionals to attend to their clients.
 - The positions their companies could offer to the graduates of the Programme are Physical Training Coach, Sports Attendant, Physical Education Officer and Assistant Sports Manager, etc.

(d) Student Demand

- The Operator conducted a Questionnaire survey in March 2020 to estimate the student demand for the BScHES programmes. The target respondents were the then-current students of the three designated feeder programmes. Among the 204 respondents of the health and exercise-related programmes, 22% showed interest in enrolling in the related degree programmes after completing their HD studies.

BSc (Hons) Pharmaceutical Science (BScPS)

- 4.1.5 The BSc (Hons) Pharmaceutical Science (BScPS) is hosted by the School of Pharmacy, College of Science, UoL, UK and operated by SHAPE, VTC, Hong Kong. The Programme was also designed with reference to both internal and external benchmarks and frameworks

including the UK's Quality Assurance Agency for Higher Education (QAA), Framework for Higher Education Qualifications (FHEQ), the quality framework and assessment standards / regulations of the UoL.

4.1.6 The Programme Aims (PAs) are:

PA1	Attain a knowledge of the fundamental sciences relevant to the development of therapeutics;
PA2	Understand the drug development process from drug invention or discovery, through to market or attrition;
PA3	Understand the concept of a “druggable target”;
PA4	Understand the pharmacologic action of drugs on the human body and relevance to disease therapy;
PA5	Develop a detailed understanding of how drugs are formulated and delivered to the desired target;
PA6	Understand the mechanisms of drug efficacy and toxicology;
PA7	Acquire knowledge of the regulatory and ethic environment under which the pharmaceutical industry operates;
PA8	Obtain a sound understanding of the scientific process, how data are acquired, interpreted and utilised;
PA9	Communicate scientific ideas verbally and written.

4.1.7 The Programme Learning Outcomes (PLOs) of the BScPS programme are categorised under four domains, namely (a) Knowledge and Understanding, (b) Subject Specific Intellectual Skills, (c) Subject Specific Practical Skills and (d) Transferable Skills and Attributes. On successful completion of the Programme, students are expected to be able to achieve the following PLOs:

Knowledge and Understanding (KU)

A student will have the knowledge and understanding of:	
KU1	The principles that underpin what a therapeutic agent is and the interactions between the varied and multitudinous disciplines that combine to bring the drug towards safe and effective clinical use;
KU2	The overlying regulatory and quality framework covering the pharmaceutical industry as well as the legal and ethical aspects of animal and human experimentation;

KU3	The scientific method, critical thinking skills and the ability to evaluate evidence;
KU4	The application of mathematics and statistics to the interpretation of scientific data;
KU5	How to formulate a test hypotheses then how to evaluate evidence and place into context of the scientific literature; and
KU6	The effective use of information technology to retrieve and produce material.

Subject Specific Intellectual Skills (IS)

A student will be able to:	
IS7	Explain what underpins the anatomical, physiological, cellular, biochemical, metabolic, immunological and molecular processes of life, health, disease and infection as the foundation to pharmaceutical science;
IS8	Explain what constitutes a therapeutic substance, give the classes of therapeutic substances (eg small molecules, biologics and biosimilars, vaccines, gene and cell therapy etc), their design, discovery or invention, selection of druggable targets for selected diseases and therapeutic areas;
IS9	Conduct drug analysis and bioanalysis and apply the data to ADME, pharmacokinetics and pharmacodynamics with single and repeat administration of drug;
IS10	Appreciate the logistics of drug development, the timing of the various studies and recent innovations within the industry in respect to project management;
IS11	Assess the risks of drug therapy in terms of safety, toxicology, possible genetic polymorphic effects and drug-interactions in respect to the disease being treated;
IS12	Provide several examples of pharmacologic action from different mechanisms, explain the relationship between efficacy and toxicity and the use of surrogate endpoints and biomarkers as well as the relevance of active metabolites and drug-interactions;
IS13	Appreciate the relevance of pharmacogenetics and polymorphism in terms of Mendelian and molecular genetics in relation to drug therapy;
IS14	Formulate drugs in relation to the drug's physiochemical properties from solutions to solid forms. Drug dispersal,

	route of administration, bioavailability and delivery to a selected target;
IS15	Explain the drug development process from design and discovery, proof of mechanism, through preclinical and initial clinical trials (phase-I and phase-II), proof of concept, through to the major clinical trials (phase-III and IV) and the relationship with regulatory bodies for these trials, proof of principle and market approval or attrition, quality assurance and control, together with an appreciation of drug synthesis and manufacture;
IS16	Appreciate the various classes of toxicology (genotoxicology, reprotoxicology, safety toxicology, etc.) in relation to biochemical mechanisms of toxicology; and
IS17	Demonstrate an appreciation of the regulatory umbrella under which the pharmaceutical industry operates, the importance of the GxPs and the ethical and legal framework governing animal studies and clinical trials.

