



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

ACCREDITATION REPORT

TUNG WAH COLLEGE

PROGRAMME AREA ACCREDITATION

**APPLIED SOCIAL SCIENCES
(PSYCHOLOGY AND GERONTOLOGY)**

JUNE 2025

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1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA1018), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (Cap. 592), was commissioned by Tung Wah College to conduct a Programme Area Accreditation (PAA) exercise with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the Accreditation of Academic and Vocational Qualifications Ordinance (AAVQO) to determine whether Tung Wah College (“Operator”) can be granted the Programme Area Accreditation status for the Programme Area (with specifications under paragraph 1.2) for a specified validity period; and
- (b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

1.2 Specifications of the Programme Area undergoing PAA

Area of Study and Training	Sub-area	Programme Area	QF level
Social Sciences	Social and Behavioural Sciences	Applied Social Sciences (Psychology and Gerontology)	5
	Social Services		

2. HKCAAVQ’S DETERMINATION

2.1 HKCAAVQ has determined that, subject to the fulfilment of the conditions set out below, Tung Wah College (the Operator / the College) can be granted the Programme Area Accreditation (PAA) status for the programme area of Applied Social Sciences (Psychology and Gerontology) at QF Level 5 under the Area of Study and Training “Social Sciences” with a validity period of five years.

The Operator granted the PAA status is considered as meeting the HKCAAVQ accreditation standards of Institutional Domains and

Programme Area Domains of the PAA. The Operator has the institutional competencies to develop programmes meeting its strategic objectives. The Operator has robust and internal processes to ensure the development and operation of learning programmes under the approved programme areas are aligned and managed in accordance with its institutional development plan, and that its learning programmes meet the stated objectives and QF standards.

2.2 Validity Period

2.2.1 The validity period will, provided that the Operator fulfils all pre-conditions to the commencement of the validity period as set out in section 2.4, 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.

2.2.2 The maintenance of the accreditation status within the specified validity period is subject to the fulfilment of all requirements set out in section 2.4 by the specified deadline.

2.3 The determinations on the PAA status are specified as follows:

Name of Operator	Tung Wah College 東華學院
Address of Operator	31 Wylie Road, Homantin, Kowloon
Name of Award Granting Body	Tung Wah College 東華學院
Area of Study and Training	Social Sciences
Sub-area	<ul style="list-style-type: none">• Social and Behavioural Sciences• Social Services

Programme Area and Scope of Programme Area	<u>Applied Social Sciences (Psychology and Gerontology)</u> <ul style="list-style-type: none"> Study and training of psychology and gerontology for application to diverse fields such as healthcare for the elderly, social services and community development in the society to make an impact on the daily life of communities, organisations and people, and for the provision of a wide spectrum of services to improve the well-being and quality of life of people who need support in their lives.
QF Level	Level 5
Start Date of Validity Period	1 September 2025
End Date of Validity Period	31 August 2030
Address of Teaching / Training Venue(s)	<ol style="list-style-type: none"> King's Park Campus, Ma Kam Chan Memorial Building, 31 Wylie Road, Homantin, Kowloon, Hong Kong Mongkok Campus, Cheung Kung Hai Memorial Building, 90A, and Cheung Chin Lan Hong Building, 98, Shantung Street, Mongkok, Hong Kong Kwai Hing Campus, 16/F, Tower 2, Kowloon Commerce Centre, 51 Kwai Cheong Road, Kwai Chung, Hong Kong Tsim Sha Tsui Campus, 2/F, 4/F, 5/F and 6/F, Tsim Sha Tsui District Kaifong Welfare Association, 136A Nathan Road, Tsim Sha Tsui, Hong Kong

2.4 Conditions

Pre-conditions

- 2.4.1 The College is to provide sufficient evidence to demonstrate the effectiveness of quality assurance mechanism and implementation in student admission, and the rigour and robustness of the processes and measures conducted for admission for the programmes, including the credential checking policies, processes and procedures, such as vetting and verification performed by the College for

authenticity of credentials submitted for admission purposes, especially for those non-local qualifications and examinations.

The Operator is to submit information and evidence on (a) students' academic certificates and transcripts submitted during the application process, (b) application forms for admission, (c) approval records for admission, (d) records of vetting and verification of student credentials, of the BSSc(APsy) AY2024/25 intake as an example, and any other relevant information, to HKCAAVQ on the fulfilment of the above pre-condition on or before **30 June 2025**. (Para. 4.4.6)

2.4.2 The College is to:

- (a) strengthen the internal quality assurance mechanism in the setting and timely monitoring of the admission numbers and quotas of the programmes;
- (b) ensure adherence to relevant guidelines and procedures of the College and HKCAAVQ to avoid re-occurrence of over-enrolment of students; and
- (c) document with justifications the measures used to address and remediate the over-enrolment in student admission of the BSSc(APsy) programme.

The Operator is to submit information and evidence to HKCAAVQ on the fulfilment of the above pre-condition on or before **30 June 2025**. (Para. 4.5.8)

Requirements

2.4.3 The College is to ensure that the measures proposed by the College as in the pre-conditions above in relation to the quality assurance, admission measures and remedial actions for the over-enrolment are properly administered and effective.

The Operator is to submit information and evidence to HKCAAVQ on the fulfilment of the above requirement on or before **31 October 2025**. (Para. 4.5.8)

2.4.4 The College is to ensure effective measures are in place to address the issues on student attrition and maintain a meaningful learning environment by reviewing and revising the measures and/or introducing new measures as appropriate covering the following:

- (a) monitoring and collection of data relating to student attrition to ensure a comprehensive understanding of the causes of student attrition, and any other associated issues such as academic performance and support to students (if any); and
- (b) measures to ensure effective student learning to properly manage attrition within the programme area.

For the fulfilment of the above requirement, the College is to submit a report on or before **31 October 2025** to HKCAAVQ to demonstrate how the issue on student attrition is being effectively addressed at the institutional and programme area levels, including the following information:

- (a) enhancements to (i) the monitoring and collection of data on student attrition and (ii) measures to ensure effective student learning, along with an explanation of how such enhancements ensure that attrition is properly managed, and the effectiveness;
- (b) admission and attrition statistics covering all cohorts of the programmes under the programme area, including the student intake and the number of students remaining for each programme by cohort and year of study; and
- (c) reasons for attrition with analyses. (Para. 4.6.8)

2.5 **Recommendations**

HKCAAVQ also offers the following recommendations for the continuous improvement of the operator and the programme area.

