



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

ACCREDITATION REPORT

**HONG KONG NANG YAN COLLEGE
OF HIGHER EDUCATION**

LEARNING PROGRAMME RE-ACCREDITATION

BACHELOR OF SOCIAL WORK (HONOURS)

MARCH 2023

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Appendix 1 HKCAAVQ Panel Membership

Appendix 2 Graduate Profile of Bachelor of Social Work (Honours)

1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA844), 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 Hong Kong Nang Yan College of Higher Education (the Operator/College) to conduct Learning Programme Re-accreditation exercise with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the Bachelor of Social Work (Honours) of the Operator meets the stated objectives and Hong Kong Qualifications Framework (QF) standard 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 conditions and compliance with the restriction set out below, the Bachelor of Social Work (Honours) (the Programme/BSW) of the Operator 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 five years.

2.2 Validity Period

2.2.1 The validity period will, provided the Operator fulfills the pre-condition to the commencement of validity period set out in para. 2.4.1, commence on the date specified below. Operator may apply to HKCAAVQ to vary the commencement date of the validity period. Application will be considered on a case-by-case basis.

2.2.2 The maintenance of the accreditation status within the specified validity period is subject to the fulfilment of the requirement and compliance with the restriction set out in para. 2.4.2 and para. 2.5.1 respectively by the specified deadlines.

23 The determinations on the BSW programme are specified as follows:

Name of Operator(s)	Hong Kong Nang Yan College of Higher Education 香港能仁專上學院
Name of Award Granting Body	Hong Kong Nang Yan College of Higher Education 香港能仁專上學院
Title of Learning Programme	Bachelor of Social Work (Honours) Programme 社會工作(榮譽)學士學位課程
Title of Qualification (Exit Award)	Bachelor of Social Work (Honours) 社會工作(榮譽)學士
Primary Area of Study and Training	Social Sciences
Sub-area (Primary Area of Study and Training)	Social Services
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
Industry	Not applicable
Branch	Not applicable
QF Level	Level 5
QF Credits	Year-1 Entry: 646.5 Year-3 Entry: 363
Mode(s) of Delivery and Programme Length	Year-1 Entry: Full-time, 4 years Year-3 Entry: Full-time, 2 years
Intermediate Exit Award	Not applicable
Start Date of Validity Period	1 September 2023
End Date of Validity Period	31 August 2028
Number of Enrolment(s)	One enrolment per year
Maximum Number of New Students	Year-1 Entry: 45 full-time students per year Year-3 Entry: 15 full-time students per year

Specification of Competency Standards-based Programme	☐ Yes ☒ No
Specification of Generic (Foundation) Competence-based Programme	☐ Yes ☒ No
Vocational Qualifications Pathway Programme	☐ Yes ☒ No
Other Specific Condition(s) of Approval	Not applicable
Notes to be indicated on the QR	Not applicable
Address of Teaching Venue	1. 325-329 Lai Chi Kok Road, Shamshuipo, Kowloon, HONG KONG 2. 176-178 Yee Kuk Street, Shamshuipo, Kowloon, HONG KONG

24 Conditions

Pre-condition

- 2.4.1 The Programme Team is required to prepare the assessment rubrics of all Specialist Study modules and enhance the current rubrics, to ensure alignment with the claimed QF standards, course outlines and intended learning outcomes. (para. 4.4.6b)

The Operator is to submit evidence to HKCAAVQ for the fulfilment of the above pre-condition **on or before 30 June 2023**.

Requirement

- 2.4.2 The College is required to recruit sufficient and qualified teaching staff, with the increased proportion of full-time to part-time staff, for admitting senior entry students to Year 3 starting AY2023/24. (para. 4.5.4b)

The Operator is to submit evidence to HKCAAVQ for the fulfilment of the above requirement **on or before 31 December 2023**.

25 Restriction

- 2.5.1 The Programme is required to maintain qualification recognition from the Social Workers Registration Board throughout the validity period. (para. 4.1.5f)

The Operator is to submit evidence to HKCAAVQ for the compliance with the above restriction **on or before 31 July 2024.**

26 Recommendations

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

- 2.6.1 The Operator should review the course outlines regularly to strengthen the critical aspects of course contents, with key terminologies and references/resources being modernised, to enable students to become critical thinkers. (para. 4.3.10)
- 2.6.2 The Operator should conduct a mapping of all assessment components against PILOs to ensure (i) that overall assessment provides an appropriate evidence base for the attainment of the stated PILOs, (ii) that the mix of assessment types is appropriate and (iii) that students are not over-assessed. (para. 4.4.6a)
- 2.6.3 The Operator should arrange induction workshops for new full-time teaching staff and all part-time teaching staff to familiarise them with the programme objectives, intended learning outcomes, curriculum, required standards of assessment and to enable the sharing of good practices for teaching. (para. 4.5.4a)
- 2.6.4 The Operator should strengthen the library provision substantially, including acquiring more electronic learning resources and updated editions of textbooks, to align with the process of modernising the curriculum. (para. 4.6.2)
- 2.6.5 The Operator should enhance the programme review and quality assurance processes to ensure a meaningful translation of theory into practice and continuous improvement of the Programme. (para. 4.7.2)