Subject Specific Practical Skills (PS)

A student will be able to:	
PS18	Identify types of tissues and conduct histological and microscopic examinations;
PS19	Demonstrate competency in general and quantitative laboratory skills;
PS20	Conduct drug analysis using chromatography and spectroscopy;
PS21	Demonstrate an appreciation of experimental conduct under GxPs;
PS22	Formulate, liquids, tablets and capsules;
PS24	Conduct microbiological culture techniques and identify types of bacteria;
PS26	Analyse therapeutic proteins, using for example, ELISA and electrophoresis;
PS27	Work in a laboratory safely; and
PS28	Collate laboratory data, effectively interpret it and present it in an understandable form.

Transferable Skills and Attributes (TS)

A student will be able to:	
TS29	Work effectively in teams or as an individual. Be able to

	work towards collective goals and take responsibility for personal work and actions;
TS30	Demonstrate confidence and self-awareness in skills transferable to the workplace;
TS31	Plan and execute a project, manage time unsupervised and coordinate resources to meet deadlines;
TS32	Demonstrate verbal and written skills, be able to formulate arguments, negotiate with peers and professionals and produce concise and well-structured reports;
TS33	Solve numerical problems by mathematical calculation and the use of computer-assisted spreadsheets, such as Excel;
TS34	Demonstrate computer literacy with a range of commonly used programmes, spreadsheet, word-processing, email and internet tools; and
TS35	Clearly assess, present and communicate data and scientific principles.

4.1.8 The Operator provided the following findings/ figures by Hong Kong government bureaux and department, searching results from the recruitment websites and the recent development plan of the HKSAR Government to show the existing needs for graduates of the BScPS Programme:

(a) Manpower Need

- The Report on *Manpower Projection to 2027* (2019) by the LWB revealed that the manpower needs of the two sub-sectors, viz. “Human health activities” and “Nursing homes, residential care activities and social work activities without accommodation for the elderly and persons with disabilities” are projected to grow at average annual rates of 2.9% and 2.7% respectively during the period.

(b) Community Need

- The Operator informed the Panel that Hong Kong has the highest life expectancy in the world and the city expects a higher ageing rate in the population in the coming years. In the *Hong Kong Population Projections 2020-2069* by the Census and Statistics Department, it revealed that the number of elderly people aged 65 or above is projected to increase from

- 18.4% of the total population in 2019 to 33.3% in 2039.
- According to the *Policy Address 2021* released by the HKSAR Government, the government has substantially increased the recurrent expenditure on elderly services by 85%. Moreover, the government has emphasised the need to boost the short, medium- and long-term supply of residential care services through a multi-pronged approach. This includes buying more places from private residential care homes, requiring private developers through conditions in suitable land sale projects to build specified welfare facilities, developing welfare facilities on Government sites, and in respect of suitable public housing projects in future, setting aside premises equivalent to about 5% of the total domestic gross floor area for welfare purposes.
 - The Operator estimated that since the HKSAR Government will continue to increase the services for day care and home care services for the elderly, there will be a great demand for pharmaceutical-related health carers to support the medication management and pharmaceutical care services at Residential Care Homes for Elderly (RCHEs) and Residential Care Homes for Persons with Disabilities (RCHDs).

(c) Employer Demand

- On the website of LinkedIn, JobsDB, and Indeed in December 2021, a total of 700,549 pharmaceutical related jobs were advertised. The majority of these jobs required a relevant Bachelor's degree, or with which would be advantageous.
- The potential employers whom the Panel met with shared that
 - the Programme planning panel had invited them for opinion on the programme design.
 - They welcome this degree-level programme in the subject area and consider that graduates with pharmaceutical knowledge as the employees can help to promote the companies' drug products better to their target customers, mainly pharmacists and medical doctors.

- The positions their companies could offer to the graduates of the Programme are Medical Information Associate and Sales/ Marketing Representative with Doctors and Pharmacists as target customers, etc.

(d) Student Demand

- The Operator conducted a Questionnaire survey to estimate the student demand for the BScPS programmes in March 2020. The target respondents are the then-current students of the three designated feeder programmes. Among the 86 respondents of the pharmaceutical science-related programmes, about 33% indicated their interest in enrolling in the related degree programmes after they completed their HD studies.

4.1.9 Having reviewed the Operator's elaborations and the meeting with them and the potential employers to discuss the above mentioned needs and demand, the Panel formed the view that there was a lack of clarity in the marketing analysis that relied heavily on the growth in the age care sector whereas the degree programme is widely applicable to careers in the pharmaceutical industry; therefore, the Panel ADVISES the Operator to ensure the clarity of the market proposition particularly in relation to employment opportunities in the emerging pharmaceutical industry in Hong Kong and globally. This could better be reflected in the marketing materials for the programme. The Panel also suggests that students be made aware of the pharmaceutical industry's career opportunities.

