



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

CONFIDENTIAL

ACCREDITATION REPORT

TUNG WAH COLLEGE

**LEARNING PROGRAMME RE-ACCREDITATION
BACHELOR OF HEALTH SCIENCE (HONOURS)
IN NURSING**

APRIL 2023

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1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA848), 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 Tung Wah College (the Operator) to conduct a learning programme re-accreditation with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the Bachelor of Health Science (Honours) in Nursing of Tung Wah College meets the stated objectives and QF standards and can continue to be offered as an accredited programme; and
- (b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that, subject to the fulfilment of the restriction set out below, the Bachelor of Health Science (Honours) in Nursing (BHSc(N)) Programme meets the stated objectives and QF standard at Level 5 and can continue to be offered as an accredited programme with a validity period of seven 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 Operator	Tung Wah College 東華學院
Name of Award Granting Body	Tung Wah College 東華學院
Title of Learning Programme	Bachelor of Health Science (Honours) in Nursing 護理學(榮譽)健康科學學士
Title of Qualification [Exit Award]	Bachelor of Health Science (Honours) in Nursing 護理學(榮譽)健康科學學士
Primary Area of Study and Training	Medicine, Dentistry and Health Sciences
Sub-area (Primary Area of Study and Training)	Nursing
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
QF Level	Level 5
QF Credits	804
Mode of Delivery and Programme Length	Full-time, 5 years
Intermediate Exit Award	Not applicable
Start Date of Validity Period	1 September 2023
End Date of Validity Period	31 August 2030
Number of Enrolment	One enrolment per year

Maximum Number of New Students	400 per year for Year 1 Entry 130 per year for Year 3 Entry
Specification of Competency Standards-based Programme	☐ Yes ☒ No
Address of Teaching Venue	(1) King's Park Campus 31 Wylie Road, Homantin, Kowloon (2) Mongkok Campus 90A & 98, Shantung Street, Mongkok, Kowloon (3) Kwai Hing Campus 16/F, Tower 2, Kowloon Commerce Centre, Kwai Hing, Kowloon

2.4 Restriction

- 2.4.1 The Operator should ensure the maintenance of the professional recognition of the Bachelor of Health Science (Honours) in Nursing programme by the Nursing Council of Hong Kong (NCHK) throughout the validity period. In particular, before enrolling students beyond the originally approved maximum student numbers, approval from NCHK on the increased maximum student numbers should be obtained.

For the fulfilment of the restriction, the Operator should report to HKCAAVQ on or before 1 August 2023, providing evidence of NCHK's approval on the increased maximum student numbers, or confirming that the maximum student numbers remain as the original approval numbers of 350 for Year 1 entry, and 100 for Year 3 entry. (Para 4.2.4)

2.5 Recommendations

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

- 2.6 The Panel **recommended** that the Programme should continue securing sufficient places for the clinical practicums for students, and should try to arrange and sign the agreements/MOU with a longer

term/period of collaboration wherever possible, given the proposed increase of student intake. (Para 4.6.2)

- 2.7 The Panel **recommended** that the College should review and align the wording and presentation regarding the information on the minimum percentage of course similarity for credit transfer in different documentations such as Student Handbook and Quality Assurance Manual to encompass the significance of both 70% and 80% rules and to avoid ambiguity. (Para 4.7.3)

2.8 **Advices**

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

- 2.8.1 The Panel **advised** the College to ensure the consistency of the understanding of the terms and concepts such as equity, cultural diversity, ethnic minority, LGBT group, and poverty. (Para 4.4.8)
- 2.8.2 Given the proposed increase in student number, the Panel **advised** the College to continue to monitor the use and adequacy of the facilities for the Programme, such as library resources, laboratory facilities, Virtual Reality laboratory, simulation facilities, by various means such as feedback and surveys collected from students and graduates. (Para 4.6.4)
- 2.8.3 Regarding informal learning facilities, the Panel **advised** the College to make the informal learning facilities such as group discussion rooms and library rooms more accessible for group activities, to provide more space for students' interaction, group projects, peer support, etc. (Para 4.6.4)
- 2.8.4 Given the proposed increase of the number of student intake per year, the Panel **advised** the Programme to continue to monitor the arrangement of the teaching venue between classes so that the venue will continue to be scheduled to minimise the movement of students and staff. (Para 4.6.6)
- 2.9 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.