27 Advice

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

- 2.7.1 The Operator is advised to monitor and compare the performance of the senior entry students with that of the progressing students to ensure the entry standards are commensurate with the requirements of students' capability in the studies and to provide timely support to the students in need. (para. 4.2.4)
- 2.7.2 The Operator is advised to enhance the fieldwork placement with a view to expanding the scope and types of the placement opportunities for enriching students' learning experience. (para. 4.3.11)
- 2.7.3 The Operator is advised to continue to review the delivery mode of the Programme to provide sufficient support to students attending evening classes and to avoid overloading the teaching staff. (para. 4.4.3b)
- 2.7.4 The Operator is advised to incorporate more formative assessments and to provide more comprehensive and timely feedback to students for improving the attainment of intended learning outcomes. (para. 4.4.6c)
- 2.7.5 The Operator is advised to provide more support to students on English language proficiency. (para. 4.6.3)

- 28 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 College was established by the Hong Kong Buddhist Sangha Association (HKBSA) and was registered under the Companies Ordinance (Cap. 32) as a non-profit making company limited by guarantee in April 2012. The College went through a HKCAAVQ Institutional Review (IR) at QF Level 5 in March 2013 and was registered as a post-secondary college in April 2014 under the Post Secondary Colleges Ordinance (Cap. 320) to offer programmes at Bachelor's degree level at QF Level 5.
- 3.2 The Bachelor of Social Work (Honours) (BSW) was first accredited by HKCAAVQ in October 2016 for a validity period of five years. In August 2022, the Operator commissioned HKCAAVQ to conduct a Learning Programme Re-accreditation (re-LPA) for the BSW programme. HKCAAVQ formed an expert Panel (the Panel) for this re-LPA exercise (Panel Membership in **Appendix 1**). In view of the outbreak of the Coronavirus Disease 2019 (COVID-19), a site visit was conducted by the Panel via video-conference to reduce social contact from 5 to 6 January 2023. 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 accreditation 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 QF standards, for all exit qualifications from the programme.

- 4.1.1 The Programme aims to prepare the graduates for professional and ethical generalist practice with an emphasis on entry-level social workers who can work across various levels to meet the basic needs of people, with particular attention to those who are vulnerable,

oppressed and living in poverty. The Programme was recognised by the Social Workers Registration Board (SWRB) in 2017 via Qualification Recognition Review (QRR) and the graduates were eligible for registration as Registered Social Workers. The second QRR was conducted in November 2020 and three additional years of recognition were granted by the SWRB: from AY2021/22 to 2023/24. Details of education and employment pathways are documented in the Graduate Profile in **Appendix 2**.

Programme Objectives

4.1.2 The Programme Objectives (POs) are to enable students to:

- PO1 Develop independent learning skills for life;
- PO2 Think analytically, creatively and critically, solve problems and make ethical decisions;
- PO3 Communicate effectively in English in international settings and in English and Chinese (exempting non-Chinese-speaking students) in bi-literate and trilingual settings;
- PO4 Work independently and in a team, employing effective social and interpersonal skills;
- PO5 Become increasingly aware of local, national, global, social, economic, cultural and governmental issues;
- PO6 Use information technology effectively for communication, learning and professional purposes;
- PO7 Provide students with a sound foundation of knowledge in social work, related disciplines and theories of social work intervention;
- PO8 Equip students to apply their specialist knowledge in a range of social welfare settings, particularly in the context of community-based engagement;
- PO9 Help students develop the professional qualities and values possessed by effective social workers; and
- PO10 Cultivate among students an appreciation of the importance of lifelong learning so that they are able to contribute to the continuous development of the social work profession.

Programme Intended Learning Outcomes (PILOs)

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

PILO1 Plan and conduct investigations into problems and issues, critically analysing and evaluating the relevant information found, and sharing or presenting the findings to an audience;

PILO2 Show critical thinking and/or creativity in solving familiar and unfamiliar problems, formulating evidence-based responses, meeting any specified standard required;

PILO3 Demonstrate the ability to read and listen to extended information, organise the information provided coherently, and convey the ideas, which may be complex, in speaking and writing effectively;

PILO4 Demonstrate the ability to discuss and work with others in a group, create opportunities for others to contribute, and accept responsibility and accountability for the outcomes of the group;

PILO5 Demonstrate in discussion and in writing a good understanding of social, economic, cultural and governmental organisations and issues in local, national, international and global contexts;

PILO6 Use information technology and applications effectively for learning, problem-solving and creative activity, and to support effective communication;

PILO7 Demonstrate a clear understanding of a broad range of social science theories dealing with the biological, psychological, social, cultural, and environmental phenomena that impact social work practice;

PILO8 Integrate and apply knowledge and skills for effective social work intervention, particularly in the context of community-based engagement;

PILO9 Demonstrate values and attitudes which align with the value base of the social work profession and its ethical standards and principles; and

PILO10 Show the potential to become life-long learners who through professional self-development are able to contribute throughout their careers to improve the effectiveness of the social work profession as a whole.

4.1.4 The Operator provided the following information to demonstrate how the Programme meets the QF standard at Level 5:

- (a) Mappings showing the contributions of the PILOs to the POs;
- (b) Mappings showing the alignment between PILOs and Generic Level Descriptors (GLDs) of the QF at Level 5;
- (c) Mappings showing the contributions of modules to the PILOs and GLDs of QF Level 5;
- (d) Final Report of the 2020 Qualification Recognition Review (QRR) by the Social Workers Registration Board (SWRB); and
- (e) Graduate Employment Survey Report (2022) showing the assessment of graduates' performance and employers' feedback on important attributes.