Both Programmes

4.1.10 The following mappings were provided to the Panel to demonstrate the alignment of the components across the BSCHES and the BScPS programmes individually:

- (a) Mapping of PLOs to PAs;
- (b) Contribution of modules to PLOs; and
- (c) Mapping of modules to the Generic Level Descriptors (GLDs) at QF Level 5

- 4.1.11 After considering the above information, the Panel considered that the POs address community, education and/or industry needs, and the PLOs of the programmes 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 BScHES and BScPS programmes are implemented in accordance with the UoL Admissions Policy. SHAPE is responsible for admitting students strictly following the admission requirements stated in the later paragraphs and for assisting UoL in the enrolment of students. UoL will have the overall approval in determining the admission of the two Programmes.
- 4.2.2 Applicants with non-feeder qualifications would be screened and selected through an admission interview conducted by a UoL staff member and the SHAPE Programme Coordinator (PC). UoL will make the final decision on admissions in consideration of the relevant working experience and results of their equivalent qualification(s) of these non-feeder applicants.

BSc (Hons) Health and Exercise Science (BScHES)

- 4.2.3 The admission requirements for the programme are as follows:

Minimum Admission Requirements	1. <u>Accreditation of Prior Learning</u> Graduates of the following VTC feeder programmes: • HD in Fitness and Exercise Nutrition • HD in Health Studies • HD in Rehabilitation Services 2. <u>English Language Entry Requirement</u> Proficiency in English language at IELTS 6.0 (with a minimum of 5.5 for each element), or equivalent. VTC HD graduates are considered to have met the English language requirement¹.
---------------------------------------	--

Non-Feeder Programmes / Special / Alternative Admission Requirements and Arrangements	Applicants holding equivalent qualifications or experience will be considered on a case-by-case basis according to UoL's policy on the Accreditation of Prior Learning (APL). Applicants with non-feeder qualifications have to attend an interview. The applicants have to possess proficiency in English language at IELTS 6.0 (with a minimum of 5.5 for each element), or equivalent. Applicants having successfully completed an HD/ Associate Degree (AD) delivered and assessed in English by a recognised institution in Hong Kong will be exempted from completing an English language test. VTC HD graduates are considered to have met the English language requirement.
--	---

¹ VTC HDs are delivered and assessed in English. Students holding VTC HD qualifications are recognised by UoL to have met the English Language Entry Requirement.

4.2.4 Mappings of the three VTC higher diploma feeder programmes to curriculum of the BScHES programme were provided to the Panel to demonstrate their relevance.

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

Academic Year	2022/23	2023/24	2024/25	2025/26	2026/27
BScHES programme	45	45	45	45	45

4.2.6 The Operator also provided the following anticipated number of graduates of the VTC feeder programmes in the area of health and exercise science from AY2020/21 to AY 2023/24.

Programme Title (Code)	Anticipated No. of Graduates		
	AY 2021/22	AY 2022/23	AY 2023/24
HD in Health Studies	113	91	105
HD in Rehabilitation Services	113	94	105
HD in Fitness and Exercise Nutrition	35	34	45
Total:	261	219	255

BSc (Hons) Pharmaceutical Science (BScPS)

4.2.7 The admission requirements for the programme are as follows:

Minimum Admission Requirements	1. <u>Accreditation of Prior Learning</u> Graduates of the following VTC feeder programmes: • HD in Pharmaceutical Science • HD in Dispensing Studies 2. <u>English Language Entry Requirement</u> Proficiency in English language at IELTS 6.0 (with a minimum of 5.5 for each element), or equivalent. VTC HD graduates are considered to have met the English language requirement².
Non-Feeder Programmes / Special / Alternative Admission Requirements and Arrangements	Applicants holding equivalent qualifications or experience will be considered on a case-by-case basis according to UoL's policy on the Accreditation of Prior Learning (APL). Applicants with non-feeder qualifications have to attend an interview. The applicants have to possess proficiency in English language at IELTS 6.0 (with a minimum of 5.5 for each element), or equivalent. Applicants having successfully completed an HD/AD delivered and assessed in English by a recognised institution in Hong Kong will be exempted from completing an English language test. VTC HD graduates are considered to have met the English language requirement.

² VTC HDs are delivered and assessed in English. Students holding VTC HD qualifications are recognised by UoL to have met the English Language Entry Requirement.

4.2.8 Mappings of the two VTC higher diploma feeder programmes to curriculum of the BScPS programme were provided to the Panel to demonstrate their relevance.

