



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

ACCREDITATION REPORT

UOW COLLEGE HONG KONG

LEARNING PROGRAMME RE-ACCREDITATION

**BACHELOR OF SOCIAL SCIENCE (HONOURS) IN
SOCIAL INNOVATION**

ASSOCIATE OF SOCIAL SCIENCE

**ASSOCIATE OF SOCIAL SCIENCE IN APPLIED
PSYCHOLOGY**

AND

ASSOCIATE OF SOCIAL SCIENCE IN SOCIAL WORK

MAY 2024

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1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA933), 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 UOW College Hong Kong (the Operator) to conduct a learning programme re-accreditation (re-LPA) with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the following four programmes of the Operator meet the stated objectives and Hong Kong Qualifications Framework (QF) standards and can continue to be offered as accredited programmes;
 - (i) Bachelor of Social Science (Honours) in Social Innovation
 - (ii) Associate of Social Science
 - (iii) Associate of Social Science in Applied Psychology
 - (iv) Associate of Social Science in Social Work
- (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 following four programmes meet the stated objectives and QF standards, and can continue to be offered as accredited programmes as follows:

Programme	QF Level	Validity Period
Bachelor of Social Science (Honours) in Social Innovation (BSSSI)	Level 5	5 years
Associate of Social Science (ASS)	Level 4	3 years
Associate of Social Science in Applied Psychology (ASSAP)	Level 4	3 years

Programme	QF Level	Validity Period
Associate of Social Science in Social Work (ASSSW)	Level 4	3 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 four programmes are specified as follows:

Name of Operator	UOW College Hong Kong 香港伍倫貢學院			
Name of Award Granting Body	UOW College Hong Kong 香港伍倫貢學院			
Title of Learning Programme	Bachelor of Social Science (Honours) in Social Innovation 社會創新(榮譽)社會科學學士	Associate of Social Science 社會科學副學士	Associate of Social Science in Applied Psychology 社會科學副學士(應用心理學)	Associate of Social Science in Social Work 社會科學副學士(社會工作)
Title of Qualification [Exit Award]	Bachelor of Social Science (Honours) in Social Innovation 社會創新(榮譽)社會科學學士	Associate of Social Science 社會科學副學士	Associate of Social Science in Applied Psychology 社會科學副學士(應用心理學)	Associate of Social Science in Social Work 社會科學副學士(社會工作)
Primary Area of Study and Training	Social Sciences			
Sub-area (Primary Area of Study and Training)	Social Services	Social and Behavioural Sciences	Social and Behavioural Sciences	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	Level 4	Level 4	Level 4
QF Credits	544	286	286	384
Mode of Delivery and Programme Length	Full-time, 4 years	Full-time, 2 years	Full-time, 2 years	Full-time, 2 years Part-time, 3 years
Start Date of Validity Period	1 September 2024			
End Date of Validity Period	31 August 2029	31 August 2027	31 August 2027	31 August 2027
Number of Enrolment	One enrolment per year			
Maximum Number of New Students <i>(*subject to fulfilment of pre-condition)</i>	Year 1 Entry – 25 per year Year 2 Entry – 10 per year* Year 3 Entry – 25 per year	75 per year	50 per year*	Full-time, 100 per year Part-time, 40 per year
Specification of Competency Standards-based Programme	☐ Yes ☒ No			
Address of Teaching Venue	1 st to 3 rd Floors, The Pavilia Farm III, 18 Che Kung Miu Road, Sha Tin, New Territories			

2.4 Condition

Pre-condition

For BSSSI and ASSAP

- 2.4.1 The Operator is to strengthen the quality assurance (QA) mechanism to ensure the robustness in the setting and approval of admission quotas for the programmes.

For the fulfilment of the above pre-condition, the Operator is to provide relevant documents showing the robustness of the relevant QA mechanism and relevant approval records on the proposed maximum numbers of new students of the programmes **on or before 28 June 2024**. (Para 4.7.2)

Requirements

For all four programmes

- 2.4.2 The College is to strengthen the QA mechanism, including but not limited to providing adequate guidance to staff involved in QA processes, to ensure adherence to HKCAAVQ's guidelines and procedures where applicable, and the consistency and accuracy of the information presented in relevant documents for undergoing QA processes.

For the fulfilment of the above requirement, the Operator is to report to HKCAAVQ on how the QA mechanism is strengthened to address the issues of adherence, consistency and accuracy stated above **on or before 31 December 2024**. (Para 4.7.3)

- 2.4.3 The College is to review the policies and procedures in the handling of incidents in relation to academic integrity in students' assessments, and revise as appropriate, to ensure their consistent handling and proper documentation in the faculty-level and College-wide.

For the fulfilment of the above requirement, the Operator is to report to HKCAAVQ on how the issues stated above is addressed **on or before 31 December 2024**. (Para 4.7.4)

2.5 Restriction

For ASSSW

- 2.5.1 The College is to maintain the validity of the approval status of the Programme granted by the Social Workers Registration Board. The College must inform HKCAAVQ immediately in case there is any change in the approval status. (Para 4.7.5)

2.6 Recommendations

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

For BSSSI

- 2.6.1 The College is recommended to update relevant documents, including but not limited to the promotional materials and Programme Handbook, to ensure both potential and admitted students are well informed of the arrangement with regard to the new Year 2 entry route such as the sequencing of the learning process and relevant course exemption policy in accordance with the College's Policy and procedures. (Para 4.2.5)

For all four programmes

- 2.6.2 The College is recommended to monitor the currency and provision of contemporary and updated reading lists in both the Course Information Record and Course Outline; and, to ensure consistency between the two sets of documents, to support consistent learning and ensure they remain appropriate to maintain the quality delivery of the programmes. (Para 4.3.5)
- 2.6.3 The College is recommended to review its staffing strategies, including but not limited to the staff retention plan, so as to ensure that adequate teaching/training and support staff with the expected competence, qualifications and experience necessary are in place for effective delivery of the programme. (Para 4.5.3)
- 2.6.4 The College is recommended to ensure all learning resources are readily available to students. These include but not limited to library resources, counselling and support to special education needs, and student services matching the growing needs of full-time and part-time students. (Para 4.6.3)