4.1.5 Based on the accreditation documents, written response to the Panel's initial comments with further clarifications, and discussion with the Senior Management and Programme Team, the Panel had the following observations and comments:

- (a) The Programme has clear objectives with intentions to meet the needs of an underprivileged population and to integrate Buddhist philosophy and community-based social work practice into the curriculum. The Panel noted that the emphasis on Buddhist values has been enhanced since the establishment of the Nang Yan Buddhist Society in October 2022.
- (b) The PILOs have reflected the stated POs and the modules (or courses) of the Programme are appropriately structured to meet the PILOs. However, the Panel is of the view that the focus on community-based framework and associated experiential learning could be better reflected in the POs and PILOs which are fairly generic.
- (c) Regarding the mapping of modules against PILOs, the Panel noted that some Specialist Study (SS) modules are not mapped to PILO 3 on communication skills. However, the majority of SS modules do contain group projects with group presentations. The Programme Team responded that the

mapping will be reviewed and discussed in the upcoming Programme Committee Meeting. Upon consultation with the Programme Advisors and External Examiners, the refined mapping will be endorsed by the Faculty Board and the Academic Board before submission to the HKCAAVQ for approval.

- (d) The Graduate Employment Survey Report (2022) indicated that graduates were most satisfied with professional subject knowledge, work attitude and work-related attributes. The employers shared similar views regarding the strengths of the graduates except that their competencies in Putonghua, spoken English, numerical and computer literacy, and international perspectives should be enhanced.
- (e) Representatives of employers whom the Panel met during the site visit also gave positive ratings to the graduates employed and commended that the graduates were self-initiated and could apply knowledge learnt to their own work.
- (f) The Final Report of the 2021 Qualification Recognition Review (QRR) by the Social Workers Registration Board (SWRB) had extended qualification recognition of the BSW programme for a period of three academic years (from 2021/22 to 2023/24) and also endorsed qualification recognition for the admission of 15 senior entry students to Year 3 of the Programme (from 2021/22 to 2023/24). In view that such qualification recognition is essential for graduates to become Registered Social Workers (RSWs), the Panel stipulated the following restriction:

Restriction

The Programme is required to maintain qualification recognition from the Social Workers Registration Board through the validity period.

- 4.1.6 Notwithstanding the restriction above, the Panel had the view that the Programme meets the needs of the industry and, based on the learning outcomes as seen from the documents provided such as the samples of marked assessments (para. 4.4.5c), the POs and PILOs have been aptly set for QF Level 5.

42 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 Panel noted that the minimum admission requirements of the Programme are as follows:

Year 1 entrants (general)

- Obtained Level 3 in Chinese Language and English Language; Level 2 in Mathematics, Liberal Studies and in one Elective subject or one Applied Learning subject in the Hong Kong Diploma of Secondary Education Examination (HKDSE) (33222); or
- Obtained passes in Chinese Language and Culture and Use of English, and one additional Advanced Level (AL) subject or two Advanced Supplementary Level (ASL) subjects in the Hong Kong Advanced Level Examination (HKALE) and obtained 5 passes in the Hong Kong Certificate of Education Examination (HKCEE), including English Language and Chinese Language; or
- Obtained International Baccalaureate (IB) with minimum of 28 points with a Grade 4 or above in English Standard Level of Syllabus (A1, A2 or B); or
- Successfully completed the first year of Associate Degree or Higher Diploma with cumulative Grade Point Average (GPA) of at least 2.5 out of 4.0; or
- Mature applicants aged 21 or above on 1 September of the year when admission is sought, with relevant working experience and academic background; or
- Obtained an equivalent qualification.

Year 1 entrants (for sub-degree holders)*

- Obtained an Associate Degree or Higher Diploma qualification in any discipline with a cumulative GPA of at least 2.0 and with a GPA of at least 2.0 in Chinese and English subjects.

** (Year 1 entrants holding sub-degree qualifications are eligible to apply for credit transfer and credit exemption for up to 9 subjects, which is equivalent to 23% of the core component of the Programme.)*

Year 3 entrants

- Possessing an Associate Degree or Higher Diploma in social work programme recognised by the Social Workers Registration Board (SWRB) with a cumulative GPA of at least 2.5 out of 4.0; and
- Successfully pass in the interview.

4.2.2 The Panel noted that all applicants are required to attend an admission interview which is conducted by two interviewers. Applicants who do not meet the English and/or Chinese language requirement are required to take the College's admission test and attain a level equivalent to HKDSE Level 3. The English test is benchmarked against IELTS 5.5 which is equivalent to HKDSE Level 3 while the Chinese test is designed based on HKDSE Level 3. Mature aged students have to attain a pass in both the English and Chinese admission tests. Applicants with 'other equivalent qualifications' are individually considered by the Academic Regulations Committee which also decides on applicants possessing qualifications marginally below the standard entry requirements.

4.2.3 The Panel reviewed the profile of the students admitted to the Programme during the validity period and noted that 97% possessed sub-degree qualifications or above, with 3% graduates of HKDSE. In line with HKCAAVQ's policy on the yearly quota of non-standard admission for its accredited programmes, the Operator confirmed that the Programme will adhere to the policy that the maximum number of non-standard admission, i.e. admitted applicants not meeting the stipulated minimum admission requirements (including mature aged students), should be capped, on a programme basis, at a maximum of 5% of the actual number of new students of the year.

4.2.4 For the maximum number of new students, the Operator proposed to recruit a maximum of 45 full-time students per year for Year 1 entry and 15 full-time students per year for senior entry to Year 3 from AY2023/24 to 2027/28, with one enrolment per year. After reviewing the admission statistics and discussion with the Programme Team and management staff of the College, the Panel considered that the maximum numbers are appropriate. Since the admission of senior entrants to Year 3 will be inaugurated in 2023/24 and it is unclear whether the performance of these students will match that of the progressing students, the Operator is **advised** to monitor and compare the performance of the senior entry students with that of the progressing students to ensure the entry standards are

commensurate with the requirements of students' capability in the studies and to provide timely support to the students in need.