4.2.9 The yearly maximum numbers of students including the numbers of new students proposed and the progressing students for the Programme in the coming five years are as follows.

Academic Year	2022/23		2023/24		2024/25		2025/26		2026/27	
	N	P	N	P	N	P	N	P	N	P
BScHES	45	0	45	45	45	45	45	45	45	45

programme									
Total	45	90	90	90	90				
<i>N = New students; P = Progressing students</i>									

- 4.2.10 The Operator also provided the following anticipated number of graduates of the VTC feeder programmes in the area of pharmaceutical science from AY2020/21 to AY 2023/24.

Programme Title	Anticipated No. of Graduates		
	AY 2021/22	AY 2022/23	AY 2023/24
HD in Pharmaceutical Science	42	45	60
HD in Dispensing Studies (Full-time)	84	75	150
HD in Dispensing Studies (Part-Time Evening)	24	29	30
Total:	150	149	240

Both Programmes

- 4.2.11 Having considered the staffing (Section 4.5 below), physical resources (Section 4.6 below) and the estimated number of graduates of VTC feeder programmes, the Panel considered that the yearly maximum number of 45 new students for each of the Programmes are appropriate.
- 4.2.12 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 the recruitment of learners with the necessary skills and knowledge to undertake the programmes.

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.

BSc (Hons) Health and Exercise Science (BSCHES)

4.3.1 The BScHES programme is operated at SHAPE as a top-up programme with full-time mode of delivery. The normal duration is one year. The Programme comprises four modules carrying a total of 120 HKQF credits.

4.3.2 The Programme mirrors the structure of the final year of the corresponding home programme in the UK, and the structure and delivery sequence are depicted in the table below.

Programme Structure

Module Title	Core or Elective	Generic or Specialised	Contact Hours	Non-Contact Hours	Notional Learning Hours	QF Credits
Community Health Development	Core	Specialised	32	268	300	30
Personal Training	Core	Specialised	51	249	300	30
Advanced Sport & Exercise Nutrition	Core	Specialised	54	246	300	30
Dissertation	Core	Specialised	14	286	300	30

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

Total no. of specialised modules: 4 modules / 120 QF Credits (100 %)

Delivery Sequence

Year / Semester	Module Title	QF Credits
Year 1 / Semesters 1 & 2	Community Health Development	30
	Personal Training	30
	Advanced Sport & Exercise Nutrition	30
	Dissertation	30
Total		120

BSc (Hons) Pharmaceutical Science (BScPS)

4.3.3 The BScPS programme operated at SHAPE as a top-up programme with part-time mode of delivery. The normal duration is two years. The Programme comprises seven modules carrying a total of 120 HKQF credits.

4.3.4 The Programme mirrors the structure of the final year of the corresponding home programme in the UK, and the structure and delivery sequence are depicted in the table below.

Programme Structure

Module Title	Core or Elective	Generic or Specialised	Contact Hours	Non-Contact Hours	Notional Learning Hours	QF Credits
Advanced Pharmacology	Core	Specialised	39	111	150	15
Emerging Pharmaceuticals and Personalised Medicine	Core	Specialised	31	119	150	15
Advanced Drug Delivery, Nanomedicine and Toxicology	Core	Specialised	28	122	150	15
Pharmaceutical Materials Science	Core	Specialised	24	126	150	15
Business, Regulation and Ethics for the Pharmaceutical Scientist	Core	Specialised	18	132	150	15
International Pharmaceutical Challenges	Core	Specialised	30	120	150	15
Pharmaceutical Science Project	Core	Specialised	41	259	300	30

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

Total no. of specialised modules: 7 modules / 120 QF Credits (100 %)

Delivery Sequence

Year / Semester	Module Title	QF Credits
Year 1 / Semesters 1	Advanced Pharmacology	15
Year 1 / Semesters 2	Emerging Pharmaceuticals and Personalised Medicine	15
	Advanced Drug Delivery, Nanomedicine and	15

	Toxicology	
Year 2 / Semesters 3	Pharmaceutical Materials Science	15
	Business, Regulations and Ethics for the Pharmaceutical Scientist	15
Year 2 / Semesters 4	International Pharmaceutical Challenges	15
Year 1 & 2 / Semesters 1 to 4	Pharmaceutical Science Project	30
Total		120