- 2.7 HKCAAVQ will subsequently satisfy itself on whether the Operator remains competent to achieve the relevant objectives and the programmes continue to meet the standard to achieve the relevant objectives as claimed by the Operator by reference to, amongst other things, the Operator's fulfilment of any conditions 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 UOW College Hong Kong ("UOWCHK" or "the Operator") was formerly known as the Community College of City University (CCCU). UOWCHK is a company limited by guarantee registered under the Companies Ordinance (Cap. 622). Under a strategic alliance with City University of Hong Kong (CityU), University of Wollongong (UOW) assumed stewardship of CCCU over a five-year transitional period from June 2015 to June 2020. Following the end of the five-year transition, CityU resigned as a Member of the company and UOWCHK became wholly-owned by UOW.
- 3.2 UOWCHK was registered as an approved post-secondary college with degree-granting status under the Post Secondary Colleges Ordinance (Cap. 320). According to the Qualifications Register, UOWCHK is offering 11 Bachelor Degree programmes, 33 Associate Degree programmes, 6 Higher Diploma programmes and 2 Diploma programmes. In addition, UOWCHK and UOW are jointly offering 3 non-local top-up Bachelor Degree programmes that lead to UOW awards.
- 3.3 For this re-LPA exercise, HKCAAVQ formed an expert Panel (Panel Membership at Appendix 1) and visited the College on 22, 23 and 24 November 2023. 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.

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 Bachelor of Social Science (Honours) in Social Innovation (BSSSI), Associate of Social Science (ASS), Associate of Social Science in Applied Psychology (ASSAP) and Associate of Social Science in Social Work (ASSSW) is hosted by the Faculty of Social Sciences. The College provided the following documents and information in relation to the Programme Objectives (POs) and Programme Intended Learning Outcomes (PILOs) to demonstrate that the four programmes continue to meet the relevant QF standards at respective QF Levels:

- (a) Mapping of the PILOs against the POs
- (b) Mapping of individual courses of the programmes against the PILOs
- (c) Mapping of individual courses against the Generic Level Descriptors (GLD) at respective QF levels
- (d) Course Information Record of all courses, with information on Course Aims, Course Intended Learning Outcomes (CILOs), teaching, learning and assessment activities

BSSSI

4.1.2 BSSSI, with its practice-orientation, aspires to develop students' competence for the practice of social innovation. The POs and PILOs are as follows:

Programme Objective (PO)

This programme aims to:

1. provide broad-based social science knowledge that enables students to adopt an integrative and inter-disciplinary approach in analyzing complex social dynamics, issues and problems;
2. develop students' competence in formulating ideas, creating values, undertaking applied social research, and performing development and management functions related to the practice of social innovation in public and non-profit organizations;
3. nurture students to become prudent and versatile global citizens who appreciate and respect cultural diversity; and
4. cultivate students' high personal integrity and ethical standards, strong values and attitudes of individual and social responsibility, and critical and creative thinking skills to meet the challenges of the future.

Programme Intended Learning Outcomes (PILOs)

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

1. Evaluate the key concepts and theories in core disciplines of social science;
2. Integrate knowledge of core social science disciplines and apply them to the process of developing innovative solutions to complex social problems;
3. Engage stakeholders from different sectors in the process of performing administrative and managerial functions and tasks related to social innovation;
4. Demonstrate the intellectual abilities to design and conduct social research independently with a range of information technology applications;
5. Communicate and articulate ideas effectively with different audiences; and
6. Recognize the importance of ethical practice, social responsibility, social justice and civic awareness when acting to resolve conflicts, address problems and respond to social and environmental challenges.

General Education Intended Learning Outcomes (GEILOs)

Upon completion of the General Education (GE) components of the programme, students should be able to:

1. Apply intellectual and practical skills, including proficiency in written and oral communication, inquiry techniques, critical and creative thinking, quantitative reasoning and problem-solving skills in a broad range of personal and professional contexts.
2. Achieve global awareness by gaining knowledge of diverse peoples and cultures and develop the ability to interact with others in culturally diverse settings.
3. Explain the operations of the natural and social world through the study of arts and humanities, science and technology, social sciences, and Greater China.
4. Demonstrate the capacity and resourcefulness for lifelong learning and life management for assuming individual and social responsibilities to fulfil the needs of personal and professional lives.

4.1.3 The College proposed to change the wordings for more specific, outcome-based and measurable GEILOs:

	From	To
GE ILO 1	Demonstrate intellectual and practical skills, including proficiency in written and oral communication, inquiry techniques, critical and creative thinking, quantitative reasoning and problem-solving skills	Apply intellectual and practical skills, including proficiency in written and oral communication, inquiry techniques, critical and creative thinking, quantitative reasoning and problem-solving skills in a broad range of personal and professional contexts
GE ILO 2	Increase global awareness by gaining knowledge of diverse peoples and cultures, and develop the ability to interact with others in culturally diverse settings	Achieve global awareness by gaining knowledge of diverse peoples and cultures and develop the ability to interact with others in culturally diverse settings
GE ILO 3	Demonstrate a broad knowledge of the natural and social world through the study of arts and humanities, science and technology, social sciences and Greater China	Explain the operations of the natural and social world through the study of arts and humanities, science and technology, social sciences, and Greater China

ASS

4.1.4 ASS aims to provide greater exposure to students to core ideas in different disciplines of social sciences and help them acquire social

research skills for investigating an area of interest. The POs and PILOs are as follows:

Programme Objective (PO)

This programme aims to:

1. develop students' intellectual abilities to appreciate human and social phenomena from multiple perspectives and to carry out self-directed enquiries into areas of interest;
2. broaden students' horizons so that they can realize their potential and participate in society with constructive and innovative attitudes;
3. equip students with a solid foundation of generic skills, cultivate a spirit of lifelong learning, and encourage the pursuit of active citizenship; and
4. provide students with the knowledge foundation for further study in social sciences.