- 2.5.1 The College should continue to regularly review and implement the relevant policy, mechanism and process relating to enhancement of the College's verification of students' credentials before and at student admission, and incorporate the relevant information in the College' formal documents such as policy, guidelines and manuals. (Para. 4.4.5)
- 2.5.2 The College should continue to review and strengthen the synergy between Psychology and Gerontology in the programme area, for example, in terms of the topics in the courses of the programmes. (Para. 4.5.4)

- 2.5.3 The College should review and consider expanding the range of the research methods taught in the Research Methods course of the BSc(AG) programme, in both qualitative and quantitative research methods, and to consider joint-delivery of the course for the BSSc(APsy) and BSc(AG) programmes. (Para. 4.6.6a)
- 2.5.4 The College should continue to review the *Capstone Project* course of the BSc(AG) programme, and consider revamping it in the programme curriculum to a two-semester course of 6 TWC credits. (Para. 4.6.6b)
- 2.5.5 The College should continue to review and enhance, when applicable, the internship/practicum model and arrangements, and the implementation of internship and practicum for non-local students who may need to adjust and adapt to the culture, language, and community. (Para. 4.6.6c)
- 2.5.6 The College should, in addition to the formal courses, review and reinforce the support for English language and cultural adjustment for students, and systematically implement strategy to monitor their effectiveness. (Para. 4.8.3c)
- 2.6 HKCAAVQ will subsequently satisfy itself on whether the Operator remains competent to achieve the relevant objectives as claimed by the Operator by reference to, amongst other things, the Operator's fulfilment of any conditions and compliance with any restrictions stipulated in this Accreditation Report. **For the avoidance of doubt, maintenance of accreditation status is subject to the fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report.** During the validity period, HKCAAVQ may request the Operator to provide evidence, such as admission related information, to demonstrate that the Operator and the Programme continue to comply with the determinations and meet the relevant accreditation standards.

3. INTRODUCTION

- 3.1 Tung Wah College (the Operator / the College) was incorporated in 2010 as a wholly-owned subsidiary of Tung Wah Group of Hospitals and operates independently as a self-financing institution. The College underwent an Institution Review by HKCAAVQ in

September 2010, and was successfully registered under the Post Secondary Colleges Ordinance (Cap. 320) to offer Bachelor's Degree programmes from the 2011/12 academic year onwards. The College is currently operating 21 HKCAAVQ-accredited programmes at the Bachelor and sub-degree levels. In addition, the College has PAA status under two programme areas, "Occupational Therapy" and "Biological Sciences", at QF Level 5.

- 3.2 The College is seeking PAA status for the proposed programme area of "Applied Social Sciences (Psychology and Gerontology)" (hereafter referred as "the programme area"), based on the track record of its operation of the Bachelor of Social Science (Honours) in Applied Psychology and Bachelor of Science (Honours) in Applied Gerontology programmes at QF Level 5. The College commissioned HKCAAVQ to conduct a PAA for the proposed programme area "Applied Social Sciences (Psychology and Gerontology)" at QF Level 5. HKCAAVQ formed an expert Panel (the Panel) for this accreditation exercise (Panel Membership at **Appendix**), and a site visit by the Panel was conducted at the Operator's campuses from 8 to 10 January 2025. 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 College and the Panel.
- 3.3 In consideration of the College's track record, and the previous and recent PAA accreditation exercise of which the accreditation report was issued in August 2024, information under two institutional domains, namely PAA-2 Strategic Planning and Development and PAA-3 Financial Management and Viability, was not required in accordance with HKCAAVQ's Differentiation Approach.

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.

Institutional Domains

4.1 Organisational Governance and Management

The Operator must have a governing body that defines the

Operator's vision and mission and establishes educational/training objectives aligned with the vision and mission. The governing body has set a clear and explicit direction for development based on the Operator's values and characteristics, and has implemented a management system which is fit-for-purpose and effective in meeting the educational/training objectives.

- 4.1.1 Tung Wah College, established by the Tung Wah Group of Hospitals (TWGHs), is a post-secondary college registered under the Post Secondary Colleges Ordinance (Cap. 320). The Panel was provided with information on the institutional governance and management structure of the College, including the Terms of Reference (ToR) and composition of various boards and committees, as well as the organisational structure of the College, and was given to understand that its governance and management structure has been established in compliance with the requirements of the Cap. 320 and the relevant Regulations (Cap. 320A).
- 4.1.2 The Board of Governors (BoG) is the supreme governing body responsible for setting the mission and vision as well as strategic directions of the College. The College Council (CC) is the executive body of the College administering the property and managing the general affairs of the College subject to the directions of the BoG.
- 4.1.3 Under the BoG and CC, there are various committees overseeing specific aspects of college governance. Under the BoG, Audit Committee (AC) assists the BoG in overseeing the College's financial reporting process, audit process, system of internal controls, and compliance with laws, regulations and policies. Under the CC, Human Resources Committee, Main Tender Board, Foundation Governing Committee, Finance Committee and Honorary Fellowship Committee oversee the management and deployment of finance and human resources of the College. Reporting to the AC of the BoG and the President of the College, there is an Internal Audit Unit (IAU) under the supervision of the AC to support the BoG in the assessment and improvement of the College's internal control framework, risk management and compliance processes.
- 4.1.4 In terms of the management of the College, the Panel noted the following:
 - (a) Five essential committees, chaired by the President of the College, assist the President in overseeing the management of the academic and administrative matters of the College, namely Academic Board (AB), Management Board (MB), Staff

Establishment and Review Committee, Budget Committee, and President's Executive Committee.