3. INTRODUCTION

- 3.1 The Operator was incorporated in 2010 as a wholly-owned subsidiary of the Tung Wah Group of Hospitals and operates independently as a self-financing institution. The Operator underwent an Institutional Review (IR) by HKCAAVQ in October 2010 and was subsequently granted registration status by the Government of Hong Kong Special Administrative Region for the provision of post-secondary education under the Post-Secondary Colleges Ordinance (Cap. 320). The Operator currently operates bachelor's degree and sub-degree programmes in various disciplines through four Schools: School of Arts and Humanities, School of Management, School of Medical and Health Sciences, and School of Nursing.
- 3.2 The BHSc(N) Programme has been accredited in 2016 by HKCAAVQ, with a validity period of five years from 1 September 2017 to 31 August 2022.
- 3.3 The Operator commissioned HKCAAVQ to conduct a Learning Programme Re-accreditation exercise for the BHSc(N) programme. HKCAAVQ formed an expert Panel for this exercise (Panel Membership in Appendix 1). The site visit of the exercise was conducted via video-conference from 12 to 13 January 2023 to reduce social contact due to the coronavirus outbreak. HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework* was the guiding document for the Operator and the Panel in conducting this exercise.
- 3.4 In consideration of the Operator's track records established from previous accreditation exercises, information on the following aspects of the Programme was not required in accordance with HKCAAVQ's Differentiation Approach.

Domain of Competence	Information Not Required
Programme Leadership and Staffing	Information on <u>staff development plan</u> is not required.
Learning, Teaching and Enabling Resources/Services	Information on <u>financial resources</u> 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 hosted by the School of Nursing of the College. The Programme aims to educate and cultivate students to become Registered Nurses by integrating the concept of giving restorative health, nurturing health and preventative health along the dependence continuum with activities of living as the philosophy. The Panel noted that the graduates of this programme are eligible to apply for registration as Registered Nurses and the programme is recognised by the Nursing Council of Hong Kong. A relevant restriction is therefore stipulated at Para. 4.2.4.
- 4.1.2 The Panel noted that the Programme Objectives (POs) and Programme Intended Learning Outcomes (PILOs) remain unchanged after this re-accreditation exercise. The POs and PILOs of the Programme are as follows:

Programme Objectives (POs)

PO (a)	To develop student's competence in health promotion, maintenance and restoration, and prevention of illness through the delivery of primary, secondary and tertiary healthcare in hospital and community settings;
PO (b)	To equip students with problem solving and clinical reasoning

	skills;
PO (c)	To equip students with effective communication skills for the delivery of individualised care as well as for facilitation of teamwork;
PO (d)	To provide students with experiential learning opportunities to facilitate integration of theory and practice in their chosen profession; and
PO (e)	To nurture students' all-roundness by expanding students' understanding and appreciation of other cultures and environments.

Programme Intended Learning Outcomes (PILOs)

Upon completion of the Programme, students should be able to:

PILO 1	Demonstrate empathy and compassion in the provision of competent and safe nursing care through assessment, planning, implementation and evaluation for people of all ages and in diverse healthcare settings;
PILO 2	Promote, support and advocate lifestyle choices that enhance health and well-being of individuals and society in partnership with other healthcare providers, family and the community in changing environment;
PILO 3	Establish collaborative and therapeutic relationships with individuals, families and members of other disciplines to provide quality nursing care;
PILO 4	Demonstrate the use of critical and creative thinking and analytical skills in clinical decision making;
PILO 5	Uphold the ethical, legal and professional standards of nursing profession;
PILO 6	Apply basic knowledge and skills in utilizing, integrating and evaluating research findings in nursing practice;
PILO 7	Demonstrate beginning managerial and leadership skills in the provision of quality nursing care;
PILO 8	Safeguard nursing as a profession and maintain his or her status as a professional registered nurse;
PILO 9	Develop social awareness and understanding of the community value of non-profit organizations in terms of their missions, culture, and overall impact and significance to the society; and
PILO 10	Foster their own professional and personal development.

4.1.3 To demonstrate that the graduates have effectively achieved the POs and PILOs of the Programme and that the Programme continues to

meet the QF standard at Level 5, the Operator provided the following information to the Panel for review:

- (a) Mapping of the POs against the PILOs;
- (b) *Courses Outlines* of all courses, with information on course description, Course Intended Learning Outcomes (CILOs), course content, pedagogical and assessment methods, and texts and references;
- (c) Mapping of each course's CILOs against the PILOs and the Generic Level Descriptors (GLDs) at QF Level 4 and Level 5;
- (d) Samples of marked student assessments of six courses, covering high, medium and low performance, with associated marking schemes and assessment rubrics;
- (e) Reports of the External Examiners; and
- (f) Graduate Survey Reports from 2017 to 2021.