Programme Intended Learning Outcomes (PILOs)

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

- I. Demonstrate a broad knowledge base and solid foundation of generic skills including English and Chinese communication skills, critical thinking and analysis, and digital skills;
- II. Appreciate the major socio-political, cultural and economic issues in the local, national, regional and international contexts;
- III. Exhibit a strong sense of social responsibility and civic values, a passion in pursuing creativity and innovativeness, and the spirit of lifelong learning;
- IV. Demonstrate a broad understanding of the key knowledge, concepts and theories in social sciences and their applications; and
- V. Use various data collection methods and information technologies to analyze and present data

- 4.1.5 Following the College's new guidelines, the PILOs have been revised to reflect the generic nature of AD programmes:

	From	To
PILOI	Describe the basic concepts and theories in social science that explain human, societal and global phenomena;	Demonstrate a broad knowledge base and solid foundation of generic skills including English and Chinese communication skills, critical thinking and analysis, and digital skills;
PILOII	Examine the major socio-political, cultural and economic issues affecting human behaviour in the local, national, regional and global contexts;	Appreciate the major socio-political, cultural and economic issues in the local, national, regional and international contexts;
PILOIII	Analyze human and social issues in contemporary society through inter-disciplinary studies, including major ideas in arts and humanities, society and organizations, and science and technology;	Exhibit a strong sense of social responsibility and civic values, a passion in pursuing creativity and innovativeness, and the spirit of lifelong learning;
PILOIV	Use various data collection methods and information technologies to analyze and present data; and	Demonstrate a broad understanding of the key knowledge, concepts and theories in social sciences and their applications; and
PILOV	Apply effective communication skills in relating with a variety of people and identify areas for personal growth and professional development.	Use various data collection methods and information technologies to analyze and present data

ASSAP

- 4.1.6 ASSAP aims to provide students with the major concepts, theories and practices in the key areas of psychology with a focus on the application of these psychological concepts to a wide variety of professional and personal settings. The POs and PILOs are as follows:

Programme Objective (PO)

This programme aims to:

1. provide students with the major concepts, theories and practices in the key areas of psychology from Psychoanalytic, Humanistic, Behaviourist, Cognitive and Biological perspectives;
2. focus upon the application of these psychological concepts; and
3. apply them to a wide variety of professional and personal settings.

Programme Intended Learning Outcomes (PILOs)

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

- I. Demonstrate a broad knowledge base and solid foundation of generic skills including English and Chinese communication skills, critical thinking and analysis, and digital skills;
- II. Appreciate the major socio-political, cultural and economic issues in the local, national, regional and international contexts;
- III. Exhibit a strong sense of social responsibility and civic values, a passion in pursuing creativity and innovativeness, and the spirit of lifelong learning;
- IV. Demonstrate a broad understanding of the key knowledge, concepts and theories of psychology and their applications; and
- V. Apply appropriate psychological approaches and data gathering procedures to analyze data, solve problems, and develop initiatives within various personal and para-professional settings.

4.1.7 Following the College's new guidelines, the PILOs have been revised to reflect the generic nature of AD programmes:

	From	To
PILOI	Analyze the major psychological concepts, theoretical perspectives, and empirical findings in human processes and behaviour;	Demonstrate a broad knowledge base and solid foundation of generic skills including English and Chinese communication skills, critical thinking and analysis, and digital skills;

	From	To
PILOII	Apply psychological approaches and use appropriate data gathering procedures to analyze data, solve problems, and develop initiatives within various personal and professional settings;	Appreciate the major socio-political, cultural and economic issues in the local, national, regional and international contexts;
PILOIII	Apply the knowledge of Social Science in personal, socio-political, cultural, and professional contexts;	Exhibit a strong sense of social responsibility and civic values, a passion in pursuing creativity and innovativeness, and the spirit of lifelong learning;
PILOIV	Communicate effectively, both orally and in writing, on psychology-related issues; and	Demonstrate a broad understanding of the key knowledge, concepts and theories of psychology and their applications; and
PILOV	Relate major ideas in the arts and humanities, science and technology to psychology.	Apply appropriate psychological approaches and data gathering procedures to analyze data, solve problems, and develop initiatives within various personal and para-professional settings.

ASS and ASSAP

- 4.1.8 At the site visit meetings, different stakeholders across the Associate Degree (AD) programmes shared their views on possible assessments in measuring students' attainment of the new PILO which has the wording "appreciate". This may not be clear to the teaching staff, students or external members. The College is **advised** to communicate and articulate the alignment on the assessment to measure students' attainment in the proposed new PILOII *"Appreciate the major socio-political, cultural and economic issues in the local, national, regional and international contexts"* across programmes.

ASSSW

- 4.1.9 ASSSW aims to equip students with a broad knowledge base, a solid foundation of generic skills, and the specialist knowledge and skills required for further study in the Social Work discipline. The POs and PILOs are as follows:

Programme Objective (PO)

This programme aims to:

1. provide students with a foundation in the knowledge of social sciences and prepare them for further studies;
2. develop students into reflective practitioners who can perform various roles and tasks as front-line social workers with adequate standard of competency in a variety of service settings; and,
3. equip students with a solid foundation of generic skills, cultivate a spirit of lifelong learning, and encourage the pursuit of active citizenship.

Programme Intended Learning Outcomes (PILOs)

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

- I. Apply the knowledge and skills of generalist social work practice to working with individuals, groups and communities;
- II. Exercise appropriate judgement and take responsibility in planning, implementing, and evaluating social work practice;
- III. Analyse ethical issues and dilemmas in social work practice, and internalize social work values and attitudes in developing as a professional;
- IV. Relate major psychological, socio-political and cultural issues in the local and global contexts and ideas in arts and humanities, science and technology to social work practice and,
- V. Apply interpersonal, communication, information technology, quantitative and analytical, critical thinking, problem solving and self-directed lifelong learning skills in their personal and professional life.

4.1.10 The POs and PILOs remain unchanged since the last accreditation. The College proposed that the ASSSW programme will be converted into Higher Diploma in Social Work in 2025/26 which the Panel noted that a separate learning programme accreditation exercise will be conducted by another Panel.

4.1.11 Programme Leaders who met the Panel during accreditation expressed that the three AD programmes can prepare graduates for further study. The Panel noted that more than 70% of the graduates had articulated to Bachelor Degree programmes. External stakeholders also stated at the site visit meetings that the programmes can meet the market needs.

- 4.1.12 After considering the rationales of the proposed changes and the discussions with different stakeholders, the Panel held the view that the proposed changes are appropriate. Altogether the Panel formed the view that the programmes have achieved the PO and PILOs as a whole and have met the QF standard at respective levels, and the programmes are in general able to cater for the education needs of the relevant industry.

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.