- 4.2.5 Having reviewed the above information and the performance of the students as illustrated from the graduation statistics and distribution of award classifications (para 4.4.5g), the Panel considered that the student selection process and the admission requirements can ensure that students enrolled in the Programme have the knowledge and skills to undertake the learning activities of the Programme.

4.3 Programme Structure and Content

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

- 4.3.1 The BSW programme is delivered in full-time mode, for eight semesters in four years for Year-1 entry and for four semesters in two years for Year-3 entry. The Programme consists of two components: General Education (GE) and Specialist Study (SS).
- 4.3.2 The GE component consists of core and elective modules across five study areas, namely: (i) Personal Development Studies; (ii) Language and Interpersonal Relations/Studies; (iii) Social, Economics, Cultural and Governmental Studies; (iv) Global Studies; and (v) Numeracy, Scientific, Environmental and Technological Studies. Each GE module carries 13.5 QF credits, making up 135 notional learning hours (with 45 contact hours and 90 self-study hours).
- 4.3.3 The SS component also consists of core and elective modules across six study areas, namely: (i) Social Welfare Systems and Social Services (SWSSS); (ii) Human Development and Social Environment (HDSE); (iii) Social Work Theories and Practice (SWTP); (iv) Social Science Core; (v) Social Work Core Electives; and (vi) Fieldwork Practicum. Each SS module carries 13.5 QF credits in the main (with 45 contact hours and 90 self-study hours), except for the *Social Work Honours Project* module which carries 27 QF credits (with 90 contact hours and 180 self-study hours) and the *Fieldwork Placement I* and *Fieldwork Placement II* modules (each carries 60 QF credits, with 400 contact hours and 200 self-study hours). For both Year 1 and Year 3 entries, the *Fieldwork Placement I* module is delivered in a summer term at the end of Year 3 while the

Social Work Honours Project and Fieldwork Placement II modules are delivered across the two semesters of Year 4.

- 4.3.4 For Year 1 entry, the Programme consists of 646.5 QF credits, of which 216 QF credits (33.4%) are for GE and 430.5 QF credits (66.6%) for SS, with a ratio of contact hours to self-study hours being 1:1.53.
- 4.3.5 For Year 3 entry, the Programme consists of 363 QF credits, of which 54 QF credits (14.9%) are for GE and 309 QF credits (85.1%) for SS, with a ratio of contact hours to self-study hours being 1:1.25.
- 4.3.6 The credit allocation of the GE and SS modules in the Programme, for Year 1 and Year 3 entries, is summarised below:

For Year 1 Entry		QF Credits (No. of Modules)				Total No. of Modules	Total QF Credits
		Year 1	Year 2	Year 3	Year 4		
GE	GE Core	67.5 (5)	81 (6)	-	-	11	148.5
	GE Elective	13.5 (1)	-	27 (2)	27 (2)	5	67.5
SS	SWSSS	27 (2)	13.5 (1)	-	-	3	40.5
	HDSE	27 (2)	13.5 (1)	-	-	3	40.5
	SWTP	-	27 (2)	67.5 (5)	40.5 (2)	9	135
	Social Science Core	27 (2)	27 (2)	-	-	4	54
	Social Work Core Elective	-	-	13.5 (1)	27 (2)	3	40.5
	Fieldwork Placement	-	-	60 (1)	60 (1)	2	120
Total		162 (12)	162 (12)	168 (9)	154.5 (7)	40	646.5

HDSE - Human Development and Social Environment

SWSSS - Social Welfare System and Social Services

SWTP - Social Work Theory and Practice

For Year 3 Entry		QF Credits (No. of Modules)				Total No. of Modules	Total QF Credits
		-	-	Year 3	Year 4		
GE	GE Core	-	-	-	-	-	-
	GE Elective	-	-	27 (2)	27 (2)	4	54
SS	SWSSS	-	-	13.5 (1)	-	1	13.5
	HDSE	-	-	-	-	-	-
	SWTP	-	-	81 (6)	40.5 (2)	8	121.5

For Year 3 Entry	QF Credits (No. of Modules)				Total No. of Modules	Total QF Credits
	-	-	Year 3	Year 4		
Social Science Core	-	-	13.5 (1)		1	13.5
Social Work Core Elective	-	-	13.5 (1)	27 (2)	3	40.5
Fieldwork Placement	-	-	60 (1)	60 (1)	2	120
Total	-	-	208.5 (12)	154.5 (7)	19	363

HDSE - Human Development and Social Environment

SWSSS - Social Welfare System and Social Services

SWTP - Social Work Theory and Practice

4.3.7 The Panel noted that the graduation requirement is to complete and obtain 646.5 QF credits for Year 1 entry and 363 QF credits for Year 3 entry as laid down in the programme curriculum.

4.3.8 The College provided the following information to illustrate the structure and content of the Programme:

- (a) Programme structure cum study plan;
- (b) Course (i.e. Module) Outlines of all General Education (GE) and Specialist Study (SS) modules, which include summary information such as module intended learning outcomes (MILOs), content, learning and teaching methods, contact hours, self-directed learning hours, and assessment methods, etc; and
- (c) Course Evaluation Reports from AY2018/19 to 2021/22.