4.1.4 The College provided to the Panel the summary information on the employment of graduates from 2017 to 2021, as well as the information on the graduates' profile of the Programme (as in Appendix 2), including the education and employment pathways of the graduates.

4.1.5 In consideration of the above information, the Panel formed the view that the Programme has achieved the POs and PILOs as a whole and has met the QF standard at Level 5, and the Programme is in general fit for purpose in the local context.

4.2 **Learner Admission and Selection**

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

4.2.1 The minimum admission requirements of the Programme are outlined below.

- (a) For Year 1 entry, applicants should meet one of the following requirements:

- (i) Have obtained Level 3 for Chinese Language and English Language and Level 2 for Mathematics and Liberal Studies plus one Elective under Category A at Level 2 (“3322+2”) in HKDSE; OR
 - (ii) Have passed in AS Use of English and AS Chinese Language & Culture plus one AL subject/two AS subjects in HKALE and have passed five subjects in HKCEE including Chinese Language, English Language and one science subject (Biology/ Human Biology / Chemistry / Mathematics / Physics) with at least Grade C in any one of them; OR
 - (iii) Have passed in AS Use of English and AS Chinese Language & Culture plus one AL subject/two AS subjects in HKALE and have obtained Level 2 for Chinese Language and English Language, passed one science subject (Biology / Human Biology / Chemistry / Mathematics / Physics) and two other subjects in HKCEE, with at least Grade C in any one of them (or Level 3 for Chinese Language/English Language); OR
 - (iv) Have equivalent qualifications.
- (b) For Year 3 Entry, applicants should meet one of the following requirements:
- (i) Have completed an Associate Degree programme (AD) or Higher Diploma programme (HD) of the relevant subject / discipline; OR
 - (ii) Have obtained equivalent qualifications.

4.2.2 The Panel noted that the BHSc(N) Programme Leader (PL) is responsible for monitoring the admission process and ensuring that all applicants undergo the same screening process including group interviews by the interview panel formed by two teaching staff of the School of Nursing. The applicants’ aptitude and suitability for the Programme are assessed on the basis of the applicant’s academic performance, general subject knowledge, awareness of self, problem solving skills, and fluency in spoken English and Cantonese, with the use of a standard grading system on the interview assessment form.

4.2.3 The Panel noted that the maximum annual intake of first-year students of the programme was increased from 225 to 350 in the 2019/20

academic year, upon receiving approval by the HKCAAVQ on 26 April 2019, after considering information including but not limited to the number of student intake, the number of practicum supervisors, and the number of places the practicum providers are to offer and the nature of their service.

- 4.2.4 The College provided to the Panel with the yearly student intake of the Programme from 2017/18 to 2021/22, and proposed the maximum number of new students per year as 400 new students for Year 1 entry and 130 for Year 3 entry. The Panel considered the proposed maximum number of new students appropriate. The Panel noted that the programme is recognised by the Nursing Council of Hong Kong (NCHK) and the maximum student numbers per year have to be approved by NCHK. A restriction is therefore stipulated as below:

Restriction

The Operator should ensure the maintenance of the professional recognition of the Bachelor of Health Science (Honours) in Nursing programme by the Nursing Council of Hong Kong (NCHK) throughout the validity period. In particular, before enrolling students beyond the originally approved maximum student numbers, approval from NCHK on the increased maximum student numbers should also be obtained.

For the fulfilment of the restriction, the Operator should report to HKCAAVQ on or before 1 August 2023, providing evidence of NCHK's approval on the increased maximum student numbers, or confirming that the maximum student numbers remain as the original approval numbers of 350 for Year 1 entry, and 100 for Year 3 entry.

- 4.2.5 In line with HKCAAVQ's policy on the yearly quota of non-standard admission for its accredited programmes, the maximum number of non-standard admission (including mature students) for degree programmes should be capped, on a programme basis, at a maximum of 5% 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.
- 4.2.6 Notwithstanding the restriction above, the Panel formed the view that the minimum admission requirements have been in general effective for recruiting students with the necessary skills and knowledge to undertake the BHSc(N) Programme.

4.3 Programme Structure and Content

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

4.3.1 The BHSc(N) Programme is a five-year full-time degree programme. The Programme consists of 151 TWC credits and comprises 38 discipline courses including a capstone project and nursing practicum, six language courses, and six general education courses.

4.3.2 The Panel noted that the curriculum of the Programme was proposed to change, including the programme structure, credit distribution, course title and content, course re-categorisation, and arrangement of clinical practicums and practice-related courses, for the purpose of continuous improvement. After reviewing the information provided by the College such as (a) to (d) below, the Panel considered the changes appropriate.