Both Programmes

- 4.3.5 The Panel noted from the accreditation document that the ratios between contact hours and self-study hours are 1:6.9 and 1:4.7 for the BScHES and BScPS programmes respectively.
- 4.3.6 According to the *Operational Guidelines on Use of Credit* by the HKQF, the ratios range between contact hours and self-study hours is from 1:0.5 to 1:2. There should be reasons and justifications to support the ratio adopted by an Operator outside the stated range.
- 4.3.7 The Panel reviewed the relevant elaborations and justifications provided by the Operator in their written response and during the site visit meetings. The Operator informed the Panel that some of the self-study hours indicated do involve face-to-face contact with the students. For example, the data collection by students will be supervised. Individual tutorial/ supervision hours will be offered for the preparation of dissertation (BScHES) or project (BScPS), and the respective home programmes are also practising the same arrangement. The Panel considered the reasons and justifications provided to be appropriate. Nevertheless, the Panel RECOMMENDS that the Operator is to closely monitor the implementation of the guiding mechanism to ensure that the students are able to cope with their studies and receive adequate support throughout the self-study hours, which includes explicitly sharing with the students how they can effectively make use of the self-study hours. (Para.2.4.1)
- 4.3.8 Notwithstanding the recommendation above, the Panel formed the view that the structure and content of the learning programmes 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.

Both Programmes

- 4.4.1 The BScHES and BScPS programmes both employ a range of teaching and learning activities such as lectures, tutorials, seminars, laboratory, practical training and supervision.
- 4.4.2 The maximum class sizes for different teaching activities are set as follows:

Learning and Teaching Method	Maximum Class Size
Lectures	75
Seminar/ Tutorial	30
Laboratory/ Practical Training	30
Project Supervision	1

- 4.4.3 The Panel was provided with the following documents and information regarding the teaching and learning of the two Programmes:

- (a) Programme Specifications;
- (b) Module Specifications;
- (c) Contribution of modules to PLOs;
- (d) Mapping of modules to the Generic Level Descriptors (GLDs) at QF Level 5;
- (e) Details of learning and teaching methods to be adopted in each module;
- (f) Samples of teaching and learning materials of each module;
- (g) Details of assessment methods with weightings to be adopted in each module; and
- (h) Samples of student assessments of all relevant modules from the respective home programme.

- 4.4.4 Concerning the teaching materials for the Hong Kong programme, the Panel noted in the accreditation document that there would be contextualisation of teaching materials by SHAPE teaching staff to suit the local context. The Operator also presented to the Panel some examples from individual modules of the two Programmes where the content of the teaching delivery has been contextualised.
- 4.4.5 Regarding the assessment of the Programme, the Panel noted in the accreditation documents that student assessments are governed by UoL's Management of Assessment Policy, Academic Handbook 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.
- 4.4.6 The Panel noted in the accreditation documents that UoL will undertake the setting of assessments, and SHAPE teaching staff will participate in the double-marking of assessments; and all assessment scripts of students will be submitted to UoL for moderation. In the response to the Panel's initial comments, the Operator added that double marking system would be applied in written assessments and in practical and oral presentations. For practical and oral presentations, the second marker would normally be present on-site (or to review the recorded works when they are unable to attend the session on-site), and some of these recorded works of the students would be sent to the External Examiners for review purpose.
- 4.4.7 To ensure the comparability between the home and Hong Kong programmes, UoL will, whenever possible, appoint the same External Examiner (EE) to moderate the assessment tasks designed for the Hong Kong and UK programmes. The EE will examine the assessment work submitted by the students and the marks and feedback provided. The Panel also reviewed the profile of the EEs of the two programmes and considered they possess the appropriate qualifications and experience necessary for the role.
- 4.4.8 The graduation requirement for the BScHES and the BScPS programme is an achievement of 120 QF credits and a pass in all the modules of the Programme. The pass mark for a module is set at 40%.

BSc (Hons) Health and Exercise Science (BScHES)

- 4.4.9 Having reviewed the samples of contextualised teaching content to be adopted (Para.4.4.4), the Panel considered a review upon actual implementation necessary. Given that the Programme is to be

operated for the first time, the Panel, therefore, RECOMMENDS that the Operator is to continuously monitor the effectiveness of the planned contextualisation arrangement of the learning and teaching for the Hong Kong programme. (Para.2.4.2)

- 4.4.10 To ensure that the Programme is up-to-date and the learned knowledge and skills of the graduates match the industry needs, the Panel also ADVISES the Operator to consider making continuous engagement with the industry during the planning and review of the Programme.

