



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

ACCREDITATION REPORT

SAINT FRANCIS UNIVERSITY

LEARNING PROGRAMME RE-ACCREDITATION

MASTER IN NURSING AND ALLIED HEALTH

JUNE 2026

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1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA1155), 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 Saint Francis University to conduct a learning programme re-accreditation exercise for Master in Nursing and Allied Health with the following Terms of Reference.

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the programme of Saint Francis University (the Operator) (with specifications under (c)) meets the stated objectives and QF standards and can continue to be offered as an accredited programme;
- (b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ; and

(c) Specifications of the Programme seeking accreditation status:

Programme title (English and Chinese, if any)	Exit award title (English and Chinese, if any)	Mode of study	Programme length	Major(s) leading to distinctive awards	Claimed QF level
Master in Nursing and Allied Health 護理及專職醫療碩士	Master in Nursing and Allied Health 護理及專職醫療碩士	Part-time	24 months	N/A	6
	^Postgraduate Certificate in Nursing and Allied Health 護理及專職醫療深造證書	Part-time	18 months	N/A	6
	^Postgraduate Diploma in Nursing and Allied Health 護理及專職醫療深造文憑	Part-time	18 months	N/A	6

^ Intermediate exit award

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that the Master in Nursing and Allied Health (the Programme) meets the stated objectives and QF standard at Level 6, and can continue to be offered as an accredited programme with a validity period of three years.

2.2 Validity Period

2.2.1 The validity period will commence on the date specified below. Operators may apply to HKCAAVQ to vary the commencement date of the validity period. Applications will be considered on a case-by-case basis.

2.3 The determinations on the Programme are specified as follows.

Name of Local Operator	Saint Francis University 聖方濟各大學
Name of Award Granting Body	Saint Francis University 聖方濟各大學
Title of Learning Programme	Master in Nursing and Allied Health 護理及專職醫療碩士
Title of Qualification(s) [Exit Award(s)]	Master in Nursing and Allied Health 護理及專職醫療碩士
Primary Area of Study and Training	Medicine, Dentistry and Health Sciences
Sub-area (Primary Area of Study and Training)	Health Care
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
QF Level	Level 6
QF Credits	135

Mode(s) of Delivery and Programme Length	Part-time, 24 months
Intermediate Exit Award	Title of Qualification: Postgraduate Certificate in Nursing and Allied Health 護理及專職醫療深造證書 QF Level: Level 6 QF Credits: 54 Programme Length (for PGCertNAH award): 18 months Title of Qualification: Postgraduate Diploma in Nursing and Allied Health 護理及專職醫療深造文憑 QF Level: Level 6 QF Credits: 81 Programme Length (for PGDipNAH award): 18 months
Start Date of Validity Period	1 January 2027
End Date of Validity Period	31 December 2029
Number of Enrolment(s)	One enrolment per year
Maximum Number of New Students	Part-time: 40 per year
Address of Teaching / Training Venue(s)	2 Chui Ling Lane, Tseung Kwan O, New Territories

2.4 Recommendations

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

- 2.4.1 The Operator should undertake a thorough review of market demand and programme positioning, and implement appropriate

enhancement measures to improve enrolment and support the long-term sustainability of the Programme. (Para. 4.1.5)

- 2.4.2 The Operator should review the Programme title and differentiate different streams and specialisations to improve the clarity and focus of the Programme for both prospective students and potential employers. (Para. 4.1.6)
- 2.4.3 The Operator should review the spectrum of specialised elective courses and offer elective courses in accordance with programme demand and enrolment trends. (Para. 4.3.7)
- 2.4.4 The Operator should enhance the teaching staff's pedagogical skills in supporting interdisciplinary learning in this Programme through targeted staff development activities. (Para. 4.5.4)
- 2.4.5 The Operator should strengthen its quality assurance mechanisms relating to the identification and management of substantial changes, to ensure that changes requiring HKCAAVQ approval are clearly recognised and appropriately addressed. (Para. 4.7.4)
- 2.5 HKCAAVQ will subsequently satisfy itself on whether the Operator remains competent to achieve the relevant objectives and the Programme continues to meet the standard to achieve the relevant objectives as claimed by the Operator by reference to, amongst other things, the Operator's fulfilment of any conditions and compliance with any restrictions stipulated in this Accreditation Report. For the avoidance of doubt, maintenance of accreditation status is subject to the fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report. 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 The Operator, Saint Francis University, established in 1985 as Caritas Francis Hsu College, was approved by the government to provide post-secondary education in 1990. It acquired registration status under the Post-Secondary Colleges Ordinance (Cap. 320) in 2001 to operate sub-degree programmes. In 2011, it acquired