- (b) The AB is responsible for regulating and approving all academic affairs of the College. Reporting to the AB, there is a School Board (SB), under each of the four Schools, to oversee the operation, management, development and quality assurance of the School's programmes and other academic-related matters. Under the AB, a number of committees have been in place to oversee the development, implementation, review and improvement of the academic programmes and activities of the College, including the SBs, Academic Regulations Committee (ARC), Examinations Board (EB), General Education Committee (GEC), Learning and Teaching Committee (LTC), Quality Assurance Committee (QAC), Research Committee (RC), Research Ethics Committee (REC), Student Appeals Committee (SAC), and Student Disciplinary Committee (SDC).
- (c) The MB is to advise on matters relating to the strategic development and management of the College and provides input on any academic initiatives from management perspectives (including human resources, finance and campus resources). The MB is supported by six sub-committees, namely Appeal Committee, Facilities and Campus Development Committee, Grievance and Complaint Committee, Staff Disciplinary Committee, Student Affairs Committee, and College Admission, Promotion and Publicity Committee.

4.1.5 The President of the College is the principal academic and administrative officer, and holds the ultimate accountability to the CC for the daily management and development of the College under the overall direction of the BoG. The President is assisted by two Vice Presidents, namely the Vice President (Academic) and the Vice President (Administration & Development), in the development and management of the College. Other key officers of the College include School Deans, and Head of three academic support units (Quality Assurance Office, Registry, and Research Office) and seven administrative units (Communications and Public Relations Office, Facilities Management Office, Finance Office, Human Resources Office, Information Technology Services Office, Library, and Student Affairs Office).

- 4.1.6 The Panel reviewed the College's accreditation documents and *Response to the Panel's Initial Comments*, and discussed with the College's governance and management representatives during the site visit, and was also given to understand their roles, responsibilities, decision-making processes, and risk management mechanisms, in the daily operations and management of the College for its educational objectives, vision and mission.
- 4.1.7 Having reviewed the relevant information and discussed with the College's representatives, the Panel had no other observations in addition to those made in the previous and recent PAA exercise. Overall, the Panel considered that the College in general has an appropriate institutional structure and mechanism for the governing body to formulate and oversee the strategic directions of the College.

4.2 **Strategic Planning and Development**

The Operator must have formal processes at organisational level for developing its strategic plan, which are effective in driving achievement of educational/training objectives. The strategic plan should focus on the analyses, decisions and actions needed to sustain and enhance the operation of its learning programmes.

- 4.2.1 In accordance with HKCAAVQ's Differentiation Approach, no other observations were made by the Panel in addition to those made in the previous and recent PAA exercise, in relation to the institutional strategic planning and development. The aspects of this accreditation standard are considered to be appropriately addressed by the College.

4.3 **Financial Management and Viability**

The Operator must have an established financial management approach which is effective in ensuring the Operator's short-term and long-term viability to sustain its operation in alignment with the current strategic plan, and enables it to meet its educational/training objectives.

- 4.3.1 In accordance with HKCAAVQ's Differentiation Approach, no observations were made by the Panel. All aspects of this accreditation standard are considered to be appropriately addressed by the Operator.

4.4 Organisational Quality Assurance and Enhancement

The Operator must have established an effective internal quality assurance system with well-defined policies and procedures in place to determine and monitor the quality and standards of its learning programmes, and to ensure alignment with its educational/training objectives and the stated HKQF level(s).

4.4.1 The College has a quality assurance (QA) system in place to ensure academic standards and student attainment of the institutional, programme and course level intended learning outcomes. The QA system covers the process of planning, developing, delivering, modifying, monitoring and reviewing a programme of study at programme level, and the academic unit's practice at institutional level. The College provided the Panel with its Quality Assurance Manual (QAM) which delineated the details of the College's QA system. The QAM outlines the underlying principles, policies, mechanisms, processes and procedures which support the QA and academic standards at the College.

4.4.2 The Panel noted the following QA framework and the related committee structure of the College:

- (a) At the college level, the AB chaired by the President oversees all academic matters and advises the CC on the standards of programmes. The AB is assisted by the QAC which has oversight of the QA policies and practices with a view to maintaining a high standard across all programmes within the College.
- (b) At the school level, SBs report to the AB by making recommendations on the operation, management, development, and quality assurance of the Schools' programmes and other academic matters.
- (c) In a programme area, Programme Area Team (PAT) and Programme Teams (PTs) are responsible for the development, management, delivery, maintenance of the quality and academic standards, and review of a programme area and of its programmes respectively. PTs discuss all issues relating to the programmes and make recommendations to the SB for programme changes and continuous improvement.
- (d) Feedback from different stakeholders such as students, graduates, teaching staff, employers, external advisors, and

external examiners is regularly garnered for ascertaining the standards of the education provision and its continuous improvement. For instance, students' views are gauged through various means, such as the Course and Teaching Evaluation (CTE) questionnaire, New Student Survey, Graduate Survey, and student representation on a number of boards/committees such as Staff-Student Consultative Group (SSCG).

4.4.3 In terms of soliciting external advice and input, External Advisors (EAs) and External Examiners (EEs) are engaged as below.

- (a) For EAs, each School forms its own advisory group(s) which are appointed and approved by the AB via endorsement from the SB, at School level and/or programme level to gauge EAs' feedback. Advice of external academics and industry experts are solicited to ensure that programmes are responsive to the needs of industry and community, for the School Dean to consider, comment and take proper follow-up actions as appropriate.
- (b) EE is appointed for each programme to oversee the assessment and examination system, offer views on the quality and appropriateness of the examination papers where appropriate, review sample examination answer scripts and coursework assignments, and comment on the mapping of assessment tasks against the intended learning outcomes, etc. EE's input and comments are recorded in Annual Programme Review Reports (APRRs). EEs are also required to prepare and submit EE's reports and Annual Programme Reports to the PTs via the School Dean. All the EE's reports are reviewed by the School Board on a regular basis.

4.4.4 Regarding programme management and review, the Panel noted the following:

- (a) Each programme is managed by a Programme Leader (PL) who is responsible for the programme's performance, operation and quality. The PL prepares the APRR, which reviews the programme operation. The APRR captures crucial data such as the assessment statistics of individual courses, student progression and graduation, student achievement of the Programme Intended Learning Outcomes and feedback from students and graduates. The APRR also includes views of the EEs, relevant professional bodies, EAs and employers. A

summary of all APRRs is prepared by the Quality Assurance Office of the College for the consideration of QAC and AB on an annual basis. The SB considers the recommendations and takes follow-up actions where appropriate to effect the changes or improvements to the programmes arising from the annual programme review. The Panel reviewed samples of APRRs and EE's reports for programmes under the programme area of Applied Social Sciences (Psychology and Gerontology), and the latest QAC and AB meeting minutes relating to the discussions and findings of the APRRs.