4.3.9 The Panel noted the following proposed changes at module level:

- For Year 1, the *Quantitative Reasoning* GE core module will be changed to a GE elective module (due to the overlapping of contents with the *Social Research Methods* SS core module).
- For Year 2, the *Social Research Methods* SS core methods will be upgraded to QF Level 5 (with enhancement on regression analysis).
- For Year 3, the *Income Maintenance and Poverty Alleviation* SWTP core module will be changed to a Social Work Core Elective A module (due to the overlapping of contents with the *Social Welfare System and Social Policy* SWSSS core module).

- For Year 4, the *Social Work Honours Project* SWTP core module will be changed from 13.5 QF Credits to 27 QF Credits and be delivered across two semesters (so that students can have more time for data collection and report writing).

4.3.10 The Panel reviewed the course outlines and discussed the changes with the Programme Team, students and graduates, as well as the External Examiner and Programme Advisor, and shared the view that the proposed changes are appropriate as they are enhancements to the Programme. However, the Panel also noted that some course contents cover mainly the foundation theories and concepts while the key terminologies and references are outdated. In this connection, the Panel **recommended** that the Operator should review the course outlines regularly to strengthen the critical aspects of course contents, with key terminologies and references/resources being modernised, to enable students to become critical thinkers.

4.3.11 The Panel is of the view that the curriculum of the Programme in general provided reasonable breadth and depth to enable students to attain the intended learning outcomes. In particular, the two *Fieldwork Placement* modules aim to prepare students to develop competent practice skills, a solid understanding of key concepts, and committed values for employment as professional social workers in social welfare and human service settings. But the Panel noted that the fieldwork arrangement for the first two cohorts was mainly confined to agencies providing elderly and youth services. The students could not gain sufficient practicum on aspects such as addictive behaviours, mental health, online gambling and family problems, etc. To better prepare the students to become professional social workers in different settings, the Operator is **advised** to enhance the fieldwork placement with a view to expanding the scope and types of the placement opportunities for enriching students' learning experience.

4.3.12 Notwithstanding the recommendation and advice above, the Panel had the view that the structure and content of the Programme can enable students to achieve the stated learning outcomes and required standard.

44 Learning, Teaching and Assessment

The learning, teaching and assessment activities designed for the learning programme must be effective in delivering the programme content and assessing the attainment of the intended learning outcomes.

- 4.4.1 The Programme is delivered to students in full-time mode, with English as the medium of instruction (MOI), supplemented by Chinese/Cantonese for the *Fieldwork Placement* modules. The Programme employs a range of teaching and learning activities, such as lectures, seminars, tutorials, skills training workshops, field visits, projects and fieldwork placements. The maximum number of students involved in various modes of teaching is: 48 (for lecture), 25 (for seminar), 15 (for tutorial) and 24 (for lab/practical session), with an 80% attendance requirement. As required by SWRB, small tutorial class teaching is in place for at least one-third of the contact hours of SS modules.
- 4.4.2 The Panel reviewed the following information on the teaching and learning of the Programme:
- (a) Course Outlines of all GE and SS modules;
 - (b) Fieldwork Placement Manual;
 - (c) Student Course Evaluation Results; and
 - (d) Samples of teaching and learning materials used in lectures and tutorials for the following SS modules in AY2019/20, 2020/21 and 2021/22:
 - Social Research Methods;
 - Social Work Honours Project;
 - Working with Communities;
 - Inequalities & Disadvantaged Groups in a Culturally Diverse Society;
- 4.4.3 Having reviewed the above information and upon discussing with relevant stakeholders, the Panel had the following observations and comments:
- (a) Comments of the students and graduates on learning and teaching are positive. In particular, they appreciated the teaching staff for their support and guidance throughout the period of their studies;

- (b) The Panel noted that some modules are offered in both day teaching group and evening teaching group to accommodate students' work or other commitments at day time. Although the students and graduates highly valued this flexibility and the teaching staff showed great passion to offer support to students, both academically and personally, the Operator is **advised** to continue to review the delivery mode of the Programme to provide sufficient support to students attending evening classes and to avoid overloading the teaching staff; and
 - (c) In addition to the formal curriculum of the Programme, Year 4 students are required to attend 100 hours of fieldwork pre-placement preparation (FPP) workshop as required by SWRB. Although the FPP workshop is non-credit bearing, most of the students were self-motivated to participate in the FPP activities.
- 4.4.4 In terms of student assessments, a range of assessment methods, including tutorial exercise, individual assignment/paper, case study, group project and presentation, book/journal review, reflective journal/review, field visit report, project proposal and report, and examination are used to assess students' attainment of the intended learning outcomes.
- 4.4.5 The Panel reviewed the following in relation to student assessments:
- (a) College's assessment policy;
 - (b) Student Evaluation of Assessment and Examination;
 - (c) Samples of marked assessment scripts with associated briefs and assessment criteria for the following SS modules in AY2019/20, 2020/21 and 2021/22:
 - Social Research Methods;
 - Social Work Honours Project;
 - Working with Communities;
 - Inequalities & Disadvantaged Groups in a Culturally Diverse Society;
 - (d) External Examiners (EE) reports;
 - (e) Module grade distribution for student cohorts 1 to 4; and
 - (f) Distribution of Award Classifications for student cohort 1.