degree-conferring status and changed its name to Caritas Institute of Higher Education (CIHE). In January 2024, CIHE acquired private university title and was renamed Saint Francis University (SFU). In academic year 2025-26, SFU offers 18 Sub-degree programmes, four Professional Diploma/Diploma programmes, 15 Bachelor's degree programmes, one Postgraduate Diploma programme, and two Master's degree programmes listed on the Qualifications Register.

- 3.2 For this Learning Programme Re-Accreditation exercise, HKCAAVQ formed an expert Panel (Panel Membership at **Appendix 1**). The site visit was conducted on 23-24 April 2026 at Saint Francis University. HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework (Version 1.2, November 2020)* was the guiding document for the Operator and the Panel in conducting this accreditation exercise.

4. PANEL'S DELIBERATIONS

The following presents the Panel's deliberations on a range of issues pertinent to its major findings. For aspects of the accreditation standards where no observations are made, they are considered to be appropriately addressed by the Operator.

4.1 Programme Objectives and Learning Outcomes

The learning programme must have objectives that address community, education and/or industry needs, with learning outcomes that meet the relevant HKQF standards, for all exit qualifications from the programme.

- 4.1.1 The Master in Nursing and Allied Health (MNAH) programme, hosted by the School of Health Sciences, is a taught postgraduate programme offered in two-year part-time mode. The Programme aims to develop advanced practitioners and clinical leaders in the healthcare profession by providing advanced theoretical knowledge and competency-based skills necessary to enable healthcare professionals to work effectively and efficiently in challenging and rapidly changing healthcare settings. Thus, the Programme offers a multidisciplinary curriculum that equips healthcare professionals with advanced clinical knowledge, leadership skills, and research capabilities. The Programme also supports students seeking career progression in clinical practice, management, and education.

4.1.2 The Programme Objectives (POs) and Programme Intended Learning Outcomes (PILOs) of the Programme are set out below:

Programme Objectives

The Programme Objectives are to develop the following competences in students:

PO1	To educate students with in-depth and advanced knowledge and skills to become advanced practitioners and clinical leaders in the healthcare system;
PO2	To provide students with updated evidence-based knowledge and skills to practice advanced critical thinking and decision-making in preventive-curative healthcare, health advice and evidence-based interventions to effectively manage clients and family members;
PO3	To develop students with the ability to integrate and critically analyze professional and specialized knowledge and skills to conduct advanced assessment, planning, implementation and evaluation of the best strategies when delivering healthcare to individuals, families and communities; and
PO4	To enhance and enable effective interpersonal communication skills to be applied in different health care contexts.

Programme Intended Learning Outcomes

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

PILO1	To analyze practice-based knowledge and skills and demonstrate how to appraise the updated knowledge and evidence to inform practice;
PILO2	To apply the updated knowledge and skills required to make decisions, solve problems and facilitate preventive-curative healthcare. To provide health advice and evidence-based intervention for effective management of clients and families in the healthcare settings;
PILO3	To synthesize knowledge and skills to assess, plan, implement and evaluate the best strategies to

	promote advanced practice in the delivery of health care for individuals, families and communities; and
PILO4	To demonstrate effective working relationship and teamwork in the performance of advanced practice in a given health care setting.

Students may choose to exit the Nursing and Allied Health programme with two intermediate exit awards, namely Postgraduate Certificate in Nursing and Allied Health (PGCertNAH) and Postgraduate Diploma in Nursing and Allied Health (PGDipNAH).