BSc (Hons) Pharmaceutical Science (BScPS)

- 4.4.11 With regard to the *Advanced Pharmacology* module of the Programme, the Panel shared with the Operator through Initial Comments and the meetings at the site visit that some PLOs, Module Learning Outcomes (MLOs) and the syllabus seemed to be disjointed. For example, as shared at the stage of Initial Comments, the Panel noted in the module *Advanced Pharmacology* that students are introduced to the molecular basis of drug action (Programme Learning Outcomes IS7 and IS8); however, it appeared to be contradictory as the module was considered as an ‘advanced’ study while the students are only just being introduced to the molecular basis of drug actions, which is an introductory level of pharmacology. The Operator explained in their written response that although some curriculum topics may appear as entry-level, during delivery, the students will be guided to explore the application of these processes and analysis, an academic level corresponding to the designated study level.
- 4.4.12 At the site visit, the Panel shared their relevant observations with the Operator and views were exchanged. The Operator appreciated the Panel’s comments and responded that they would revisit and consider to re-word some of the relevant PLOs and MLOs if deemed necessary. The Panel therefore RECOMMENDS that the Operator is to undertake a thorough review of the *Advanced Pharmacology* module to ensure that the stated syllabus, the content, and the module learning outcomes can be better aligned. (Para.2.4.4)
- 4.4.13 Notwithstanding the recommendation above, the Panel formed the view that the learning, teaching and assessment activities designed for the programmes 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.

Both Programmes

- 4.5.1 The BScHES and the BScPS programmes are managed individually by the respective SHAPE Programme Coordinator and the UoL Link Tutor who work together to ensure effective operation. The SHAPE Programme Coordinators are responsible for managing and monitoring the programme operation, overseeing the academic aspect of individual programmes, liaising with the respective UoL Link Tutors and coordinating with SHAPE Teaching Staff for programme delivery and quality monitoring issues. The UoL Link Tutors are responsible for oversight and monitoring the operations of the Programmes, providing assistance and support to staff at SHAPE and assurance to UoL that the partnership is operating appropriately and effectively by UoL's regulatory framework and is following the stipulated programme requirements.
- 4.5.2 At the module level, the UoL Module Tutors have academic oversight of modules, and are responsible for the development of both the content and the delivery of the modules, coordination and organisation of assessment, and quality assurance procedures of the modules; while the SHAPE Module Tutors are responsible for the delivery and assessment of the modules. They are responsible to the SHAPE Programme Coordinator. The Operator informed the Panel that SHAPE Module Tutors are expected to maintain regular contacts with their counterparts at UoL to ensure that all information, such as the module content, learning and teaching activities, and student assessments, are shared and that problems, if any, are identified and resolved timely.
- 4.5.3 The Panel noted that each of the two Programmes is delivered jointly by UoL and SHAPE teaching staff. The tentative delivery schedules of both Programmes are depicted as follows:

<u>BScHES programme</u>			
Module	Year / Semester	No. of Teaching Hours by	
		<u>UoL</u>	<u>SHAPE</u>
Community Health Development	Year 1 / Semesters 1 & 2	12	20
Personal Training		20	31
Advanced Sport & Exercise Nutrition		21	33
Dissertation		6	8
Total		59	92

BScPS programme			
Module	Year / Semester	No. of Teaching Hours by	
		<u>UoL</u>	<u>SHAPE</u>
Advanced Pharmacology	Year 1 / Semester 1	9	30
Emerging Pharmaceuticals and Personalised Medicine	Year 1 / Semester 2	14	17
Advanced Drug Delivery, Nanomedicine and Toxicology	Year 1 / Semester 2	11	17
Pharmaceutical Materials Science	Year 2 / Semester 3	15	9
Business, Regulations and Ethics for the Pharmaceutical Scientist	Year 2 / Semester 3	6	12
International Pharmaceutical Challenges	Year 2 / Semester 4	12	18
Pharmaceutical Science Project	Year 1 & 2 / Semesters 1 to 4	9	32
Total		76	135

- 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.
- 4.5.5 The UoL teaching staff are appointed to one of the two role profiles, namely Teaching Scholarship and Professional Practice (TSPP) or Teaching and Research (T&R). The TSPPs normally possess at least a qualification at Master's level or hold equivalent professional qualifications or relevant professional/ work experience. The T&Rs normally hold a doctoral level qualification or will be close to achieving that.
- 4.5.6 All appointments of teaching staff, home and Hong Kong, of the BScHES and the BScPS programmes must be approved by the School of Sport and Exercise Science (BScHES) or the School of Pharmacy (BScPS), and SHAPE will consult UoL before assigning the teaching duties.
- 4.5.7 The Panel reviewed the profiles of the programme management and potential Hong Kong and home teaching staff of the Programmes, and the modules tentatively assigned to them. The Panel considered that the qualifications and experience of the teaching staff are commensurate with the respective Programmes.
- 4.5.8 The Panel was also provided with the staffing plan and recruitment plan for the Programme. The recruitment of Hong Kong teaching staff will commence in June 2022 and the appointment of staff is planned to be completed in late August 2022. The Panel considered the recruitment plan for hiring Hong Kong teaching staff is appropriate. The Operator also provided information on the planned number and specialism of SHAPE teaching staff of the two Programmes.
- 4.5.9 The Panel was informed that
- (a) for the BScHES programme, SHAPE staff are supported by UoL staff in supervising student projects. The maximum number of supervision hours is 12. UoL staff do not generally supervise more than seven students.; and
 - (b) for the BScPS programme, SHAPE staff are also supported by UoL staff in supervising student projects. A minimum of eight hours will be held with students and laboratory supervision when required. There are no defined maximum hours of

supervision. Supervisors do not generally supervise more than seven students.