- (a) Current and proposed Programme Structures;
- (b) Alignment of Programme Curriculum with syllabus details of NCHK;
- (c) Tables showing the arrangement of clinical practicums and courses have been re-organized; and
- (d) The substantial changes and justifications in courses.

4.3.3 The distribution of categories of courses of the Programme and TWC credits are tabulated below.

Courses by Category

<u>Category</u>	<u>Number of Courses</u>	<u>Percentage (%)</u>	<u>TWC Credits</u>	<u>Percentage (%)</u>
Discipline	38	76%	115	76%
Language	6	12%	18	12%
General Education (GE)	6	12%	18	12%
Total	50	100%	151	100%

Courses by Year

	<u>Number of Discipline Courses</u>	<u>Number of Language Courses</u>	<u>Number of GE Courses</u>	<u>Total</u>
Year 1	7	3	2	12
Year 2	12	1	0	13
Year 3	6	2	1	9
Year 4	9	0	2	11
Year 5	4	0	1	5
Total	38	6	6	50

- 4.3.4 The Panel noted that all courses of the Programme are interlinked to enable the learning of both generic and nursing knowledge. The arrangement of courses throughout the five years is set with the continuum from basic to advanced nursing knowledge and skills in order to enable students to integrate knowledge and skills from course to course. For instance, in the first year of the study, students are equipped with some fundamental knowledge and skills in nursing in the courses Concepts of Health (NUR1011) and Fundamentals of Nursing I (NUR1101). When the study progresses, students start studying courses related to general nursing and specialty nursing care which are closely related to clinical practicum in Year 3 and Year 4.
- 4.3.5 Clinical practicums are a major component of the Programme. This comprises three courses, namely Nursing Practicum I, Nursing Practicum II, and Nursing Practicum III. Students' nursing skills are progressed from simple to complex during the three blocks of clinical practicums. For Nursing Practicum I (NUR2051), students are placed in sub-acute or acute setting in hospital such as Medical and Surgical departments with first-level care to practise skills under the supervision of the College academic staff. For Nursing Practicum II (NUR3022) and Nursing Practicum III (NUR3023), students are placed in acute and subacute setting of various departments and community departments under the supervision of Honorary Clinical Instructors (HCIs) who are registered nurses in hospitals / practicum sites. The Panel noted that students are required to complete 1,400 clinical hours in the practicums in the Programme.

- 4.3.6 The graduation requirements of the Programme remain unchanged as follows:
- (a) Have completed the minimum required credit units as prescribed for the programme with a graduation Grade Point Average (gGPA) of at least 2.0;
 - (b) Have achieved grade point of 1.0 or above in all courses in the programme;
 - (c) Have satisfied the requirements of the practicums/graduation project;
 - (d) Have completed the Community Service Programme;
 - (e) Have completed the Work-integrated Learning Programme; and
 - (f) Have attained a valid score of 6.0 in IELTS Academic, or equivalent.
- 4.3.7 In light of the above information, and notwithstanding the advice given, the Panel considered that the content and structure of the Programme are appropriate and enable progression, and the Programme is pitched at QF level 5.

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 A variety of teaching and learning activities are employed in delivering the courses of the Programme. These include lecture, seminar, tutorial, and laboratory. English is the medium of instruction of the Programme. The Panel was also provided with the information on the maximum and planned class sizes below.

	Class size (Maximum number of students per class)
Lecture:	100-280 students
Seminar	50 students
Tutorial:	25 students
Laboratory:	12-23 students

4.4.2 The College informed the Panel that the Programme adopts elements/strategies such as problem-based learning in the series of Fundamentals of Nursing (NUR1012 and NUR1013) and Care of People with Non-Communicable Diseases (I) to (IV) (NUR3111, NUR3112, NUR3113 and NUR3114), in which students collaboratively participate in discussing practical examples and their learning experiences in solving problems, and students work in small groups sharing their knowledge, identifying problems associated with the scenarios given and use the problems to drive their learning process.