4.1.3 The Operator provided the following information to the Panel to illustrate that the Programme meets the relevant QF standards.

- (a) Mapping of PILOs to the POs;
- (b) Mapping of courses to the PILOs;
- (c) Mapping of the courses to the Generic Level Descriptors (GLDs) at QF Level 6; and
- (d) Sample teaching materials, marked assessments and their associated assessment rubrics.

4.1.4 In response to the Panel's comments, the Operator revised the PILO2 sentence structure as stated in Para 4.1.2, as well as mapping the "Ageing and Long-Term Care" course to PILO1 and the "Chronic Disease Management and Lifestyle Medicine" course to PILO4 to better reflect the learning outcomes of the courses in the Programme.

4.1.5 Despite the Operator providing evidence of market demand for advanced clinical practitioners, continuing nursing education (CNE) and interest in the MNAH programme from online surveys, the Panel noted that enrolment in the first two cohorts was on the low side. To safeguard the Programme's viability and ensure the students' learning experience is not adversely affected by small cohort sizes, the Panel **recommended** the Operator to undertake a thorough review of market demand and programme positioning, and implement appropriate enhancement measures to improve enrolment and support the long-term sustainability of the Programme. Information related to the minimum cohort size for the Programme's offering threshold is provided in Para. 4.2.4.

4.1.6 The Panel observed that the Programme title gives the impression of a nursing-focused qualification and does not clearly distinguish the physiotherapy and allied health streams. Although the title includes "Allied Health," it may still lead stakeholders to perceive the Programme as a postgraduate nursing programme. This concern

was also echoed during the site visit, where a student representative and their respective employer shared similar views. Therefore, the Panel **recommended** the Operator to review the Programme title and differentiate different streams and specialisations to improve the clarity and focus of the Programme for both prospective students and potential employers.

- 4.1.7 Notwithstanding the above recommendations, the Panel formed the view that the POs and PILOs of the Programme meet the relevant QF standards and have been developed to address the educational needs of 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.

- 4.2.1 The Programme complies with the *SFU Handbook of Academic Policies, Regulations, Guidelines and Procedures*. Students should also meet the programme-specific minimum admission requirements to be considered eligible for entry to the Programme. The Panel noted the MNAH had undergone a substantial change and obtained approval by the HKCAAVQ on 23 December 2024 to change the admission requirements by deleting the professional licence held by registered nurses, physiotherapists and allied health professionals.
- 4.2.2 In response to the Panel's comments, the Operator revised the MNAH programme-specific minimum admission requirements by consolidating the previously listed acceptable qualifications, which were presented as separate items, into a single comprehensive statement as follows:

To be qualified for admission to the MNAH Programme, applicants must:

1. Have obtained a Bachelor's Degree in Nursing, Physiotherapy, Allied Health, or Health Sciences from a recognized institution that is pitched at HKQF Level 5; OR
2. Hold an equivalent non-local qualification as recognized by SFU and attain an appropriate level of English language proficiency requirements as stipulated by SFU.

- 4.2.3 An admission interview is included as part of the selection process to assess applicants' suitability and readiness for the Programme. The interview is conducted by two interviewers in coordination with the administrative support of the Registry. The interview evaluates applicants' academic background, interests, prior studies, work experience, career aspirations, and understanding of the Programme. It also provides an opportunity for applicants to demonstrate their academic capability and clarify expectations regarding the Programme. The Operator also provided the *Guidelines for Conducting Admission Interviews* and samples of completed interview assessment forms for the Panel's review.
- 4.2.4 The proposed maximum annual intake of the Programme is 40 part-time students per year. Through the discussion during the site visit, the Panel noted the minimum threshold number for offering the MNAH programme in a particular academic year is eight students. The Panel considered that, although the minimum cohort size is appropriate, the Operator should implement appropriate enhancement measures to improve enrolment and support the long-term sustainability of the Programme, as per the recommendation set out in Para. 4.1.5.
- 4.2.5 In line with the Government's policy on the yearly quota of non-standard admission for programmes accredited under the Qualifications Framework, for local degree programmes operating in the 2023/24 academic year and onwards, the maximum number of non-standard admission (including mature students) should be capped at a maximum of 15% on a programme basis and 10% on an institutional basis of the actual number of new students of the year. The cap is applied in line with the general expectation on self-financed degree-awarding institutions in safeguarding teaching and learning quality and thereby upholding the credibility and recognition of the qualifications. The percentages are based on the sum of new student numbers across all years of study.
- 4.2.6 The Panel considered that the admission requirements for the Programme are clearly outlined for prospective learners and are appropriate for recruiting applicants with the necessary skills and knowledge to undertake the Programme.