BSSSI

- 4.2.1 The College updated the minimum admission requirements and the detailed minimum admission requirements for the Hong Kong Diploma of Secondary Education Examination (HKDSE) (with the subject 'Citizenship and Social Development' replacing 'Liberal Studies' for 2024 HKDSE holders) and non-local qualifications such as International Baccalaureate (IB) are set out in the Graduate Profile (Appendix 2).
- 4.2.2 Apart from the existing Year-3 entry, the College also proposed to add the following admission route for potential students who wish to change their career path or study discipline in their further studies:

Year-2 entry

Holders of an associate degree or a higher diploma in a non-relevant discipline from a recognized tertiary institution in Hong Kong may apply for entry to Year 2 of the degree programme.

The details of the Year 3 and Year 2 entries are also noted in Appendix 2.

- 4.2.3 To substantiate that new students from non-relevant disciplines could progress through the Programme, the College elaborated the following admission arrangements:
- (a) Year 2 entrants are required to study all major courses except SSS2079 *Culture and Identity* which is more generic and

assumed to be equivalent to the generic courses they took in their associate degree or higher diploma programmes.

- (b) The Programme Team will decide whether any other Year 1 or Year 2 major courses can be exempted which is on a case-by-case basis. No Year 3 and Year 4 courses will be exempted.*

**The Panel opined that the exemption criteria need to be implemented in accordance with the Policy, Principles and Operational Guidelines for Credit Accumulation and Transfer (CAT) under Qualifications Framework in Hong Kong issued by the Qualifications Framework Secretariat (QFS) or a standard higher.*

- (c) The sequencing of the study for Year 2 entrants with non-relevant backgrounds is proposed as follows:

	Year 2	Year 3	Year 4
General Education	-	DGE3622 Startup and Entrepreneurship DGE3511 Environment and Climate Change DGE3942 English Communication for the Workplace DGE3850 Contemporary China	DGE3943 English for Professional Communication
Majors	<u>Semester A</u> SSS1011 Introduction to Political Studies SSS1012 Introduction to Sociology SSS1013 Understanding Human Needs SSS1077 Introduction to Criminology SSS2074 Trends and Transformation in World Affairs <u>Semester B</u> SSS2013 Contemporary Social Issues in Hong Kong SSS2011 Economics of Public Affairs SSS2012 Creativity and Problem Solving SSS2014 Social Research SSS2077 Urban Society and Global Cities	<u>Semester A</u> SSS3011 Public Policy Analysis SSS3012 Foundations of Social Innovation and Social Enterprise SSS3013 Social Economy <u>Semester B</u> SSS3014 Project Planning and Implementation	<u>Semester A</u> SSS4011 Social Impact Assessment SSS4012 Program Evaluation SSS4014 Collaborative Partnership and Governance <u>Semester B</u> SSS4013 Corporate Management and Social Responsibility SSS4015 Technology and Innovations SSS4016 Social Marketing and Campaigning SSS4018 Capstone Project on Social Innovation <u>Cross-Semester</u> SSS4017 Social Innovation Internship

	Year 2	Year 3	Year 4
Free Electives	-	2 courses at QF Level 5	1 course at QF Level 5
Total No. of Credit Units	30	30	30

4.2.4 The College also devised the monitoring mechanism in connection with Year 2 entrants' performance as follows:

- (a) The Programme Leader will conduct a focus group with the Year 2 entrants in the middle of their first Semester A to understand whether they can adapt to the Programme and to see what problems they counter. The Programme Team will seek ways to solve any problems identified.
- (b) A student mentor (Year 3 or Year 4 student) will be arranged for each of the Year 2 entrant to help them adapt to the Programme. The student mentor will inform the Programme Leader of the difficulties encountered by the Year 2 entrant.
- (c) The Programme Team will monitor the Year 2 entrants' performance by constantly communicating with the teachers of the Year 2 entrants. If the academic performance of some students is unsatisfactory, the Programme Team will seek ways to provide extra help for them.

4.2.5 During the site visit meetings, representatives of the Programme expressed that the information relevant to the new entry route will be clearly outlined. Measures will also be taken to ensure effective recruitment of new students with the necessary skills and knowledge to undertake the Programme. External stakeholders of the Programme supported that the proposed new entry route could expand the pool of potential new students and improve the low enrolment as observed during the validity period since the last accreditation. However, draft promotional materials or Programme Handbook informing potential applicants of the proposed arrangement with regard to the new entry route has yet to be provided in this accreditation. The College is **recommended** to update relevant documents, including but not limited to the promotional materials and Programme Handbook, to ensure both potential and admitted students are well informed of the arrangement with regard to the new Year 2 entry route such as the sequencing of the learning process and relevant course exemption policy in accordance with the College's Policy and procedures.

ASS, ASSAP and ASSSW

- 4.2.6 The College proposed to revise the minimum admission requirements with effect from 2024/25 to comply with the revised common descriptors promulgated by the Education Bureau (EDB).
- 4.2.7 The minimum admission requirements of the AD programmes effective from 2024/25 are detailed in Appendix 3 where the College delineates its admission mechanism.

Overall Admission Mechanism for BSSSI, ASS, ASSAP and ASSSW

- 4.2.8 Applicants falling short of the minimum entrance requirements or other acceptable qualifications (including language qualifications) can be admitted on special consideration via the non-standard entry route but should not account for more than 15% of the total intake on a programme basis, and not more than 10% on an institutional basis.

The College will track the academic performance of the following intake populations and provide necessary study support where necessary:

- Students falling short of the minimum entrance requirements or other acceptable equivalent qualifications (including language qualifications) admitted via non-standard entry; and
- Mature students.

The admission decisions will be reviewed annually through the internal quality assurance mechanism and the review findings will be recorded in the College's relevant board or committee documents for continuous improvement in the admission practices for the ensuing cohorts. For any changes in the minimum entrance requirements upon such reviews, the College would have prior communication with HKCAAVQ for assessing the evidence that supports the proposed changes. It is also noted that the College will keep up with the accuracy and currency of the admission requirements in line with any updates of government policies and evolution of the qualifications.

- 4.2.9 Notwithstanding the details provided, the Operator would identify a reader-friendly approach when presenting the admission criteria to the public.
- 4.2.10 While the maximum number of new students for ASS remains unchanged, the Panel noted the following changes throughout the

validity period since the last accreditation and the proposed changes in this accreditation:

For BSSSI

The maximum number of new students for Year 1 and Year 3 Entry is reduced from 50 to 25 per year. In addition, the maximum number of new students for the new Year 2 Entry is proposed to be 10 per year.