- (b) The Panel reviewed the track records of the implementation of programme management and review mechanism and made observations regarding the student intake/enrolment numbers, course passing rates, attrition rates and graduation rates of the programmes under the programme area. Based on the observations which are delineated in paragraphs 4.5.8 and 4.6.8, the Panel stipulated relevant pre-conditions and requirements in paragraphs 4.5.8 and 4.6.8, relating to the concerns about over-enrolment and student attrition in the programmes under the programme area. In addition, the Panel also **advised** the College to continue to review the student retention strategy and develop a centralised automated monitoring system with a more systematic approach and analytics tools to address student attrition in the programmes.

4.4.5 The Panel noted that peer review in the form of class observation is adopted by the College to enhance teaching quality and to facilitate professional development. Through peer review, the teaching performance of an academic staff member is evaluated in a collegial manner, in addition to students' feedback solicited through SSCG meetings and CTEs. All staff members with learning and teaching duties who have worked at the College for less than one year are reviewed by a peer. The need for subsequent round(s) of annual peer review is subject to the School Dean's recommendation.

- (a) On the quality assurance of admission, the College's measures and actions for reviewing the admission procedures to ensure the authenticity of applicants' qualifications and credentials, the Panel was given to understand that the College has been taking actions in its admission process, as conveyed by the College in its *Response to the Panel's Initial Comments* and in the site visit meetings, including but not limited to (a) requiring applicants to present original copies of their academic proofs to the College's Registry (REG) for verification, or request that an

official transcript to be sent directly from the awarding/issuing institution to the REG, for the REG to verify the authenticity of all submitted documents with the issuing institutions, (b) requiring that non-local applicants must attend an interview (e.g. online) and present their photo ID to the interviewers for identity verification, and (c) specifying that a confirmed offense of forgery will result in disciplinary actions, which may include withdrawal from studies, debarment from re-admission, and reporting to the police. Considering that the relevant policy and mechanism should be formally documented in documents such as guidelines and manuals, the Panel **recommended** that the College should continue to regularly review and implement the relevant policy, mechanism and process relating to enhancement of the College's verification of students' credentials before and at student admission, and incorporate the relevant information in the College' formal documents such as policy, guidelines and manuals.

- 4.4.6 Further to the above, also relating to the admission of the programmes under the programme area, the College provided the breakdowns of student intake numbers of the programmes in the validity period in its *Response to the Panel's Initial Comments as well as subsequent follow-up responses*, as requested by the Panel. The Panel observed from the provided information that (a) the BSSc(APsy) programme of the programme area enrolled substantially more students in AY2024/25 than the previous academic years, (b) the student intake number for AY2024/25 exceeded substantially more than the approved student quota, and (c) most of the admitted students in AY2024/25 used the same particular non-local qualification and results for admission to the programme and the number of such cases was not negligible. As shown in the provided information, the BSc(AG) and HD(Psy) programmes also enrolled students who used that particular qualification and results for admission in AY2024/25. Considering the above, the Panel requested the College to provide the students' credentials and the College's vetting and verification records, of the AY2024/25 student intake of the BSSc(APsy) programme as a sample set for review. In response, the College provided admission information and students' credential documents as tabled documents. However, based on the information available to the Panel by the end of the site visit, the Panel formed the view that evidence was insufficient to ascertain proper and effective authenticity check. In light of the above findings and the discussions held during the site visit meetings with the College, a pre-condition is therefore stipulated as below.

Pre-condition

The College is to provide sufficient evidence to demonstrate the effectiveness of quality assurance mechanism and implementation in student admission, and the rigour and robustness of the processes and measures conducted for admission for the programmes, including the credential checking policies, processes and procedures, such as vetting and verification performed by the College for authenticity of credentials submitted for admission purposes, especially for those non-local qualifications and examinations.

The Operator is to submit information and evidence on (a) students' academic certificates and transcripts submitted during the application process, (b) application forms for admission, (c) approval records for admission, (d) records of vetting and verification of student credentials, of the BSSc(APsy) AY2024/25 intake as an example, and any other relevant information, to HKCAAVQ on the fulfilment of the above pre-condition on or before **30 June 2025**.

4.4.7 Further to the above, to address the pre-condition above, the Panel had the view that the College should pay attention to at least the following aspects:

- (a) formalising the enhanced policies, mechanisms and implementation procedures and incorporating such information in the College's relevant formal documents and guidelines/manuals.
- (b) ensuring enhanced and rigorous implementation of the mechanism and measures relating to the vetting and verification of the academic credentials and certificates (including the information and form of the documents) of non-local qualifications and results, for example also through the relevant authorities or professional bodies at the relevant regions/countries, as well as the mode of schooling/study and students' study experience of such qualifications; and
- (c) confirming the authenticity of the students' qualifications, credentials and certificates, and the appropriateness of the issuing schools/institutions, and maintaining the vetting and verification records proper.

Programme Area Domains

4.5 Programme Area Development and Management

The Operator must substantiate the proposed programme area by its track record of operation of HKQF-recognised learning programmes in relevant discipline or industry areas, in alignment with organisational objectives and planned resources.

4.5.1 The proposed programme area “Applied Social Sciences (Psychology and Gerontology)” seeking PAA status at QF Level 5 (the programme area) is hosted by the School of Arts and Humanities (ARH) of the College. Under the programme area at QF Level 5 and below, the College is delivering the following four accredited programmes.

- (a) Bachelor of Social Science (Honours) in Applied Psychology (BSSc(APsy))
- (b) Bachelor of Science (Honours) in Applied Gerontology (BSc(AG))
- (c) Higher Diploma in Psychology (HD(Psy))
- (d) Diploma in Health Studies (D(HS))

4.5.2 The College proposed the scope statement below for the programme area, and the Panel considered that it is commensurate with the programmes under the programme area.