4.3 **Programme Structure and Content**

The structure and content of the learning programme must be up-to-date, coherent, balanced and integrated to facilitate progression

in order to enable learners to achieve the stated learning outcomes and to meet the programme objectives.

4.3.1 The MNAH programme is a two-year part-time degree programme. To be eligible for graduation and the award, students are required to obtain a GPA of at least 2.0 (out of 4.0) in all the courses completed, and pass 30 credits including those of the four 3-credit core courses, the 6-credit core courses (Final Project) and any four 3-credit elective courses.

4.3.2 For the intermediate exit awards:

(a) Postgraduate Certificate in Nursing and Allied Health (PGCertNAH), students are required to obtain a GPA of at least 2.0 (out of 4.0) in all the courses completed, and pass 12 credits including those of the four 3-credit core courses (excluding the 6-credit core course of Final Project).

(b) Postgraduate Diploma in Nursing and Allied Health (PGDipNAH), students are required to obtain a GPA of at least 2.0 (out of 4.0) in all the courses completed, and pass 18 credits including those of the four 3-credit core courses, and two 3-credit elective courses.

The Exit Awards and Requirements for Each Award are listed below:

Exit Award	Requirements for the Award		Normative Programme Length
Postgraduate Certificate in Nursing and Allied Health (PGCertNAH) 護理及專職醫療深造證書	- Having passed the four 3-credit core courses - Having obtained a GPA of at least 2.0 (out of 4.0) in these four courses	12 credits 40% completed	18 months
Postgraduate Diploma in Nursing and Allied Health (PGDipNAH) 護理及專職醫療深造文憑	- Having passed the four 3-credit core courses AND any two 3-credit elective courses - Having obtained a GPA of at least 2.0 (out of 4.0) in these six	18 credits 60% completed	18 months

	courses		
Master in Nursing and Allied Health (MNAH) 護理及專職醫療碩士	- Having passed the four 3-credit core courses, the 6-credit core course (Final Project) AND any four 3-credit elective courses - Having obtained a GPA of at least 2.0 (out of 4.0) in all the courses studied by the student	30 credits 100% completed	24 months

4.3.3 The structure of the Programme is summarised in the following table:

Courses			Credits
Year 1			
Semester 1	Core 1	Health Services Management	3
	Core 2	Leadership and Innovation in Health	3
Semester 2	Core 3	Practice-based Research Methods	3
	Core 4	Integrative Health Assessment	3
Semester 3	Elective 1	Elective Courses	3
	Elective 2		3
Year 2			
Semester 1	Elective 3	Elective Courses	3
	Elective 4		3
Semester 2 & 3	Core 5	Final Project (Choose one)	
		A. Research Project Proposal	6
		B. Clinical/Service Project Proposal	
Total 9 Courses			30

The Elective Courses and Specialisms are listed as follows:

Specialism Elective Courses (3 Credits)		NCHK Specialism
1	Community & Primary Health Care	Community & Primary Health
2	Women's Health	
3	Chronic Disease Management and	