For ASSAP

The College proposed two rounds of changes from 150 to 25 and eventually 50 as the final proposed maximum number of new students per year with effect from 2024/25.

For ASSSW

The maximum number of new students per year had been approved to be increased from 72 to 100 for full-time and 36 to 40 for part-time in the substantial change assessment conducted in 2022. No further changes have been proposed in this accreditation.

The Panel considered that the proposed numbers are appropriate based on the staffing, teaching and learning resources available and the average of the actual student intake numbers during the validity period since the last accreditation.

- 4.2.11 In the Responses to the Panel's Initial Comments and during the site visit meetings, the College confirmed that all students admitted to the four programmes had been verified by the College as having met the stipulated admission requirements.
- 4.2.12 The Panel also reviewed the passing rates and sample marked assessments and discussed with the representatives of the four programmes. It is observed that students admitted generally possess the knowledge and skills to undertake the programmes. The Panel considered that the minimum admission requirements and the positioning of the programmes are reasonably aligned.
- 4.2.13 In consideration of the above information and the discussions with the representatives of both the internal and external stakeholders, the Panel considered that the minimum admission requirements are clearly outlined for prospective students and potential employers. The minimum admission requirements and the student selection process are appropriate and enable recruitment of students with the necessary skills and knowledge to undertake the programmes.

4.3 Programme Structure and Content

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

BSSSI

- 4.3.1 This four-year full-time Bachelor Degree programme includes 40 courses totaling 544 QF credits. The College proposed to add four new major courses, namely SSS1077 Introduction to Criminology, SSS2074 Trends and Transformation in World Affairs, SSS2077 Urban Society and Global Cities and SSS2079 Culture and Identity, and reduce the number of free electives with effect from 2024/25. The revised programme structure is summarised below:

Component	Year 1 & 2 Credit Units		Year 3 & 4 Credit Units		No. of Courses	Credit Units	QF Credits	% of Curri- culum
	QF Lvl 4	QF Lvl 5	QF Lvl 4	QF Lvl 5				
Majors	33	0	0	36	23	69	312.8	57.5%
General Education								
English	3	3	0	6	4	12	54.4	30.0%
Chinese	3	0	0	0	1	3	13.6	
Contemporary China	0	0	0	3	1	3	13.6	
Other GE Domains	12	0	0	6	6	18	81.6	
Free Electives	6	0	0	9	5	15	68.0	12.5%
Total	57	3	0	60	40	120	544	100.0%

ASS and ASSAP

- 4.3.2 Both two-year full-time AD programmes consist of 21 courses with a total of 286 QF credits. To comply with the revised common descriptors promulgated by EDB, the College proposed to revamp the programme curriculum by reclassifying the electives into compulsory GE or Core courses and replacing some courses with new courses with effect from 2024/25. The revised programme structure is summarised in the following tables:

Component	No. of Courses	Credit Units	QF Credits	% of Curriculum
Generic Skills and GE				
English	2	6	27.2	61.9%
Chinese	1	3	13.6	
Generic	10	30	136	
Programme Core				
Discipline-specific	8	24	108.8	38.1%
Total	21	63	285.6	100.0%

For ASS

Courses	Core	Generic	Pre-requisite	Contact Hours	Non-Contact Hours	Notional Learning Hours	Credits	QF Credits
Year 1								
Semester A								
CGE1000 (1500) English for Academic Studies A or B		✓	Nil	46	90	136	3	13.6
CGE14411 Critical Thinking		✓	Nil	46	90	136	3	13.6
CGE13213 Information Technology: Applications and Impacts		✓	Nil	46	90	136	3	13.6
CGE25411 Understanding Society		✓	Nil	46	90	136	3	13.6
DSS10015 Introduction to Political Studies	✓		Nil	46	90	136	3	13.6
Semester B								
CGE2002 English Professional Communication Skills for Social Science		✓	Nil	46	90	136	3	13.6
CGE1200 Practical Chinese		✓	Nil	46	90	136	3	13.6
DSS20714 Trends and Transformation in World Affairs		✓	Nil	46	90	136	3	13.6
DSS20709 Culture and Identity		✓	Nil	46	90	136	3	13.6
BUS10405 Economics for Social Studies	✓		Nil	46	90	136	3	13.6
DSS10707 Introduction to Criminology	✓		Nil	46	90	136	3	13.6
Year 2								
Semester A								
DSS20401 Social Research		✓	Nil	46	90	136	3	13.6
CGE26515 Understanding Contemporary China		✓	Nil	46	90	136	3	13.6

CGE10413 Hong Kong Society		✓	Nil	46	90	136	3	13.6
DSS20004 Governance in Global Age	✓		Nil	46	90	136	3	13.6
DSS20708 Society and Economy	✓		Nil	46	90	136	3	13.6
Semester B								
CGE23218 Climate Change: Threats, Mitigation and Adaptation		✓	Nil	46	90	136	3	13.6
DSS20702 Social Science Integrated Workshop	✓		Nil	46	90	136	3	13.6
CGE24411 Ethics and Society		✓	Nil	46	90	136	3	13.6
DSS20707 Urban Society and Global Cities	✓		Nil	46	90	136	3	13.6
DSS20710 Comparative Politics	✓		Nil	46	90	136	3	13.6

For ASSAP

Courses	Core	Generic	Pre-requisite	Contact Hours	Non-Contact Hours	Notional Learning Hours	Credits	QF Credits
Year 1								
Semester A								
CGE1000/CGE1500 English for Academic Studies A/B		✓	Nil	46	90	136	3	13.6
CGE14411 Critical Thinking		✓	Nil	46	90	136	3	13.6
CGE25411 Understanding Society		✓	Nil	46	90	136	3	13.6
CGE13213 Information Technology: Applications and Impact		✓	Nil	46	90	136	3	13.6
DSS10401 Introduction to Psychology	✓		Nil	46	90	136	3	13.6
Semester B								
CGE2002 English Professional Communication Skills for Social Sciences		✓	Nil	46	90	136	3	13.6
CGE10413 Hong Kong Society		✓	Nil	46	90	136	3	13.6
DSS22232 Biological Psychology	✓		Nil	46	90	136	3	13.6
DSS10621 Developmental Psychology	✓		Nil	46	90	136	3	13.6
DSS10623 Social Psychology	✓		Nil	46	90	136	3	13.6
Year 2								
Semester A								
CGE26515 Understanding		✓	Nil	46	90	136	3	13.6