4.4.6 Having reviewed the above information and upon discussing with relevant stakeholders, the Panel had the following observations and comments:

- (a) Individual assessment tasks were properly designed with clear assessment weightings and the sample assessments demonstrated students' attainment of learning outcomes pitched at the appropriate QF Level. For group assignments and group reports, the individual contribution had been reflected in the work distribution form. However, the Panel noted that there were in general three to four assessment components for each module and there are 10 PILOs for the Programme. Hence, it is difficult to determine whether the combination of assessment components is the right mix and whether some PILOs are over-assessed or vice versa. The student and graduate representatives also expressed that their study load was very heavy. The Panel **recommended** that the Operator should conduct a mapping of all assessment components against PILOs to ensure (i) that overall assessment provides an appropriate evidence base for the attainment of the stated PILOs, (ii) that the mix of assessment types is appropriate and (iii) that students are not over-assessed.;
- (b) The College had set out its assessment policy in the Quality Assurance and Enhancement (QAE) Handbook with assessment templates included in the Guide for Assessment Rubrics. However, the Panel noted that only half of the assessment rubrics were available. Out of the examples provided in the sample assessments, there was no evidence showing the assessment of students' ability on evaluation and critical analysis. Without the assessment rubrics, in particular for the Specialist Study (SS) modules, it is very difficult to conclude whether all the intended learning outcomes had been met. In this connection, the Panel stipulated the following pre-condition:

Pre-condition

The Programme Team is required to prepare the assessment rubrics of all Specialist Study modules and enhance the current rubrics, to ensure alignment with the claimed QF standards, course outlines and intended learning outcomes;

- (c) The Panel noted that summative assessment was the main assessment adoption for the Programme. Since students and graduates expressed that they would like to obtain feedback from teaching staff more promptly and formative assessment would be useful to ensure that students can receive comprehensive and timely feedback to enhance learning, the Operator is **advised** to incorporate more formative assessments and to provide more comprehensive and timely feedback to students for improving the attainment of intended learning outcomes;
- (d) The Panel noted that the moderation policy of assessments was set out in the College's QAE Handbook, including internal moderation and external moderation procedures although the documentation of the evidence for internal moderation could be enhanced; and
- (e) The graduation statistics of the first cohort indicated a completion rate of 76% and the distribution of award classifications showed that 26% of graduates were awarded first-class honours and 74% were awarded second-class honours (with 58% attaining second upper), which was encouraging. The module grade distribution of the four cohorts from Year 1 to Year 4 also indicated that students' performance was on the high side.

4.4.7 Notwithstanding the pre-condition, recommendation and advice above, the Panel considered that the learning, teaching and assessment activities of the Programme are generally effective in delivering the programme content and assessing students' attainment of the intended learning outcomes and the required standard at QF Level 5.

45 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 College adopts full-time equivalent (FTE) in the calculation of staff ratios. The teaching staff to student ratio (SSR) for the Programme is 1:15 (which is a requirement by SWRB). In terms of actual headcount, there are currently five full-time staff and eight part-time staff for the Programme.
- 4.5.2 The minimum appointment criteria for teaching staff for the Programme are unchanged since the last accreditation. All teaching staff of SS modules related to social work practice and fieldwork practicum must be qualified registered social workers, with a recognised degree in social work and a higher degree in social work / social sciences / education, and at least five years of post-degree relevant practice experience.
- 4.5.3 The Panel reviewed the following information:
- (a) Staff profiles and curriculum vitae of full-time and part-time teaching staff;
 - (b) Staffing plan from AY2023/24 to 2027/28; and
 - (c) Staff recruitment plan.
- 4.5.4 Based on the above information, the Panel made the following observations and comments:
- (a) The Panel noted that all new teaching staff were expected to attend a staff induction session to ensure the teaching staff have sufficient knowledge and understanding of the Programme. However, the Panel noted that some teaching staff had not attended any induction session since joining the College. In this connection, the Panel **recommended** that the Operator should arrange induction workshops for new full-time teaching staff and all part-time teaching staff to familiarise them with the programme objectives, intended learning outcomes, curriculum, required standards of assessment and to enable the sharing of good practices for teaching; and
 - (b) The Panel noted that the current teaching staff contains only five full-time (FT) members, while six to eight FT teaching staff is included in the staffing plan. Based on the SWRB's QRR in 2020, the optimal number of FT teaching staff was six and a higher proportion of FT staff was preferred. In addition, there was high staff turnover since the last accreditation, which was also a concern of the Internal Validation Panel. As the first cohort of senior entry students to Year 3 will commence in AY2023/24, the College must recruit more qualified teaching

staff to conduct the learning, teaching and assessment activities. The Panel stipulated the following requirement:

Requirement

The College is required to recruit sufficient and qualified teaching staff, with the increased proportion of full-time to part-time staff, for admitting senior entry students to Year 3 starting AY2023/24;

- 4.5.5 In terms of staff development, the Panel noted that the Staff Development Committee was formed in September 2022 and the annual budget for staff development fund is HKD870,000 in 2022/23. Staff members are eligible to apply for academic and professional conference grants, with HKD10,00 being the funding limit per person per annum. However, there is no complete documentation of the actual staff development activities and the evaluation of such.
- 4.5.6 Notwithstanding the requirement and recommendation above, the Panel was of the view that the programme leadership and staffing are in general adequate and appropriate for the effective management and delivery of the Programme.

46 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 On financial resources, the College relies on student tuition fees as its major source of income. The Panel was provided with the actual financial situation (from 2020/21 to 2022/23) and the financial projection (from 2023/24 to 2027/28) for the Programme, financial sensitivity analysis at different levels of projected student enrolment and a contingency plan in case the Programme cannot reach the break-even student number. The Panel formed the view that the Programme is financially healthy. Senior management of the College also assured the Panel that the financial viability of the Programme will be continuously reviewed.
- 4.6.2 The Programme is delivered in the two buildings of the campus in Shamshuipo, with a total usable floor area of 3,210m² and the College is not required to pay rent for the teaching venue. Regarding

the library resources, the Panel was provided with summary information of library holdings, subscriptions and planned acquisitions relevant to the Programme including journal subscriptions and electronic databases. The Panel noted that there are around 1,300 titles of printed books on social work and related disciplines. The Library Materials Projection Plan indicated that the volume of printed books and e-books remains unchanged and there is no acquisition of e-database or e-journal. With the projected increased number of students and the expected increase in teaching staff, the current library provision would not be adequate. In this connection, the Panel **recommended** that the Operator should strengthen the library provision substantially, including acquiring more electronic learning resources and updated editions of textbooks, to align with the process of modernising the curriculum.