	Lifestyle Medicine	
4	Cardio-Respiratory Critical Care	Critical Care
5	Neuro-Renal-GI Critical Care	
6	Critical Care on Disaster & Trauma Management	
7	Fundamentals of Teaching, Curriculum and Assessment	Research and Education <i>(research is in the core course)</i>
8	Health Professions Education in Practice	
9	Clinical Education and Supervision	
10	Aging & Long-term Care	Gerontology
11	End-of-Life Care for Old People	
12	Complementary and Alternative Medicine for Older Adults	
13	Infection Prevention & Control	Infection Control
14	Advances in Infection Control	
15	Contemporary Palliative Care in Practice	Palliative Care
16	Advanced Care Planning in Palliative Care with Advanced Illnesses	
17	Advanced Surgical Care	Surgical Care
18	Advances in Wound Care	
19	Sophisticated Therapies in Wound Management	
General Clinical Elective (3 Credits)		
20	Cardiovascular & Respiratory Healthcare	

4.3.4 The Panel also reviewed the following information provided by the Operator.

- (a) MNAH Course Syllabi;
- (b) Overview of learning and teaching methods;
- (c) Overview of assessment methods and corresponding weightings; and
- (d) The set of information mentioned in Para. 4.1.3.

4.3.5 The Panel noted that at the time of the Learning Programme Accreditation (LPA), the curriculum comprised eleven elective courses. Subsequently, the Operator expanded the curriculum by introducing three new specialisms, including seven additional elective courses, through a substantial change application approved by HKCAAVQ in December 2024. However, the Panel observed that the Operator had further added two elective courses without prior

notification to HKCAAVQ and intended to offer them in the academic year 2025–26. From the *Operator's Responses to Panel's Summary of Initial Comments*, the Operator clarified that no students were enrolled in these two newly added elective courses in 2025-26 and acknowledged that they should have checked with HKCAAVQ before making such changes. In view of this, the Panel stipulated a recommendation related to the institutional quality assurance (QA) mechanism in Para. 4.7.4.

- 4.3.6 The Panel noted six elective courses, “Cardio-Respiratory Critical Care”, “Neuro-Renal-GI Critical Care”, “Advanced Surgical Care”, “Advances in Wound Care”, “Critical Care on Disaster and Trauma Management”, and “Sophisticated Therapies in Wound Care” would be offered as CNE recognised by the Nursing Council of Hong Kong (NCHK), which non-MNAH students would also enrolled to these courses. The Panel regarded this arrangement as beneficial for student diversity and the outreach of the Programme.
- 4.3.7 The Panel observed that the Programme’s spectrum of elective courses is predominantly oriented towards specialised nursing, with limited relevance to physiotherapy or other allied health disciplines. In view of the Programme’s low enrolment, the Panel also commented that managing twenty elective courses may affect the viability of the Programme. To better address the professional development needs of different allied health professionals and ensure the Programme’s effective resource management, the Panel **recommended** the Operator to review the spectrum of specialised elective courses and offer elective courses in accordance with programme demand and enrolment trends.
- 4.3.8 In spite of the above recommendation, the Panel formed the view that the structure and content of the Programme are appropriately designed to facilitate progression and enable learners to achieve the stated learning outcomes and meet the programme objectives.

4.4 **Learning, Teaching and Assessment**

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

- 4.4.1 The Programme adopts an outcome-based approach to learning and teaching, supported by a range of teaching and learning activities,

such as lectures, tutorials, blended learning, web-based learning, visits, guest lectures and workshops. The Panel noted that the medium of instruction of the Programme is English.

4.4.2 Regarding the assessment of the Programme, in addition to the information mentioned in Para 4.1.3 and Para 4.3.4, the Operator also provided to the Panel the following:

- (a) MNAH Programme Student Handbook;
- (b) Assessment Policy of the Programme;
- (c) Assessment Methods and Weightings of each course;
- (d) Samples of Assessment Moderation;
- (e) Report of External Examiner (2024-25);
- (f) Learning and Teaching Policy;
- (g) E-Learning Policy; and
- (h) Policies related to Generative AI

4.4.3 The Panel observed that the Programme includes 189 hours of online lectures and 56 hours of online (hybrid) student meetings for the Final Project, with approximately 22% of the total programme hours delivered through online modes under a blended learning approach. Based on the *Operator's Responses to Panel's Summary of Initial Comments* and discussions with different stakeholders during the site visit, the Panel noted that the proportion of online lectures remains below half of the total course hours, and that skills-based tutorials and workshops are delivered in face-to-face mode. The Panel also noted that this arrangement offers flexibility for full-time working students.