4.4.3 In the accreditation documents and Response to Panel's Initial Comments, the College provided the Panel with samples of teaching and learning materials, assessment tasks (including formative and summative assessments) and associated assessment criteria / rubrics, of the following courses:

- (a) Fundamentals of Nursing I (NUR1012)
- (b) Maternal and Infant Care (NUR2029)
- (c) Primary Care and Community Nursing (NUR2026)
- (d) Care of People with Non-Communicable Diseases (I) (NUR3111)
- (e) Capstone Project (NUR4002)
- (f) Trauma and Disaster Nursing (NUR4005)

4.4.4 In terms of assessment, a range of methods has been adopted in the Programme, including attendance and participation in class written work, research reports, tests, examinations, reflective journals, case studies, presentations, portfolios, evaluation reports, etc. The comments of the External Examiners on courses indicated that the assessment and the marking were appropriate. Having reviewed the assessment schemes, and samples of marked student assessments covering the high, medium and low performance of the courses listed below, along with the associated assessment papers, marking schemes and assessment rubrics, the Panel formed the view that the assessments have been able to assess students' achievement of the intended learning outcomes and the standard at QF Level 5.

- (a) Fundamentals of Nursing I (NUR1012)
- (b) Maternal and Infant Care (NUR2029)

- (c) Primary Care and Community Nursing (NUR2026)
- (d) Care of People with Non-Communicable Diseases (I) (NUR3111)
- (e) Capstone Project (NUR4002)
- (f) Trauma and Disaster Nursing (NUR4005)

4.4.5 There are four components of assessments in the practicums, including clinical practice evaluation, reflective journal, nursing care plan, and skill assessments as below. The Panel noted that peer evaluation is used to ensure the fairness of all group work assessments, allowing students to rate their peers individually in terms of participation in group discussion, the contribution of ideas/planning, quality of tasks completed and overall attitude.

Assessment Components in Various Clinical Practicums

Assessment Components	Tools/means of assessment	Schedule in Practicum	Responsible Assessor
Clinical Practicum Evaluation (Assessment of Professional Nursing Competencies)*	Clinical Practicum Evaluation Report (CPER)/ Clinical Learning Records (CLRs)	All Nursing Practicums	College academic staff/HCIs
Reflective Journal	Assessment rubric for Reflective Journal	All Nursing Practicums	College academic staff
Skill Assessments (AT/AOM)#*	CPER /Continuous Clinical Assessment	Nursing Practicum II & Nursing Practicum III	HCIs
Nursing Care Plan (Assessment of Professional Nursing Competencies)*	Assessment form for Nursing Care Plan	Nursing Practicum III	College academic staff

Remark:

#AT stands for Aseptic Technique and AOM stands for Administration of Medications

** These are assessments stipulated by the Nursing Council of Hong Kong in order to be eligible for the registration application.*

- 4.4.6 Regarding teaching and learning in clinical practicum, the Panel noted that HCIs are clinical mentors and assessors who provide direct supervision to the students on-site, and the College's Resource Persons act as a communication channel between the clinical practice and the College. They provide support and monitor the learning progress of the students. The Panel also noted from the discussion in the site visit meetings that if there are discrepancies between the Resource Persons and the HCIs on the students' performance, such cases will be referred to the Clinical Learning and Teaching Review Group (CLTRG) for deliberation, followed by the Programme Management Group (PMG) and the School Board, for discussion and approval.
- 4.4.7 The Panel noted that pre-clinical workshops are provided to students before practicums. During the site visit meetings, the Panel learnt from the College that the workshops help prepare students for the practicum and clinical skills, and the Programme uses VR software and Virtual Hospital to help orientate the students to the clinical setting.
- 4.4.8 From the Response to Initial Comments and discussion with representatives of teaching staff and students during the site visit, the Panel observed that the process for the students to learn cultural competence and diversity is provided in part through, for example, working with people with an ethnic minority group and people with Autistic Spectrum Disorder, and they expressed different interpretations of the meaning of these terms and concepts such as equity, cultural diversity, ethnic minority, LGBT group, poverty. The Panel **advised** the College to ensure the consistency of the understanding of the terms and concepts such as equity, cultural diversity, ethnic minority, LGBT group, and poverty.
- 4.4.9 Notwithstanding the above advice, the Panel considered that the learning, teaching and assessment activities of the Programme have been effective 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 Programme Leader who has both academic and administrative roles in the Programme plays an important role in monitoring and reviewing the implementation of the Programme for the purpose of maintaining the standard of the Programme and continuous improvement through a continuous process of review. The Panel noted that the College is committed to maintaining the maximum Staff-to-Student Ratio (SSR) at 1:25, clinical teaching SSR at 1:8, and the clinical mentoring SSR at 1:3.
- 4.5.2 The Panel was provided with the following information on the expertise and professional development activities of the academic/teaching staff of the Programme.
 - (a) Appointment Criteria of academic staff;
 - (b) Profiles of academic staff;
 - (c) Staffing Plan for the next five academic years;
 - (d) Maximum teaching hours per week;
 - (e) Workload Allocation Framework for academic staff; and
 - (f) Supports for new academic staff and HCIs.
- 4.5.3 The College provided the Panel with information on the numbers and profiles of the full-time and part-time academic staff of the Programme from 2017/18 to 2021/22, as well as the staffing plan for the Programme for the coming five years. The Panel reviewed the profiles of the management staff and teaching staff of the Programme and considered that they have relevant qualifications and experience to manage and teach the Programme.
- 4.5.4 In terms of staff development, the College provided to the Panel summary information on staff development activities, external funding, research projects and publications, covering from 2017/18 to 2021/22 of the validity period.
- 4.5.5 In consideration of the above information and the discussion with relevant stakeholders, the Panel formed the view that the Programme leadership and staffing are appropriate in general, and the staff have appropriate qualifications and experience necessary for effective management and delivery of the Programme.