Contemporary China								
DSS20401 Social Research		✓	Nil	46	90	136	3	13.6
DSS20709 Culture and Identity		✓	Nil	46	90	136	3	13.6
DSS20612 Abnormal Psychology	✓		Nil	46	90	136	3	13.6
DSS20670 Concepts and Theories of Counselling	✓		Nil	46	90	136	3	13.6
Semester B								
CGE1200 Practical Chinese		✓	Nil	46	90	136	3	13.6
DSS20714 Trends and Transformation in World Affairs		✓	Nil	46	90	136	3	13.6
CGE24411 Ethics and Society		✓	Nil	46	90	136	3	13.6
CGE13113 Understanding Statistics		✓	Nil	46	90	136	3	13.6
DSS22227 Learning and Cognition	✓		Nil	46	90	136	3	13.6
DSS22223 Personality Psychology	✓		Nil	46	90	136	3	13.6

ASSSW

4.3.3 This AD programme is currently offered in two-year full-time and three-year part-time modes with a total of 384 QF credits. Based on the suggestions from full-time students, the College proposed to advance the offering of English course (CGE1000 or CGE1500 English for Academic Studies A or English for Academic Studies B) by swapping it with CGE1200 Practical Chinese starting from 2024/25. The programme structure is summarised below:

Component	No. of Courses	Credit Units	QF Credits	% of Curriculum
Generic Skills and GE				
English	2	6	27.2	69%
Chinese	1	3	13.6	
Generic	11 (FT); 12 (PT)	39	224.3	
Programme Core				
Discipline-specific	7	20	91.2	31%
Electives	2	6	27.2	
Total	23 (FT); 24 (PT)	74	384	100.0%

4.3.4 The Panel was provided with the following documents and information for review:

- (a) Mapping of individual courses of the programmes against the PILOs
- (b) Course Information Record of all courses, with information on Course Aims, Course Intended Learning Outcomes (CILOs), teaching, learning and assessment activities
- (c) Sample teaching and learning materials, and assessment tasks and the associated marking schemes
- (d) Teaching and Learning Questionnaire (TLQ) and summaries of TLQ scores
- (a) Course Review Reports, External Academic Advisors Reports, Annual Programme Reports and Minutes of Programme Committee Meetings

4.3.5 In the Response to the Panel's Initial Comments and during the site visit meetings, the College shared with the Panel the mechanism in place for keeping the programmes up-to-date in terms of the structure and content. The Panel noted that some sources of programme content are less up-to-date as some courses were not offered in the recent cohorts. The Panel also discussed with the representatives of the programmes and observed some discrepancies between the Course Information Record in this accreditation and the Course Outline available to students. At separate meetings with different stakeholders of the programmes, the Panel understands that students have been provided with the latest information through the Course Outline and all teaching materials. The College is **recommended** to monitor the currency and provision of contemporary and updated reading lists in both the Course Information Record and Course Outline; and, to ensure consistency between the two sets of documents, to support consistent learning and ensure they remain appropriate to maintain the quality delivery of the programmes.

4.3.6 The Panel noted from the site visit meetings that students, graduates and external stakeholders of the programmes considered the programmes to have been designed to cater for the market needs and provide theoretical and practical exposure to students in building their foundation to master the required competencies and skills.

- 4.3.7 Having considered the above information and discussions with the College, the Panel held the view that the structure and contents of the programmes have been effective and balanced, and can facilitate students to achieve the stated learning outcomes and meet the PO.

4.4 **Learning, Teaching and Assessment**

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

- 4.4.1 The programmes employ a mix of teaching and learning activities including lectures, tutorials, workshops, group discussions, presentations, role-plays and projects. The College provided to the Panel the Course Information Record of all courses, with information on Course Aims, CILOs as well as teaching, learning and assessment activities. The medium of instruction of the programmes is English.
- 4.4.2 The College provided the Panel with samples of teaching and learning materials, assessment tasks (covering formative and summative assessments, where applicable), and associated assessment criteria/rubrics to demonstrate the academic standard of the programmes.
- 4.4.3 In consideration of the above information and the discussions during the site visit, the Panel considered that the learning and teaching activities of the programmes are in general effective in delivering the programme content.
- 4.4.4 In terms of the assessment of the programmes, the Panel noted that External Examiners have been appointed for the programmes and provided with the assessment tasks/papers and marked student assessments for reviewing the validity and reliability of assessments, students' attainment of intended learning outcomes, and the consistency of marking. The External Examiners' feedback and suggestions for improvements have been documented and considered at relevant meetings under the internal QA process of the College. The Panel reviewed the samples of the marked student assessments of the programmes and considered that they generally demonstrated relevant academic standards pitched at QF Level 4 and Level 5.

- 4.4.5 The Panel noted that there is a mechanism in place regarding the marking of student assessments by both full-time and part-time teaching staff. The representatives of the teaching staff shared with the Panel that consistent marking is ensured through regular communication and internal moderation. The External Examiners of the programmes also reaffirmed with the Panel that they are responsible for moderating the marked student assessments as well.
- 4.4.6 In relation to the detection of plagiarism and assurance of academic integrity in the student assessments of the programmes, the College shared in the accreditation documents that students are required to submit assignments to Turnitin and adhere to the Academic Integrity Policy. During the site visit meetings with students and teaching staff of the programmes, the Panel observed an aligned understanding among the students and the teaching staff on upholding academic integrity in student assessments of the programmes. Notwithstanding, mixed messaging was found in the documentation of one of the sample assessments provided to the Panel in this accreditation regarding the absence of referencing in student assessments. The Panel elaborated on its concern with the College at the site visit meetings and further details are elucidated in Para. 4.7.4.
- 4.4.7 Based on the above information and discussions with different stakeholders, the Panel considered that the learning, teaching and assessment activities continue to enable students to demonstrate the attainment of PILOs at the required standards.