4.4.4 Based on the review of the documents for the Final Project, the Panel observed that there is no dedicated Final Project handbook. While relevant information is available from different documents, such as course outline and assignment guidelines, to facilitate better clarity and accessibility of key information for both students and staff in the Final Project course, the Panel **advised** the Operator to consider devising a Final Project handbook to support student learning by providing clear guidelines, expectations, and assessment criteria.

4.4.5 In consideration of the above information, and notwithstanding the advice, the Panel formed the view that the learning, teaching and assessment activities designed for the Programme effectively deliver the programme content.

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 Panel noted that the management of the Programme is shared among the Dean, Associate Deans, Programme Leader, and Course Coordinators. The Programme Leader is the academic leader of the Programme, who is responsible for the Programme's day-to-day operation, quality assurance and improvement, and reports to the Dean and Associate Dean (Education and Quality) of the School.
- 4.5.2 The Programme Leader is also responsible for ensuring the currency and relevance of the programme curriculum in meeting professional and community needs. The Programme Leader provides academic leadership for the delivery of the Programme, supported by Course Coordinators who are responsible for the coordination, monitoring and documenting the quality of the courses in the Programme. Course Coordinators are responsible for coordinating other academic staff and guest lecturers of respective courses to ensure that the learning outcomes are achieved through the range of teaching, learning and assessment activities that are provided to the students.
- 4.5.3 The Operator provided the appointment criteria for the various positions of the Programme and the profiles of existing teaching staff. The Panel noted that the staff-student ratio of the Programme is 1:20 and formed the view that the current academic expertise of staff is sufficient to support the Programme.
- 4.5.4 Regarding staff development, the Operator provided information of staff development and scholarly activities conducted from 2022 to 2025, institutional guidelines of staff development support and also the overview of the staff development plan for the coming three years. Through the discussions during the site visit, the Panel observed a need to strengthen teaching staff's knowledge and skills in adopting interdisciplinary teaching approaches. Given that interdisciplinarity is an essential emphasis of the Programme, the Panel **recommended** the Operator to enhance the teaching staff's pedagogical skills in

supporting interdisciplinary learning in this Programme through targeted staff development activities.

- 4.5.5 In consideration of the above information and notwithstanding the recommendation, the Panel was of the view that the Operator has adequate staff with appropriate qualifications, experience and expertise necessary for the effective management and delivery of the Programme.

4.6 Learning, Teaching and Enabling Resources/Services

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

- 4.6.1 From the *Accreditation Document* and *Operator's Responses to Summary of Panel's Initial Comments*, the Operator provided the Panel with information on learning and teaching resources for the programme-specific facilities, such as Nursing Laboratories, Life Sciences Laboratories, Virtual Reality Cave Learning System, Physiotherapy Laboratories, and specific-programme equipment for programme delivery. An overview of student support services was also provided to demonstrate the academic and wellness support from the Library, Language Centre, Information Technology Services Centre, Centre for Advanced and Professional Studies and Student Affairs Office.
- 4.6.2 The Panel also reviewed the library holdings and e-resources related to the Programme. During the site visit, a tour of the programme-specific facilities at the campus was arranged by the Operator for the Panel. The Panel regarded the programme-specific facilities appropriate for the successful delivery of the Programme.
- 4.6.3 On financial resources, the Panel was provided with the actual income and expenses of the Programme since 2024, as well as the financial projection and sensitivity analysis of the Programme from academic year 2026-27 to 2030-31. Although enrolment in the Programme remains low, the Operator confirmed that the University will continue to provide financial support to sustain the Programme. Based on the information provided, the Panel considered that the operation of the Programme is being adequately supported in terms of financial resources and considered it sufficient to support the Programme.

- 4.6.4 In consideration of the above information, the Panel was of the view that the Operator provides appropriate and necessary resources to support the delivery of the Programme.

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

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

- 4.7.1 Regarding the monitoring and review of the Programme, the Operator provided the following information.