Applied Social Sciences (Psychology and Gerontology)

Study and training of psychology and gerontology for application to diverse fields such as healthcare for the elderly, social services and community development in the society to make an impact on the daily life of communities, organisations and people, and for the provision of a wide spectrum of services to improve the well-being and quality of life of people who need support in their lives.

4.5.3 On the management of the ARH and the programme area, the Panel noted that the programme area is hosted by the ARH of the College, and the ARH Dean assumes the ultimate responsibility for overseeing the effective implementation, development and monitoring of the programme area and its programmes. A PAT under the ARH leads and manages the development processes for the proposal of the programme area. The PAT comprises PTs of the programmes covered in the proposed programme area and senior academic staff. The PAT is responsible for managing all issues related to the planning and development of the programme area. For

the development and management of the social sciences programmes, ARH established its Division of Social Sciences in February 2023.

- 4.5.4 On the development and the synergy between Psychology and Gerontology under the programme area, having reviewed the accreditation documents including information on courses combining knowledge from both gerontology and psychology, and discussed with the representatives of the College in the site visit, the Panel was given to understand that the College sees the increasing demand for geropsychological services and aims to offer professional development and training opportunities for relevant mental health and allied health professionals to improve their understanding of psychological and gerontological concepts. The College aims to integrate the expertise of psychology and gerontology into the development of social sciences programmes to create a more holistic and comprehensive approach to developing interdisciplinary programmes that allow better understanding of the complex dynamics of human behaviour, relationships, and societal challenges faced by individuals across the lifespan, particularly older adults. The Panel **recommended** that the College should continue to review and strengthen the synergy between Psychology and Gerontology in the programme area, for example, in terms of the topics in the courses of the programmes.
- 4.5.5 In relation to the planning and development of the programme area and its programmes, the Panel noted that the College had conducted external and internal environmental scans as well as an analysis on its Strengths, Weaknesses, Opportunities, and Threats (SWOT) to assess its feasibility of strategic and programme plans, and that the College had set up a 5-year Programme Area Development Plan (PADP) for the programme area for AY2024/25 to AY2028/29, maintaining the existing four programmes as in paragraph 4.5.1, and developing and introducing the following two new part-time short certificate programmes at QF Level 4. The Panel considered that these developments, as stated in the PADP, are appropriate. The Panel also noted the College's future development of Higher Diploma in Applied Gerontology (HD(AG)) and its plan to collaborate with secondary schools under the TWGHs to offer Diploma in Applied Gerontology (DAG), and observed that the HD(AG) and DAG had not yet been included in the College's 5-year PADP of the programme area.
- (a) Certificate in Applied Geropsychology (Cert(AG))

- (b) Certificate in Health Psychology, HealthCare Skills, and Assistive Technologies for Carers of Older People (Cert(HHA for COP))

	Cert(AG)	Cert(HHA for COP)
Target Launch	September 2025	January 2026
QF Credits	around 15	around 15
Duration	15 weeks	15 weeks
Mode	Part-time	Part-time
Planned student intake per year	25	25

- 4.5.6 The proposed Programme Objectives (POs) and the Programme Intended Learning Outcomes (PILOs) of the Cert(AG) and Cert(HHA for COP) programmes were also provided to the Panel for review, as below:

Cert(AG) POs:

The programme aims to provide students with the applied skills and knowledge needed to support the healthcare and well-being of older adults and their families (carers) through an interdisciplinary approach.

Cert(AG) PILOs:

- 1) Acquire interdisciplinary knowledge, skills, values, and abilities as a basis for competent geropsychological practice.
- 2) Apply geropsychological practice to support healthcare and well-being of older adults and their caregivers.
- 3) Synthesize and evaluate the evidence-based geropsychological practice to improve the quality of life and well-being of older adults and their families.

Cert(HHA for COP) POs:

The programme aims to provide students with the opportunity to learn and acquire applied skills in a carer-centric approach to promote carers' well-being and strengthen their caregiving capability.

Cert(HHA for COP) PILOs:

- 1) Acquire interdisciplinary knowledge and skills on self-care and counselling of caregivers.
- 2) Apply and practice acquired self-care and counselling skills to reduce caregivers' burden and improve mental well-being of carers.

- 3) Acquire knowledge and apply skills in using assistive technologies to reduce cares' burden and support their caring of older adults.

4.5.7 Regarding the development of new programmes under the programme area, the College confirmed the understanding that while an Operator with PAA status may develop and operate learning programmes within the approved scope of the programme area at the specified QF level or below within the validity period without undertaking HKCAAVQ's Learning Programme (Re-)Accreditation, such programmes should have been specified in the academic plan with details when the Operator underwent the PAA process. Prior approval from HKCAAVQ should be sought before implementing the corresponding substantial change(s) to an approved programme area, including changes to the academic plan.

4.5.8 In relation to the operation and delivery of the existing four programmes, as also mentioned in paragraph 4.4.4(b) among the concerns about the programme admission of the programme area, the Panel was provided with the breakdowns of student intake numbers of the programmes in the validity period in its *Response to the Panel's Initial Comments* as well as subsequent follow-up responses, and observed that the student intake number for AY2024/25 of the BSSc(APsy) programme exceeded substantially more than the approved student quota. During the site visit meetings with various levels of representatives of the College, in addition to the College's *Response to the Panel's Initial Comments* and subsequent follow-up responses, the Panel was told the circumstances (e.g. the measures, conversion rates and metrics for admission purposes) that led to the over-enrolment and the College's follow-up actions including its assessment of resources, facilities and space, and teaching staff. Considering that the College needs to rectify the over-enrolment, strengthen the implementation and monitoring of student admission, and prevent re-occurrence, the Panel stipulated the following pre-condition and requirement accordingly.

Pre-condition

The College is to:

- (a) strengthen the internal quality assurance mechanism in the setting and timely monitoring of the admission numbers and quotas of the programmes;

- (b) ensure adherence to relevant guidelines and procedures of the College and HKCAAVQ to avoid re-occurrence of over-enrolment of students; and
- (c) document with justifications the measures used to address and remediate the over-enrolment in student admission of the BSSc(APsy) programme.