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 College provided the following information on the programme leadership and staffing resources for the programmes:
- (a) Appointment criteria for the programmes' staff at different ranks

- (b) Academic and professional qualifications, and relevant work experience of current teaching staff and External Examiners
- (c) Staff development activities completed by staff in 2021/22 and the staff development plan for 2022-2024
- (d) Workload of teaching staff for the programmes

4.5.2 The Panel noted that the College generally has an overall staff-to-student ratio of 1:29. For the cohorts during the validity period since the last accreditation, just on the teaching staff of the majors/core courses, and not counting GE/fieldwork placements teaching staff/instructors, the overall staff-to-student ratio of each programme is summarised in the table below:

Programme	2020/21	2021/22	2022/23	2023/24
BSSSI	1:2	1:5	1:2	1:1
ASS	1:39	1:25	1:14	1:7
ASSAP	1:31	1:26	1:19	1:21
ASSSW (full-time mode)	1:31	1:31	1:30	1:33
ASSSW (part-time mode)	1:33	1:33	1:36	1:33

4.5.3 The College shared with the Panel the factors behind the deviated staff-to-student ratio across the programmes which include the varied number of student enrolment. The College is **recommended** to review its staffing strategies, including but not limited to the staff retention plan, so as to ensure that adequate teaching/training and support staff with the expected competence, qualifications and experience necessary are in place for effective delivery of the programme.

4.5.4 Apart from teaching and assessment-marking, all teaching staff are responsible for regular reviews and updating of corresponding teaching and assessment materials. During the site visit meetings, graduates and students' representatives shared with the Panel that the teaching staff not only provide timely and relevant advice throughout the programmes but also offer extensive support to their well-being and personal growth. Both internal and external representatives of the programmes expressed that the teaching staff workload in relation to the existing number of students and growing demand on student support is on the high side. The Panel noted that there would be a chance to risk the effectiveness in teaching and teaching-related administration. One example is that the Panel found some mixed information in the submitted and tabled documents in

this accreditation which could not evidence the expected quality of the delivery of the programmes. The Panel elaborated further on their concerns at the site visit meetings regarding the issue of workload. The College is **advised** to review the workload model for appropriate reflection and quantification of the work of the teaching staff, including but not limited to, student support and counselling, course design and assessment-marking.

- 4.5.5 In terms of staff development, teaching staff who met with the Panel reaffirmed that in-house training workshops are provided to update their knowledge and skills throughout the validity period of the programmes. Teaching staff also shared with the Panel during the site visit meeting that internal research grant is in place to support their research work where applicable.
- 4.5.6 Having considered the above information and discussion with the representatives of the College, the Panel was of the view that the provision of staff development activities is adequate in ensuring that staff are kept up to date for quality programme delivery.

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 Panel was provided with the income and expenditure for the programmes since the last accreditation and the projected income and expenditure. At the site visit meetings with the senior management of the College, the Panel noted that there are synergies among programmes to cater for the situation of under-enrolment in some of the programmes.
- 4.6.2 In connection with the physical resources for the programmes, the Panel had toured around the new campus in Tai Wai and was introduced to the lecture and tutorial classrooms, discipline-specific laboratories, library, student activities rooms and student support facilities such as computer workstations, printers, catering service and electronic resources which include remote access to the UOW Library.
- 4.6.3 During the site visit meetings, the students and graduates' representatives concurred that the student support services and

resources provided had improved subsequent to the transition to the new campus. In light of the proposed maximum number of new students, the College is **recommended** to ensure all learning resources are readily available to students. These include but not limited to library resources, counselling and support to special education needs, and student services matching the growing needs of full-time and part-time students.

- 4.6.4 Notwithstanding the recommendation above, in consideration of the information provided and the discussions with the representatives from the Senior Management, Programme Team, students and graduates, and relevant external stakeholders, the Panel formed the view that the learning, teaching and enabling resources are generally appropriate and sufficient for the delivery of the programmes.

4.7 **Programme Approval, Review and Quality Assurance**

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

- 4.7.1 The College provided the Panel with the following information to demonstrate that the programmes are monitored and reviewed on an on-going basis:
- (a) Quality Assurance Handbook
 - (b) Terms of Reference and Constitution of key committees of the College
 - (c) Extracts of meeting minutes of Programme Committee, Validation and Monitoring Committee, Academic Planning and Development Committee and Academic Board
 - (d) External Academic Advisor Reports, Annual Programme Reports, Course Review Reports and Programme Revalidation Reports
 - (e) Teaching and Learning Questionnaire (TLQ) and summaries of TLQ scores

- 4.7.2 The Panel was given to understand that the College collect feedback from key stakeholders of the programmes through a variety of channels within the validity period since the last accreditation. The College also provided the Panel with evidence of changes and modifications made to the programmes for the purpose of continuous improvement and in compliance with the revised common descriptors promulgated by EDB. Notwithstanding, the Panel noted that internal approvals relating to the proposed maximum numbers of new students for BSSSI's new Year 2 entry and the further revised maximum numbers of new students for ASSAP have yet to be sought. The Panel therefore stipulated the condition as follows:

Pre-condition

For BSSSI and ASSAP

The Operator is to strengthen the quality assurance (QA) mechanism to ensure the robustness in the setting and approval of admission quotas for the programmes.

For the fulfilment of the above pre-condition, the Operator is to provide relevant documents showing the robustness of the relevant QA mechanism and relevant approval records on the proposed maximum numbers of new students of the programmes **on or before 28 June 2024**.

- 4.7.3 From the accreditation documents, the College's written responses and discussions with key stakeholders of the programmes, the Panel observed some mixed understanding, inconsistent information and imprecise documentation. The expected QA processes for the programmes are yet to be reflected. The Panel opined that the heavy workload of teaching staff (Para 4.5.4.) as well as the challenges faced by the College would risk the College's readiness to align with the best QA practice across the programmes. The following condition is therefore stipulated in this connection:

Requirement

The College is to strengthen the QA mechanism, including but not limited to providing adequate guidance to staff involved in QA processes, to ensure adherence to HKCAAVQ's guidelines and procedures where applicable, and the consistency and accuracy of the information presented in relevant documents for undergoing QA processes.

For the fulfilment of the above requirement, the Operator is to report to HKCAAVQ on how the QA mechanism is strengthened to address the issues of adherence, consistency and accuracy stated above **on or before 31 December 2024**.

- 4.7.4 Further to Para 4.4.6 that mixed messaging was found in the documentation of one of the sample assessments provided to the Panel in this accreditation with regard to the handling of absence of referencing in student assessments. The Panel noted the College's policies with regard to academic integrity and explored on the procedures in the handling of possible academic dishonesty. The Panel formed the view that teaching staff's and students' understanding of the consequences of the absence of referencing in assessments and the importance of upholding academic integrity should be sustained and ensured through clear documentation, which has not been evidenced. The Panel therefore stipulated the condition below:

Requirement

The College is to review the policies and procedures in the handling of incidents in relation to academic integrity in students' assessments, and revise as appropriate, to ensure their consistent handling and proper documentation in the faculty-level and College-wide.