4.6.3 Based on the Graduate Performance Survey, the Panel noted that only 56% and 52% of students were satisfied with their ability in written English and spoken English respectively. In addition, one EE also mentioned that the English language proficiency of students needed to be enhanced. To this end, the Operator is **advised** to provide more support to students on English language proficiency.

4.6.4 Notwithstanding the recommendation and advice above, the Panel considered that the learning, teaching and enabling resources/services are in the main appropriate to support the delivery of the Programme.

4.7 Programme Approval, Review and Quality Assurance

The Operator must monitor and review the development and performance of the learning programme on an on-going basis to ensure that the programme remains current and valid and that the learning outcomes, learning and teaching activities and learner assessments are effective to meet the programme objectives.

4.7.1 The Operator provided to the Panel with the following information and documents regarding the QA system to monitor and review the development and performance of the Programme:

- (a) College's Quality Assurance and Enhancement (QAE) Handbook
- (b) Extracts of minutes of relevant boards and committees;
- (c) EE Reports;
- (d) Report of QRR SWRB 2021 and College's response;

- (e) Internal Validation Report 2022 and College's response;
- (f) Student Evaluation of Programme;
- (g) Graduate Employment Survey;
- (h) Course Evaluation Reports; and
- (i) Annual Programme Reports.

4.7.2 Based on the documents reviewed and discussed with the internal and external stakeholders, the Panel noted that the Programme has set various channels to collect feedback from students, graduates, teaching staff, External Examiners, Programme Advisors, and employers for the improvement of the Programme. However, the Panel noted that the Programme had undergone changes (refer to para. 4.3.9) of which the discussions and deliberations were not detailed in the Academic Board and Programme Advisory meetings. Since there are other upcoming changes such as refined mapping of modules against PILOs, adding new SS core module(s) and further rationalisation of SS modules, the Panel **recommended** that the Operator should enhance the programme review and quality assurance processes to ensure a meaningful translation of theory into practice and continuous improvement of the Programme.

4.7.3 Notwithstanding the recommendation above, the Panel concluded that a quality assurance system is in place to monitor and review the development and performance of the Programme on an on-going basis.

5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT

5.1 Variation and withdrawal of this Accreditation Report

5.1.1 This Accreditation Report is issued pursuant to section 5 of the AAVQO, and contains HKCAAVQ's substantive determination regarding the accreditation, including the validity period as well as any conditions and restrictions subject to which the determination is to have effect.

5.1.2 HKCAAVQ may subsequently decide to vary or withdraw this Accreditation Report if it is satisfied that any of the grounds set out in section 5 (2) of the AAVQO apply. This includes where HKCAAVQ is satisfied that the Operator is no longer competent to achieve the relevant objectives and/or the Programme no longer meets the standard to achieve the relevant objectives as claimed by the

Operator (whether by reference to the Operator's failure to fulfil any conditions and/or comply with any restrictions stipulated in this Accreditation Report or otherwise) or where at any time during the validity period there has/have been substantial change(s) introduced by the Operator after HKCAAVQ has issued the accreditation report(s) to the Operator and which has/have not been approved by HKCAAVQ. Please refer to the '*Guidance Notes on Substantial Change to Accreditation Status*' in seeking approval for proposed changes. These Guidance Notes can be downloaded from the HKCAAVQ website.

- 5.1.3 If HKCAAVQ decides to vary or withdraw this Accreditation Report, it will give the Operator notice of such variation or withdrawal pursuant to section 5(4) of the AAVQO.
- 5.1.4 The accreditation status of Operator and/or Programme will lapse immediately upon the expiry of the validity period or upon the issuance of a notice of withdrawal of this Accreditation Report.

52 Appeals

- 5.2.1 If the Operator is aggrieved by the determination made in this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of this Accreditation Report.
- 5.2.2 If the Operator is aggrieved by a decision to vary or withdraw this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of the Notice of Withdrawal.
- 5.2.3 The Operator should be aware that a notice of variation or withdrawal of this Accreditation Report is not itself an accreditation report and the right to appeal against HKCAAVQ's substantive determination regarding accreditation arises only from this Accreditation Report.
- 5.2.4 Please refer to Cap. 592A (<https://www.elegislation.gov.hk>) for the appeal rules. Details of the appeal procedure are contained in section 13 of the AAVQO and can be accessed from the QF website at <https://www.hkqr.gov.hk>.

53 Qualifications Register

- 5.3.1 Qualifications accredited by HKCAAVQ are eligible for entry into the Qualifications Register ("QR") at <https://www.hkqr.gov.hk> for recognition under the QF. The Operator should apply separately to have their quality-assured qualifications entered into the QR.
- 5.3.2 Only learners who commence the study of the named accredited learning programme during the validity period and who have graduated with the named qualification listed in the QR will be considered to have acquired a qualification recognised under the QF.