- 4.5.10 The annual staff appraisal of SHAPE teaching staff is to be conducted by the respective SHAPE PC of the Programmes to consider goals for the forthcoming year, including any development needs or opportunities. A trained appraiser will conduct appraisals of home teaching staff annually according to the UoL's policy.
- 4.5.11 Concerning the staff development, the Panel was provided with a plan for both local and joint staff development activities for AY2022/23. The Panel noted that the plan includes activities on induction and training, as well as activities aiming to familiarise teaching staff with the Programme, and activities related to the development of pedagogies, research and respective professional areas of individual Programmes.
- 4.5.12 Based on the above information, the Panel considered that the Operator has adequate programme leaders, 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 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.

Both Programmes

- 4.6.1 The Panel was provided with the information on the e-Learning Platform and the Library holdings and e-resources which support the learning, teaching and assessment activities of the Programmes.
- 4.6.2 The Panel noted that students will have access to SHAPE's Learning Resources Centres (LRCs) of all the IVE/ HKDI campuses where physical and electronic resources and library services are available. SHAPE will also assign all students with dedicated Computer and Network Accounts (CNAs) which can access to the Student Web-based Services for general information about their study including

class and examination timetables, general notices and forms and for reserving campus facilities.

- 4.6.3 To serve as a supplementary platform to CNAs, SHAPE students will also have access to UoL's e-library and relevant online guides and support separately. UoL's Library staff will also support SHAPE's LRC staff with regard to the use of these mentioned resources.
- 4.6.4 Regarding the financial resources, the Operator provided to the Panel the Statement of Income and Expenditure from 2022/23 to 2024/25 for the two Programmes individually.
- 4.6.5 To further illustrate the projected surplus/ deficit in different scenarios of student enrolment, the Operator also provided the Statements of Projected Income and Expenditure individually from 2022/23 to 2025/26 of the two Programmes for scenarios where enrolment falls short by 30% and 50% of the target intake.
- 4.6.6 The Operator also informed the Panel regarding the minimum viable student intake numbers of each programme, and the numbers are the agreed benchmarks for UoL and SHAPE to have timely assessment and discussion on the viability of running a cohort of the Programmes each year. The Panel had also been informed of the mechanism for dealing with the under-enrolment of the Programme.
- 4.6.7 For students at risk such as those who are not attending taught sessions, struggling with their studies, or missing deadlines, they will be identified and handled through the Personal Tutoring system.
- 4.6.8 The student support services at SHAPE are provided by the SHAPE (Central Office) and the Student Development Office (SDO). The Operator provided the Panel with the *UoL-SHAPE Programme Handbook* for each of the Programmes and the *SHAPE Student Handbook*, which covers relevant information of 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, counselling service, financial assistance and sports facilities.
- 4.6.9 The Panel was provided with the information on physical resources, programme-specialised facilities and equipment with utilisation rates and the mapping between the specialised facilities/ equipment and the related modules of each Programme. At the stage of initial comments, the Panel also requested the BScHES programme to provide a list of different types of portable, handy and functional

equipment in addition to those for machine-based training that are required for modern personal training.

4.6.10 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 Chai Wan, Hong Kong Island.

4.6.11 Having reviewed the above information on the physical resources planned for the delivery of the two Programmes, the Panel formed the following views:

- (a) For BScHES programme – Having discussed with the Operator at the touring session and the meetings during the site visit, the Panel considered that the physical resources planned are generally adequate and up-to-date but the Operator could consider acquiring equipment such as a heart rate monitor, testing treadmill and bicycle algometer to better facilitate the delivery of the programme content. The UoL representative replied that they would maintain ongoing communication before and after the programme commencement with the programme team at SHAPE although UoL was not able to conduct an on-site visit due to the pandemic. The Panel, therefore, RECOMMENDS that the Operator is to continuously monitor the physical resources and ensure that physical resources such as the health and exercise equipment in the laboratories for teaching, testing and research are readily available to the BScHES students throughout their course of study. (Para.2.4.3)
- (b) For BScPS programme, the Panel considered that the physical resources planned are adequate and up-to-date.

4.6.12 Notwithstanding the recommendations above, the Panel is of the view that the Operator provided appropriate and sufficient resources for the learning, teaching and assessment activities of the programmes.

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.