For the fulfilment of the above requirement, the Operator is to report to HKCAAVQ on how the issues stated above is addressed **on or before 31 December 2024**.

- 4.7.5 The Panel noted that ASSSW is approved by the Social Workers Registration Board and the College's continued effort to uphold relevant standards as required for this approval status. External stakeholders and graduates also reaffirmed the importance of the professional recognition of the Programme. A restriction is therefore stipulated as follows:

Restriction

For ASSSW

The College is to maintain the validity of the approval status of the Programme granted by the Social Workers Registration Board. The College must inform HKCAAVQ immediately in case there is any change in the approval status.

- 4.7.6 Having considered the above information and discussion with the representatives of the College, the Panel was of the view that further enhancement in the QA system and relevant processes of the College is required for better monitoring and reviewing of the performance and development of the programmes 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(s) 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(s) will lapse immediately upon the expiry of the validity period or upon the issuance of a notice of withdrawal of this Accreditation Report.

5.2 Appeals

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

5.3 Qualifications Register

- 5.3.1 Qualifications accredited by HKCAAVQ are eligible for entry into the Qualifications Register ("QR") at <https://www.hkqr.gov.hk> for recognition under the QF. The Operator should apply separately to have their quality-assured qualifications entered into the QR.
- 5.3.2 Only learners who commence the study of the named accredited learning programme(s) 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: 107/07/02

16 May 2024

JoH/AnC/PSL/SyS/ReL

UOW College Hong Kong

Learning Programme Re-accreditation for

- (i) Bachelor of Social Science (Honours) in Social Innovation**
- (ii) Associate of Social Science**
- (iii) Associate of Social Science in Applied Psychology**
- (iv) Associate of Social Science in Social Work**

22 - 24 November 2023

Panel Membership

Panel Chair

Professor Christopher John AULD

Chair

Academic Board

Sydney College of Business and Technology
AUSTRALIA

*** Panel Secretary**

Ms Psyche LIU

Registrar

Academic Accreditation and Assessment

Hong Kong Council for Accreditation of
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Council Limited

HONG KONG

Mr MA Kam Wah MH, JP

Chief Consultant

Ma Kam Wah & Co

HONG KONG

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

Graduate Profile of Bachelor of Social Science (Honours) in Social Innovation

Qualification Title	Bachelor of Social Science (Honours) in Social Innovation 社會創新(榮譽)社會科學學士
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	This programme aims to: 1. provide broad-based social science knowledge that enables students to adopt an integrative and inter-disciplinary approach in analyzing complex social dynamics, issues and problems; 2. develop students' competence in formulating ideas, creating values, undertaking applied social research, and performing development and management functions related to the practice of social innovation in public and non-profit organizations; 3. nurture students to become prudent and versatile global citizens who appreciate and respect cultural diversity; and 4. cultivate students' high personal integrity and ethical standards, strong values and attitudes of individual and social responsibility, and critical and creative thinking skills to meet the challenges of the future.
Programme Intended Learning Outcomes	Upon completion of the programme, students are expected to be able to: 1. Evaluate the key concepts and theories in core disciplines of social science; 2. Integrate knowledge of core social science disciplines and apply them to the process of developing innovative solutions to complex social problems; 3. Engage stakeholders from different sectors in the process of performing administrative and managerial functions and tasks related to social innovation;

	4. Demonstrate the intellectual abilities to design and conduct social research independently with a range of information technology applications; 5. Communicate and articulate ideas effectively with different audiences; and 6. Recognize the importance of ethical practice, social responsibility, social justice and civic awareness when acting to resolve conflicts, address problems and respond to social and environmental challenges. Upon completion of the General Education components of the programme, students are expected to be able to: 1. Apply intellectual and practical skills, including proficiency in written and oral communication, inquiry techniques, critical and creative thinking, quantitative reasoning and problem-solving skills in a broad range of personal and professional contexts. 2. Achieve global awareness by gaining knowledge of diverse peoples and cultures and develop the ability to interact with others in culturally diverse settings. 3. Explain the operations of the natural and social world through the study of arts and humanities, science and technology, social sciences, and Greater China. 4. Demonstrate the capacity and resourcefulness for lifelong learning and life management for assuming individual and social responsibilities to fulfil the needs of personal and professional lives.
Education Pathways	Graduates of the Programme are expected to be eligible for pursuing further studies in Master of Social Science Programmes or Master of Philosophy Programmes offered either by local Government-funded Universities or overseas Universities. The following are some examples: Hong Kong Baptist University ▪ Master of Public Administration ▪ Master of Social Science in Social Work City University of Hong Kong ▪ Master of Social Sciences in Development Studies ▪ Master of Arts in Public Policy and Management ▪ Master of Social Work The Hong Kong Polytechnic University ▪ Master of Arts in Social Policy and Social Development ▪ Master of Social Work The Chinese University of Hong Kong ▪ Master of Social Science in Government and Politics (Greater China) ▪ Master of Social Science in Public Policy

	▪ Master of Arts in Social Policy ▪ Master of Arts in Social Service Management ▪ Master of Social Science in Social Work The University of Hong Kong ▪ Master of Global Public Policy ▪ Master of Public Administration ▪ Master of Social Sciences in Non-profit Management ▪ Master of Social Sciences in Social Service Management ▪ Master of Social Work
Employment Pathways	Graduates of the Programme are expected to be able to work for the public sector at officer grade at various Government departments and disciplinary forces as civil servants. They are expected to be able to work as project officers/executives/managers, liaison officers, community organizers, campaign officers, research officers, education officers, and fund-raising officer in non-profit sector or community-based organizations, civic organizations or social enterprises. Some of the graduates may run for political office or serve as assistants to the Legislative Councillors or District Council Members. They are expected to be competent enough to be customer service officers, event officers, social marketing officers, administrative officers or assistants and management trainees in the private/business sector to promote corporate social responsibility in particular.
Minimum Admission Requirements	<i>Please refer to Annex to Appendix 2</i>
Operator	UOW College Hong Kong 香港伍倫貢學院