The Operator is to submit information and evidence to HKCAAVQ on the fulfilment of the above pre-condition on or before **30 June 2025**.

Requirement

The College is to ensure that the measures proposed by the College as in the pre-conditions above in relation to the quality assurance, admission measures and remedial actions for the over-enrolment are properly administered and effective.

The Operator is to submit information and evidence to HKCAAVQ on the fulfilment of the above requirement on or before **31 October 2025**.

4.6 Learning, Teaching and Assessment

The Operator must have developed and implemented effective policies for the development of learner-centred strategies for achievement of learning outcomes through alignment of educational/training objectives, learning experiences, assessment, and learning support.

- 4.6.1 The Panel noted that all learning programmes of the College are developed based on the outcome-based education (OBE) model, which is outlined in the QAM with mechanisms laid out for implementation. To demonstrate the implementation of OBE at the programme level, the College provided the mappings of the courses against the respective Generic Level Descriptors (GLDs) for the BSSc(APsy), BSc(AG), HD(Psy) and D(HS) programmes, and the mappings of the Course Intended Learning Outcomes (CILOs) and Programme Intended Learning Outcomes (PILOs) of the four programmes. At the course level, a Course Description Form (CDF), endorsed and approved by the PT, SB, QAC, and AB as part of the programme development and approval process according to the accreditation documents, is developed for each course of the programmes to facilitate the course design using the OBE model. The Panel reviewed sample CDFs of the existing programmes under

the programme area, and noted that the CDFs include information on the course objectives and CILOs, learning and teaching strategies, assessment strategies, and alignment of the assessment strategies with the CILOs.

4.6.2 On the learning and teaching strategies of the programme area, the Panel was given to understand that ARH has implemented a series of strategic actions (e.g. strengthening the inputs and support from external parties; using advanced information technology to facilitate teaching and learning; as well as exploring e-learning opportunities and develop a plan to promote and enhance blended-learning) for the purpose of enhancing the quality of learning, teaching and assessment of the programmes under the programme area, in support of the key strategic objectives of the College relating to learning and teaching quality (i.e. to enhance the quality of learning and teaching; and to provide students with an effective and stimulating learning environment), such as the examples below. The Panel also noted that the College established the Centre for Innovative Teaching and Learning (CITL) in AY2023/24, which aims to further equip and empower the dedicated academic staff in the programme area to adopt innovative pedagogies and technologies in learning and teaching.

- (a) Interdisciplinary approach in learning and teaching
- (b) Technology enhanced learning and teaching
- (c) Learning through Play Model
- (d) Challenge-based learning
- (e) Work-based learning
- (f) Internationalisation of learning experience
- (g) Synergies in learning and teaching strategies in Applied Social Sciences
- (h) Pedagogical and research expertise and competency

4.6.3 On assessment, the Panel noted that the College has established a *College Assessment Policy* to provide guidelines for designing assessments and ensuring the quality of learning and teaching. Within the OBE framework, an integrative approach is adopted to ensure that assessment methods are aligned with learning and teaching activities, as well as the CILOs. Each course is typically composed of both continuous assessment and examinations as specified in CDFs, and continuous assessment includes individual assignments and group assignments, such as practical tests, laboratory reports, group discussions, peer reviews, role plays, reflection papers and projects. EEs are appointed for the courses of the programmes to review and comment on sample course materials

and marked assessment scripts, conduct moderations for assessment, and provide suggestions for improvement in EE's reports and Annual Programme Reports.

4.6.4 The College provided to the Panel the relevant information such as the mechanism and implementation of the following aspects:

- (a) Policies and mechanisms on learning, teaching and assessment;
- (b) Mechanism and process for evaluating and enhancing teaching effectiveness;
- (c) Collection and analysis of learner data and statistics; and
- (d) Learner's access to programme information.

4.6.5 Further to the above, the College also provided the Panel with the information of the four existing programmes and the programme area, including the programmes details containing the programme structure and curriculum, POs, PILOs, and the relevant mappings and alignments, assessment plans, description of the learning, teaching and assessment activities of the courses, sample marked assessment scripts and rubrics, EE's reports, as well as the College's *Quality Assurance Manual*, *College Assessment Policy*, *Student Handbook*, *Work-Integrated Learning Programme (WILP) Handbook*, Course and Teaching Evaluation (CTE) Results, information on strategies for reducing attrition rate, etc.

4.6.6 Having reviewed the information of the four existing programmes, the Panel made the recommendations and advice below in relation to the design, delivery and enhancement of some courses of the programmes.

- (a) Relating to the *Research Methods* course of the BSc(AG) programme, the Panel **recommended** that the College should review and consider expanding the range of the research methods taught in the *Research Methods* course of the BSc(AG) programme, in both qualitative and quantitative research methods, and to consider joint-delivery of the course for the BSSc(APsy) and BSc(AG) programmes.
- (b) Relating to the *Capstone Project* course of the BSc(AG) programme, which is a one-semester course of 3 TWC credits, the Panel was given to understand that the programme was considering to change it to a two-semester course of 6 TWC credits, similar to the one of the BSSc(APsy) programme. The Panel **recommended** that the College should continue to

review the *Capstone Project* course of the BSc(AG) programme, and consider revamping it in the programme curriculum to a two-semester course of 6 TWC credits.

- (c) Relating to the internship/practicum arrangements for non-local students of the programmes, the Panel **recommended** that the College should continue to review and enhance, when applicable, the internship/practicum model and arrangements, and the implementation of internship and practicum for non-local students who may need to adjust and adapt to the culture, language, and community.
- (d) On the updating of the programmes, the Panel **advised** the College to continue to seize the opportunities of taking a range of input, including input from teaching staff and external stakeholders, to ensure that the programmes, including the syllabus and reference materials, remain up-to-date.

4.6.7 In relation to collection of student feedback and evaluation of teaching performance of academic staff, the Panel was provided with sample SSCG meeting minutes, sample consolidated CTE results, sample graduate survey reports, and sample Peer Review Forms. The Panel opined that the mechanisms in place are effective in general in evaluating the teaching performance of academic staff.