Ref: 71/14/02
16 March 2023
JoH/AC/FW/sp

Hong Kong Nang Yan College of Higher Education

**Learning Programme Re-accreditation for
Bachelor of Social Work (Honours)**

5 - 6 January 2023

Panel Membership

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Faculty of Business, Economics and Law
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* The Panel Secretary is also a member of the Accreditation Panel.

**Graduate Profile of
Bachelor of Social Work (Honours)**

Qualification Title	Bachelor of Social Work (Honours) 社會工作(榮譽)學士
Qualification Type	Bachelor's Degree
QF Level	Level 5
Primary Area of Study and Training	Social Sciences
Sub-area (Primary Area of Study and Training)	Social Services
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
Programme Objectives	The Programme aims to enable students to: 1. Develop independent learning skills for life; 2. Think analytically, creatively and critically, solve problems and make ethical decisions; 3. Communicate effectively in English in international settings and in English and Chinese (exempting non-Chinese-speaking students) in bi-literate and trilingual settings; 4. Work independently and in a team, employing effective social and interpersonal skills; 5. Become increasingly aware of local, national, global, social, economic, cultural and governmental issues; 6. Use information technology effectively for communication, learning and professional purposes; 7. Provide students with a sound foundation of knowledge in social work, related disciplines and theories of social work intervention; 8. Equip students to apply their specialist knowledge in a range of social welfare settings, particularly in the context of community-based engagement; 9. Help students develop the professional qualities and

	values possessed by effective social workers; and 10. Cultivate among students an appreciation of the importance of lifelong learning so that they are able to contribute to the continuous development of the social work profession.
Programme Intended Learning Outcomes	Upon completion of the Programme, students should be able to: 1. Plan and conduct investigations into problems and issues, critically analysing and evaluating the relevant information found, and sharing or presenting the findings to an audience; 2. Show critical thinking and/or creativity in solving familiar and unfamiliar problems, formulating evidence-based responses, meeting any specified standard required; 3. Demonstrate the ability to read and listen to extended information, organise the information provided coherently, and convey the ideas, which may be complex, in speaking and writing effectively; 4. Demonstrate the ability to discuss and work with others in a group, create opportunities for others to contribute, and accept responsibility and accountability for the outcomes of the group; 5. Demonstrate in discussion and in writing a good understanding of social, economic, cultural and governmental organisations and issues in local, national, international and global contexts; 6. Use information technology and applications effectively for learning, problem-solving and creative activity, and to support effective communication; 7. Demonstrate a clear understanding of a broad range of social science theories dealing with the biological, psychological, social, cultural, and environmental phenomena that impact social work practice; 8. Integrate and apply knowledge and skills for effective social work intervention, particularly in the context of community-based engagement; 9. Demonstrate values and attitudes which align with the value base of the social work profession and its ethical standards and principles; and 10. Show the potential to become life-long learners who through professional self-development are able to contribute throughout their careers to improve the effectiveness of the social work profession as a whole.
Education Pathways	Graduates of the Programme may pursue further studies in postgraduate programmes in Hong Kong, Mainland China and

	overseas, e.g. Master in Social Science in Development Studies, Sociology, Political Science, Social Work, Social Welfare and Counselling; and Master of Philosophy / Doctor of Philosophy programmes in Development Studies, Sociology, Political Science, Social Work and Social Welfare.
Employment Pathways	Graduates may take up positions such as: 1. Professional Social Worker 2. Assistant Programme/Project/Education Officer 3. Assistant Training/Development/Employment Officer 4. Assistant Fund-raising Officer, Public Liaison Officer 5. Community Organiser 6. Teaching Assistant / Instructor 7. Administrative Officer / Administrative Assistant 8. Officer of District Council Members / Legislative Councillors 9. Assistant Social Work Officer (ASWO) in Social Welfare Department 10. ASWO in NGOs (Registered Social Worker at degree registration)
Minimum Admission Requirements	<u>Year 1 entrants (general):</u> • Obtained Level 3 in Chinese Language and English Language; Level 2 in Mathematics, Liberal Studies and in one Elective subject or one Applied Learning subject in the Hong Kong Diploma of Secondary Education Examination (HKDSE) (33222); or • Obtained passes in Chinese Language and Culture and Use of English, and one additional Advanced Level (AL) subject or two Advanced Supplementary Level (ASL) subjects in the Hong Kong Advanced Level Examination (HKALE) and obtained 5 passes in the Hong Kong Certificate of Education Examination (HKCEE), including English Language and Chinese Language; or • Obtained International Baccalaureate (IB) with minimum of 28 points with a Grade 4 or above in English Standard Level of Syllabus (A1, A2 or B); or • Successfully completed the first year of Associate Degree or Higher Diploma with cumulative Grade Point Average (GPA) of at least 2.5 out of 4.0; or • Mature applicants aged 21 or above on 1 September of the year when admission is sought, with relevant working experience and academic background; or • Obtained an equivalent qualification.

	<u>Year 1 entrants (for sub-degree holders)*:</u> • Obtained an Associate Degree or Higher Diploma qualification in any discipline with a cumulative GPA of at least 2.0 and with a GPA of at least 2.0 in Chinese and English subjects. <i>* (Year 1 entrants holding sub-degree qualifications are eligible to apply for credit transfer and credit exemption for up to 9 subjects, which is equivalent to 23% of the core component of the Programme.)</i> <u>Year 3 entrants:</u> • Possessing an Associate Degree or Higher Diploma in social work programme recognised by the Social Workers Registration Board (SWRB) with a cumulative GPA of at least 2.5 out of 4.0; and • Successfully pass in the interview.
Operator	Hong Kong Nang Yan College of Higher Education 香港能仁專上學院