Both Programmes

- 4.7.1 The quality assurance mechanism of UoL and the quality assurance processes are set out in the UoL Quality Assurance Manual, which has been provided in the Accreditation Documents. The quality assurance of the collaborative programmes is a joint responsibility of the UoL and SHAPE while UoL retains the overall responsibility for the academic quality and standards of the BScHES and BScPS programmes at SHAPE.
- 4.7.2 For the development and approval of the two Programmes, the Operator provided to the Panel the documentary evidence showing that the Programmes had gone through the stipulated quality assurance process as approved by the UoL's Academic Affairs Committee, the ultimate approval authority for programme validation.
- 4.7.3 Regarding the on-going monitoring of the two Programmes, the Panel noted that annual monitoring will be conducted at the end of each academic year. A UoL Annual Programme Monitoring Report will be prepared for each programme and reviewed through the respective committee structures of UoL and SHAPE. The Link Tutor Annual Report and its associated action plan will also be considered by the Subject Committee and the Head of School, before seeking approval from the College Academic Affairs Committee. A Periodic Academic Review by UoL will also be conducted to ensure the quality of the programmes delivered by collaborative partners including SHAPE.
- 4.7.4 The Operator also provided the information on the following mechanisms and relevant templates which will be adopted for programme review purposes internally and externally:
 - (a) The Mechanisms for collecting feedback for the two programmes are depicted below:

Event	Stakeholders
Module Evaluation Survey	▪ Students
Module Report	▪ Programme Management ▪ Teaching Staff
Student-Staff Consultative Committee Meeting	▪ Programme Management, ▪ Teaching Staff ▪ Students
Sub-Subject Committee Meeting	▪ Programme Management ▪ Teaching Staff ▪ Students
External Examiner Reporting	▪ External Examiner

(b) The following templates were provided:

- Annual Programme Monitoring Report;
- Student Module Evaluation Survey;
- Report on Academic Visit by the SHAPE;
- Employment Survey of Graduates of Full-time Programme of the SHAPE; and
- Survey of Employers' Views on Graduates of SHAPE (Full-time Programmes).

4.7.5 The *Collaboration Agreement* between the UoL and SHAPE was signed and commenced from 1 September 2019 to 31 August 2024. The Panel noted a clear delineation in the signed Agreement regarding the responsibilities of the home institution and local operator in the quality assurance of the Programmes.

4.7.6 The Operator informed the Panel that the two Programmes have been successfully registered under the Non-local Higher and Professional Education (Regulation) Ordinance (Cap. 493) since May 2022 with Registration No.: 253218 for BScHES programme and Registration No.: 253219 for BScPS programme.

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 programmes will be monitored and reviewed on an on-going basis to ensure that the programmes remain current and valid and that the

learning outcomes, learning and teaching activities and learner assessments are effective to meet the programme objectives. The programmes have also met the local legal requirement.

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 <http://www.hkqf.gov.hk>.

5.3 Qualifications Register

- 5.3.1 Qualifications accredited by HKCAAVQ are eligible for entry into the Qualifications Register ("QR") at <http://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: 100/40/04

5 August 2022

JoH/AnC/VT/vt/sp

**School for Higher and Professional Education, Vocational Training Council and
University of Lincoln**

**Learning Programme Accreditation for
(i) BSc (Hons) Health and Exercise Science
(ii) BSc (Hons) Pharmaceutical Science**

25 - 27 May 2022

Panel Membership

Panel Chair

Professor FUEHRER Bernhard

Emeritus Professor of Sinology
Department of East Asian Languages and
Cultures of the 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

BSc (Hons) Health and Exercise Science

Dr CHUNG Ming Yan Louisa

Assistant Professor
Department of Health and Physical
Education
The Education University of Hong Kong
HONG KONG

Professor HASSAN David William

Associate Dean (Global Engagement)
Faculty of Life and Health Sciences
Ulster University
UNITED KINGDOM

Dr LI Chung JP

Adjunct Professor
Department of Health and Physical
Education
The Education University of Hong Kong
HONG KONG

Dr WONG Wing Sum

Executive Director
Physical Fitness Association of Hong
Kong, China
HONG KONG

Panel Members

BSc (Hons) Pharmaceutical Science

Dr CHEUNG Hor Wan Annemarie

School Principal
School of Nursing
Caritas Medical Centre
Hospital Authority
HONG KONG

Professor CHUNG Pui Hong

Clinical Associate Professor of Practice
Division of Community Medicine and Public
Health Practice, School of Public Health
The University of Hong Kong
HONG KONG

Professor DAVEY Andrew Keith

Director International (Health)
Griffith Health Group
Griffith University
AUSTRALIA

Professor Albert LEE

Clinical Professor of Public Health and
Primary Care
The Chinese University of Hong Kong
HONG KONG

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