4.6.8 On the student attrition of the programmes, as also mentioned in paragraph 4.4.4(b), the Panel observed that the attrition rates of the programmes in the validity period are relatively on the high side. Having reviewed the accreditation documents and the College's *Response to the Panel's Initial Comments* and discussed with the representatives of the College, the Panel was given to understand the various reasons for the student attrition, and the College's strategies for reducing the high attrition rates of the programmes such as (i) early Identification and intervention with tailored academic support, (ii) enhancing student engagement, (iii) fostering supportive learning environment, (iv) providing diverse support services, and (v) improving learning, teaching and course design. The programme leaders of the corresponding programmes need to monitor the effectiveness of the strategies and write up their evaluation in the Annual Programme Review Reports (APRRs), which are endorsed by SB, QAC, and AB. QAO is to summarise the key observations of the APRRs, including the effectiveness of the relevant strategies, and prepare an annual final report for approval by QAC and AB. In light of the high attrition, the Panel formed the view that the Operator should demonstrate the effectiveness of the planned follow-up

actions and any new measures in managing attrition of the programmes under the programme area, and therefore stipulated the following requirement.

Requirement

The College is to ensure effective measures are in place to address the issues on student attrition and maintain a meaningful learning environment by reviewing and revising the measures and/or introducing new measures as appropriate covering the following:

- (a) monitoring and collection of data relating to student attrition to ensure a comprehensive understanding of the causes of student attrition, and any other associated issues such as academic performance and support to students (if any); and
- (b) measures to ensure effective student learning to properly manage attrition within the programme area.

For the fulfilment of the above requirement, the College is to submit a report on or before **31 October 2025** to HKCAAVQ to demonstrate how the issue on student attrition is being effectively addressed at the institutional and programme area levels, including the following information:

- (a) enhancements to (i) the monitoring and collection of data on student attrition and (ii) measures to ensure effective student learning, along with an explanation of how such enhancements ensure that attrition is properly managed, and the effectiveness;
- (b) admission and attrition statistics covering all cohorts of the programmes under the programme area, including the student intake and the number of students remaining for each programme by cohort and year of study; and
- (c) reasons for attrition with analyses.

4.7 Staffing and Staff Development

The Operator must have a suitably qualified and competent workforce which is capable to develop and deliver learning programmes in the proposed programme area, and can ensure sustainable development of the proposed programme area.

4.7.1 Regarding human resources (HR) management of the College, Human Resources Committee (HRC) is set up by the CC to oversee the HR policies and management of the College. All HR strategies and policies relating to the recruitment, reward, evaluation, retention, motivation and development of staff are required to be discussed and endorsed by the HRC before submission to the CC for approval. At the management level, Staff Establishment and Review Committee (SERC) assists the President in formulating policies for new staff establishments and staff development, as well as reviewing staff performance appraisals and re-appointment cases.

4.7.2 On staffing of the programme area, the Panel was provided with the following information:

- (a) Structure and appointment criteria for academic and administrative staff;
- (b) Institutional mechanisms and processes governing staff workload, remuneration and promotion, and performance appraisal;
- (c) Profiles of teaching staff of the programmes under the programme area, including their academic and professional qualifications, teaching experience, teaching and research expertise areas, courses taught, recent publications;
- (d) Current and projected staffing for the programme area for AY2024/25 to AY2028/29;
- (e) Lists of honorary and adjunct appointments and guest speakers;
- (f) Staff Handbook;
- (g) Revised Workload Allocation Framework for Academic Staff (R-WAF); and
- (h) General workload allocation for different ranks of teaching staff.

4.7.3 Further to the above, having review the accreditation documents and discussed with the College's representatives in the site visit, the Panel made the following observations and advice:

- (a) The College has in place a Revised Workload Allocation Framework for Academic Staff (R-WAF), which serves as a general framework to provide generic principles in academic workload allocation. The R-WAF features a two-track system for academic staff, consisting of the teaching track and the research track, aiming to enhance the research capability and productivity of the College in line with organisational objectives.

- (b) In terms of evaluating the performance of academic staff, four major criteria are included in the annual performance appraisal, namely Teaching Performance, College and School and Programme Administration, Professional and Community Services and Other Scholarly Activities (such as presentation of paper at conferences, participation in staff development seminars or workshops).
- (c) The overall staff-to-student ratio (SSR) for degree and sub-degree programmes of the College is normally kept at 1:25, and the SSR may be adjusted for programmes that lead to professional registration or recognition to meet the requirements stipulated by the respective professional bodies.
- (d) On staffing of the programme area, based on the academic qualifications, publications and other scholarly activities of the current teaching staff reviewed, the Panel considered that the expertise of the staff in general covers the scope of the programme area.
- (e) As for the development and management of the programme area, Dean of the ARH is the Programme Area Leader leading the overall development and management of the programme area, and is assisted by academic and administrative staff members of the School.
- (f) Relating to part-time teaching staff in teaching for the programme area, the Panel noted that the College has engaged part-time professionals and specialists for teaching some specialised courses and/or sharing frontline professional experience with the aim of enriching students' learning and students' understanding of their career development. The Panel **advised** the College to continue to monitor the ratio of full-time and part-time teaching staff in the delivery of the programmes and make good use of the part-time professionals and specialists in enriching students' learning experience.

4.7.4 On staff development of the programme area, the Panel was provided with the following information:

- (a) Summary of staff development and scholarly activities;
- (b) Staff Professional Development Activities;
- (c) List of Research Development Seminars and Learning and Teaching Seminars;
- (d) Allocation of Staff Development and Research Fund;

- (e) List of research projects funded by the College Research Grants and School Research Grants;
- (f) List of publications by teaching staff of the programme area; and
- (g) Research Operation Handbook.

4.7.5 Having reviewed the information above and discussed with the representatives of the College during the site visit, the Panel was given to understand that the College has a mechanism in place for allocating resources for staff development, and measures are in place to incentivise academic staff to pursue professional development. Teaching staff of the programme area are engaged in development activities covering scholarly activities, pedagogy-related activities and research that support the development of the programme area.

4.7.6 In consideration of the above, the Panel formed the view that the College has suitably qualified teaching staff to support the development and delivery of the learning programmes in the programme area and can ensure its sustainable development.

4.8 **Programme Area Resources and Services**

The Operator must have implemented a well-managed approach to its provision of learning, teaching and enabling resources which aligns with the current and planned development of the proposed programme area.