4.6 Learning, Teaching and Enabling Resources/Services

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

- 4.6.1 The College provided to the Panel the information on its learning, teaching and enabling resources relevant to the delivery of the Programme, besides the general teaching and learning facilities, including classrooms, lecture theatres, simulation training rooms in the nursing laboratory, as well as specialised facilities and equipment for the Programme, together with the relevant quantities, utilisation rates and capacities. The College provided the Panel with a virtual tour of the programme-specific teaching and learning facilities, as well as summary information on library holdings, e-databases, e-journals, and other e-resources relevant to the Programme.
- 4.6.2 Regarding clinical practicums for students, the College provided the Panel with information on the practicum partners and their numbers of practicum places for the Programme in the past validity period and the coming cohorts. The Panel observed that extra practicum opportunities had been planned particularly in the community and nursing homes and private hospitals, and that the College had signed Agreements and Memoranda of Agreement/Understanding (MOA/MOU) with some practicum partners and some MOA/MOU were still in progress. The Panel also observed that some terms of agreements/collaboration were only for a short period of time (e.g. nine months, one year). The Panel **recommended** that the Programme should continue securing sufficient places for the clinical practicums for students, and should try to arrange and sign the agreements/MOU with a longer term/period of collaboration wherever possible, given the proposed increase of student intake.
- 4.6.3 The Panel observed from the Response to Initial Comments and during the site visit meeting with the representatives of the Programme management staff, students, and graduates that there are some strategies being implemented to ensure adequate learning facilities for the proposed increase in the number of students. The Panel learnt about additional classrooms and laboratory resources at the College's campuses, as exemplified below:
- (a) Six new classrooms are expected to be set up at the King's Park Campus by August 2023. The College's Facilities Management

Office (FMO) had also approached the property agencies to explore the possibility of renting additional premises for the setting up of a new campus.

- (b) The Panel was provided with the utilisation rates and Resources Plan for classrooms, lecture theatres and hall (Academic Year 2021/22), and the projected utilisation rates of the Nursing Laboratories from 2022/23 to 2027/28 which reflected that there was still room for accommodating additional student numbers.

- 4.6.4 Given the proposed increase in student number, the Panel **advised** the College to continue to monitor the use and adequacy of the facilities for the Programme, such as library resources, laboratory facilities, Virtual Reality laboratory, simulation facilities, by various means such as feedback and surveys collected from students and graduates. Regarding informal learning facilities, the Panel **advised** the College to make the informal learning facilities such as group discussion rooms and library rooms more accessible for group activities, to provide more space for students' interaction, group projects, peer support, etc.
- 4.6.5 The Panel observed from the Response to the Panel's Initial Comments and meeting with the representatives of teaching staff and Student Affairs Office (SAO) that each student is assigned a Student Academic Advisor (SAA) and students would have group or individual meetings with the SAA. The Panel noted that the maximum SAA to student ratio is set as 1:30 to ensure that the students are provided with enough support individually and in a small group.
- 4.6.6 The Panel learned from the Response to the Panel's Initial Comments and in the meetings with the representatives of teaching staff, students and graduates that students do not need to transit to different campuses between classes as the venue of the classroom is assigned based on the cluster of cohort and programme. Given the proposed increase in the number of student intake per year, the Panel **advised** the Programme to continue to monitor the arrangement of the teaching venue between classes so that the venue will continue to be scheduled to minimise the movement of students and staff.
- 4.6.7 Notwithstanding the above advice and recommendation, the Panel considered that the College has provided appropriate and sufficient learning, teaching and enabling resources 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 College provided to the Panel with the following information to demonstrate that the Programme is monitored and reviewed on an on-going basis:

- (a) Meeting minutes/extracts of records of the relevant boards and committees showing the discussion and decisions made in relation to the programme management and review between 2016/17 and 2021/22;
- (b) Reports made by the relevant committees and group between 2016/17 and 2021/22;
- (c) Summative Course and Teaching Evaluation Reports between 2016/17 and 2021/22;
- (d) Expertise of the External Examiners (EE) engaged between 2017/18 and 2020/21;
- (e) EE reports between 2016/17 and 2021/22;
- (f) Clinical Practicum Evaluation Reports;
- (g) Extract of minutes of Student-Staff Consultative Committee with student feedback, Graduate Survey Report 2017 to 2021, and the corresponding follow-up actions planned/taken;
- (h) Internal Validation Panel (IVP) Report, and the corresponding follow-up actions taken/planned;
- (i) Quality Assurance Manual; and
- (j) Annual Programme Review Report (APRR) between 2017/18 and 2020/21.

4.7.2 The Panel observed that the College has its QA framework at the College and School levels, and has been responding to feedback from different stakeholders. Feedback from key stakeholders including students, graduates, teaching staff, and employers has been collected

through various channels. For example, students' evaluation, and feedback on courses and teaching are collected through the Course and Teaching Evaluation (CTE) questionnaire and student representatives. Feedback from staff, students and external stakeholders such as External Examiners, advisors and alumni is collected in an Annual Programme Review Report (APRR) each year. External Examiners' comments are provided in External Examiners' Reports, and comments and recommendations from External Advisors from the academia and the industry sector are documented in the APRR, and will be followed up by the Programme Leader. During the site visit meeting with the external stakeholders of the Programme, the Panel learnt about the Programme team's engagement with, for example, the External Examiners, members of the Programme Advisory Committee and External Advisor and their dedication to the Programme.

4.7.3 It was noted that the College requires 'at least 70% similarity' in learning outcomes and contents for consideration of course exemption/credit transfer while it was also noted from the *Student Handbook* that "[t]he College reserves the right to disapprove credit transfer for courses which are not deemed to be equivalent to the College courses (less than 80% in similarity) and for courses with grades below the equivalence of grade C in the College grading system". Both documents mention credit transfer in different contexts, focusing mainly on the minimum 70% similarity of two courses. The Panel **recommended** that the College should review and align the wording and presentation regarding the information on the minimum percentage of course similarity for credit transfer in different documentation such as the Student Handbook and Quality Assurance Manual to encompass the significance of both the 70% and 80% rules on similarity mapping so as to avoid ambiguity.

4.7.4 Notwithstanding the above recommendation, the Panel formed the view that the College in general has an effective quality assurance system in place for monitoring and reviewing 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 (<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 <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 recognized under the QF.

Ref: 104/13/02

27 April 2023

JoH/AnC/ViC/vic/as

Tung Wah College
Learning Programme Re-accreditation for
Bachelor of Health Science (Honours) in Nursing
12 – 13 January 2023

Panel Membership

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Emeritus Professor
School of Nursing and Midwifery
University of Sheffield
UNITED KINGDOM

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Registrar
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CANADA