4.8.1 The Panel was provided with information on the mechanism and processes in place for the consideration of resource demands. The Panel noted that resource demands could be considered as part of the individual unit's annual business plan and budget, or in the context of developing new programmes, as part of an Initial Programme Proposal which is endorsed by the relevant SB, QAC and AB before final approval by the CC. In relation to non-recurrent financial planning, a one-line budget mechanism for capital expenditure is adopted.

4.8.2 On the resources for the programme area, the Panel was provided with the information on the laboratories and facilities for the programmes, such as Counselling Laboratory, Psychology Laboratory, Immersive Elderly Simulated Suit, Paro Therapeutic Robot, specialised materials for making soft diet, as well as Library and its resources and databases, computing facilities, IT support

services and e-learning resources, Student Affairs Office (SAO) and its support services for students including non-local students, etc. The Panel also noted that the Translational Research Centre for Digital Mental Health (TRC-DMH) has been established in 2024, to strengthen studies and interdisciplinary research in Applied Social Sciences, and support the development in learning and teaching, research, as well as industry and community engagement of the programmes under the programme area for teaching and conducting translational research in digital mental health. During the site visit, the Panel had a tour to some of the facilities and resources for the programme area.

4.8.3 Having reviewed the accreditation documents including the information above and the College's *Response to the Panel's Initial Comments*, the Panel made the following observations and advice:

- (a) The College offers a range of scholarships and other forms of financial assistance to students. The Panel was given to understand that the Registry, which oversees the implementation of scholarships and bursaries, has mechanisms in place to establish the criteria for and distribution of various sponsorship schemes.
- (b) On the College's Student Academic Advising System, upon admission to the College, each student is assigned an academic staff member as their student academic advisor (SAA) by the student's respective School, who monitors their overall academic progress and cares about their general well-being. Having also discussed with the stakeholders of the College including students, graduates and staff during the site visit, the Panel **advised** the College to regularly review and monitor the robustness of the Student Academic Advising System/approach, including the orientation and continuous support to staff.
- (c) On language learning support, the College provides learning support to students through the Centre for Academic and Professional Language Enhancement (CAPLE), to enhance students' English proficiency for academic and professional purposes, as well as other languages such as Chinese/Putonghua, French and Spanish. In addition to the above-mentioned information, the Panel discussed with the stakeholders of the College including students and graduates during the site visit, and observed that more all-round English language support and cultural support are needed particularly

for non-local students and their adjustment to the learning environment. The Panel therefore **recommended** that the College should, in addition to the formal courses, review and reinforce the support for English language and cultural adjustment for students, and systematically implement strategy to monitor their effectiveness.

- (d) Relating to the required IT equipment and specifications for the learning and assessment of courses, the Panel **advised** the College to ensure that information relating to the required IT equipment and specifications for the learning and assessment of a course, such as computer for conducting experiments, specialised software and the system requirement, is clearly described and made available to students before the commencement of the course.
- (e) Relating to the safety and health including cable management at the facilities such as the laboratories, the Panel **advised** the College to review regularly and ensure that the safety and health, and cable management at the facilities, such as laboratories and centres, continue to be appropriate.
- (f) Relating to the assistance for laboratories, experiments and tutorials, the Panel **advised** the College to consider hiring assistants for laboratories, experiments and tutorials, for example, to provide guidance, assistance and experiment instructions to students at laboratories.

4.8.4 On the planned resources recently acquired or to be acquired, having reviewed the accreditation documents and the College's *Response to the Panel's Initial Comments* and discussed with the various stakeholders of the College in the site visit, the Panel had the following observations:

- (a) The College has allocated an additional Assistant Professor position to the BSc(AG) and BSSc(APsy) programmes since AY2023/2024, and two more additional headcounts have been allocated to the programme area in AY2024/2025.
- (b) PAT is planning to submit proposals to seek internal and external funding for acquiring more resources and upgrading the equipment and facilities of the Applied Psychology Laboratories (including Cognitive and Biological Psychology Section as well as Counselling Psychology) and to enrich the innovative learning and teaching for Applied Psychology and

Applied Gerontology as well as translational research in digital mental health, including the mental health of the elderly and their caregivers.

- (c) PAT is planning to apply and obtain internal or external funding to establish a Geropsychology Laboratory (GPL) in AY2026/2027 for enriching teaching and learning experiences as well as cross-disciplinary research in applied psychology and applied gerontology.
- (d) Considering the increasing student population, the College has plans to hire one more counsellor in AY2025/2026, in addition to the three full-time counsellors in the SAO.
- (e) Relating to Special Educational Needs (SEN) support, the College has plans to hire one more Student Affairs Officer to further enhance the services levels and meet the anticipated rise in SEN students from AY2025/2026, in addition to the current Assistant Student Affairs Manager and Assistant Executive Officer.

4.8.5 In consideration of the above, the Panel formed the view that the College has in place effective resource planning and management process to ensure sustainable provision of learning, teaching and enabling resources for the current and planned developments of the proposed programme area.

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 the programme area 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 The PAA status as defined by the approved programme area(s) will enable the Operator to offer programmes up to the QF level specified for the approved programme area(s) without prior learning programme accreditation. The programmes offered by the Operator up to the QF level specified for the approved programme area(s) are eligible for entry into the Qualifications Register (QR). All other programmes offered by the named Operator falling outside the approved programme area(s) and which have not obtained accreditation status will not be considered as accredited programmes.
- 5.3.2 Upon completion of relevant procedures by Operators as determined by the QR Authority, Operators may enter the qualifications covered within the scope of the PAA status into the QR at <https://www.hkqr.gov.hk> for recognition under the Hong Kong Qualifications Framework (QF).
- 5.3.3 Only learners who commence the study of a qualification covered within the scope of the PAA status during the validity period and who have graduated with the qualification listed in the QR will be considered to have acquired a qualification recognised under the QF.

Ref: 104/31/01

26 June 2025

JoH/CQ/DnL/dnl/rol

Tung Wah College

**Programme Area Accreditation in
Applied Social Sciences (Psychology and Gerontology)**

8 - 10 January 2025

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