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

Appendix 2

Graduate Profile of Bachelor of Health Science (Honours) in Nursing

Qualification Title	Bachelor of Health Science (Honours) in Nursing 護理學(榮譽)健康科學學士												
Qualification Type	Bachelor Degree												
QF Level	Level 5												
Primary Area of Study and Training	Medicine, Dentistry and Health Sciences												
Sub-area (Primary Area of Study and Training)	Nursing												
Other Area of Study and Training	Not applicable												
Sub-area (Other Area of Study and Training)	Not applicable												
Programme Objectives	<table><tr><td>PO (a)</td><td>To develop student's competence in health promotion, maintenance and restoration, and prevention of illness through the delivery of primary, secondary and tertiary healthcare in hospital and community settings;</td></tr><tr><td>PO (b)</td><td>To equip students with problem solving and clinical reasoning skills;</td></tr><tr><td>PO (c)</td><td>To equip students with effective communication skills for the delivery of individualised care as well as for facilitation of teamwork;</td></tr><tr><td>PO (d)</td><td>To provide students with experiential learning opportunities to facilitate integration of theory and practice in their chosen profession; and</td></tr><tr><td>PO (e)</td><td>To nurture students' all-roundness by expanding students' understanding and appreciation of other cultures and environments.</td></tr></table>			PO (a)	To develop student's competence in health promotion, maintenance and restoration, and prevention of illness through the delivery of primary, secondary and tertiary healthcare in hospital and community settings;	PO (b)	To equip students with problem solving and clinical reasoning skills;	PO (c)	To equip students with effective communication skills for the delivery of individualised care as well as for facilitation of teamwork;	PO (d)	To provide students with experiential learning opportunities to facilitate integration of theory and practice in their chosen profession; and	PO (e)	To nurture students' all-roundness by expanding students' understanding and appreciation of other cultures and environments.
PO (a)	To develop student's competence in health promotion, maintenance and restoration, and prevention of illness through the delivery of primary, secondary and tertiary healthcare in hospital and community settings;												
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PO (c)	To equip students with effective communication skills for the delivery of individualised care as well as for facilitation of teamwork;												
PO (d)	To provide students with experiential learning opportunities to facilitate integration of theory and practice in their chosen profession; and												
PO (e)	To nurture students' all-roundness by expanding students' understanding and appreciation of other cultures and environments.												
Programme Intended Learning Outcomes	<table><tr><td>PILO 1</td><td>Demonstrate empathy and compassion in the provision of competent and safe nursing care through assessment, planning, implementation and evaluation for people of all ages and in diverse healthcare settings;</td></tr><tr><td>PILO 2</td><td>Promote, support and advocate lifestyle choices that enhance health and well-being of individuals and society in partnership with</td></tr></table>			PILO 1	Demonstrate empathy and compassion in the provision of competent and safe nursing care through assessment, planning, implementation and evaluation for people of all ages and in diverse healthcare settings;	PILO 2	Promote, support and advocate lifestyle choices that enhance health and well-being of individuals and society in partnership with						
PILO 1	Demonstrate empathy and compassion in the provision of competent and safe nursing care through assessment, planning, implementation and evaluation for people of all ages and in diverse healthcare settings;												
PILO 2	Promote, support and advocate lifestyle choices that enhance health and well-being of individuals and society in partnership with												

		other healthcare providers, family and the community in changing environment;
	PILO 3	Establish collaborative and therapeutic relationships with individuals, families and members of other disciplines to provide quality nursing care;
	PILO 4	Demonstrate the use of critical and creative thinking and analytical skills in clinical decision making;
	PILO 5	Uphold the ethical, legal and professional standards of nursing profession;
	PILO 6	Apply basic knowledge and skills in utilizing, integrating and evaluating research findings in nursing practice;
	PILO 7	Demonstrate beginning managerial and leadership skills in the provision of quality nursing care;
	PILO 8	Safeguard nursing as a profession and maintain his or her status as a professional registered nurse;
	PILO 9	Develop social awareness and understanding of the community value of non-profit organizations in terms of their missions, culture, and overall impact and significance to the society; and
	PILO 10	Foster their own professional and personal development.
Education Pathways	Graduates who wish to have career advancement as advanced practice nurses, nurse consultants, nurse managers, academic faculty members, researchers and etc., may pursue postgraduate studies in various areas such as master or doctoral degree in education, nursing, public health, social science, health service management and etc.	
Employment Pathways	Graduates from the programme are eligible to apply for registration as a Registered Nurse with the Nursing Council of Hong Kong. Graduates can start their careers in health and social care areas, including hospital and community settings. In the hospital, they can work in acute and non-acute units such as the emergency department, operating room, paediatrics, medical and surgical units. In the community setting, they can contribute to residential care services such as care for the elderly, and care for the disabled. They can also work at family and child clinics, out-patient departments, ambulatory day-care centres, etc.	

Minimum Admission Requirements	For Year 1 entry, applicants should meet one of the following requirements: 1. Have obtained Level 3 for Chinese Language and English Language and Level 2 for Mathematics and Liberal Studies plus one Elective under Category A at Level 2 ("3322+2") in HKDSE; OR 2. Have passes in AS Use of English and AS Chinese Language & Culture plus one AL subject/two AS subjects in HKALE and have passed five subjects in HKCEE including Chinese Language, English Language and one science subject (Biology/Human Biology/Chemistry/Mathematics/Physics) with at least Grade C in any one of them; OR 3. Have passes in AS Use of English and AS Chinese Language & Culture plus one AL subject/two AS subjects in HKALE and have obtained Level 2 for Chinese Language and English Language, passed one science subject (Biology/Human Biology/Chemistry/Mathematics/Physics) and two other subjects in HKCEE, with at least Grade C in any one of the them (or Level 3 for Chinese Language/English Language); OR 4. Have equivalent qualifications. For Senior Year entry, applicants should meet one of the following requirements: 1. Have completed an Associate Degree programme (AD) or Higher Diploma programme (HD) of the relevant subject / discipline; OR 2. Have obtained equivalent qualifications
Operator	Tung Wah College