- (a) Quality Assurance Handbook;
- (b) Teaching and Learning Quality Manual;
- (c) Reports of Course and Teaching Evaluation (AY2024-25);
- (d) Annual Programme Review Report (AY2024-25);
- (e) Record of Internal Programme Re-accreditation for MNAH;
- (f) Profiles of External Examiner and External Advisors; and
- (g) Extracts of the Minutes of the following
Boards/Committees/Working Groups of the Programme:
 - Academic Board
 - Quality Assurance Committee (Academic)
 - School Board
 - Advisory Committee
 - Health Sciences Management Team
 - Examiners Committee
 - Programme Committee
 - Programme Team

- 4.7.2 The Operator also provided the policies and mechanisms for Programme Evaluation and Graduation Destination Survey to be conducted upon the graduation of the first cohort from the Programme. Based on document review and discussion with different stakeholders of the Programme, the Panel formed the view that a QA system is in place to monitor and review the Programme for continuous improvements. To further assess the Programme's performance, the Panel **advised** the Operator to implement PILOs assessment mechanisms for ongoing monitoring and enhancement of the Programme effectiveness.

- 4.7.3 In follow-up to the recommendation from the last LPA, the Panel noted current students are well informed that the Programme is not yet recognised by the relevant Professional Statutory Regulatory Body (PSRB), and students are required to apply for recognition in their own capacity upon completion of the Programme. The Panel also noted the Operator's established timeline to clearly state this information in the promotional materials and on the Programme website prior to the Programme obtaining recognition from the relevant PSRB.
- 4.7.4 Per Para. 4.3.5, the Operator had added two elective courses to the Programme curriculum and intended to offer them in academic year 2025-26 without prior notification to HKCAAVQ. In view of this, the Panel **recommended** the Operator to strengthen its quality assurance mechanisms relating to the identification and management of substantial changes, to ensure that changes requiring HKCAAVQ approval are clearly recognised and appropriately addressed.
- 4.7.5 In conclusion, notwithstanding the advice and recommendation above, the Panel considered that the development and performance of the Programme have been monitored and to be reviewed on an ongoing 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.

5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT

5.1 Variation and withdrawal of this Accreditation Report

- 5.1.1 This Accreditation Report is issued pursuant to section 5 of the AAVQO, and contains HKCAAVQ's substantive determination regarding the accreditation, including the validity period as well as any conditions and restrictions subject to which the determination is to have effect.
- 5.1.2 HKCAAVQ may subsequently decide to vary or withdraw this Accreditation Report if it is satisfied that any of the grounds set out in section 5 (2) of the AAVQO apply. This includes where HKCAAVQ is satisfied that the Operator is no longer competent to achieve the relevant objectives and/or the Programme no longer meets the

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

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

5.2 Appeals

- 5.2.1 If the Operator is aggrieved by the determination made in this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of this Accreditation Report.
- 5.2.2 If the Operator is aggrieved by a decision to vary or withdraw this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of the Notice of Withdrawal.
- 5.2.3 The Operator should be aware that a notice of variation or withdrawal of this Accreditation Report is not itself an accreditation report and the right to appeal against HKCAAVQ's substantive determination regarding accreditation arises only from this Accreditation Report.
- 5.2.4 Please refer to Cap. 592A (<https://www.legislation.gov.hk>) for the appeal rules. Details of the appeal procedure are contained in section 13 of the AAVQO and can be accessed from the QF website at <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 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: 49/33/03

18 June 2026

JoH/CQ/KnL/RnL/rel

Saint Francis University

**Learning Programme Re-Accreditation for
Master in Nursing and Allied Health**

23 - 24 April 2026

Panel Membership

Panel Chair

Professor Marie TARRANT

Provost and Vice-President, Academic (pro
tem)
The University of British Columbia
CANADA

***Panel Secretary**

Mr Ronald TO

Registrar
Academic Accreditation and Assessment
Hong Kong Council for Accreditation of
Academic and Vocational Qualifications
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Dr LAW Pui Sze Queenie

Associate Dean (Learning and Teaching)
and Head of Nursing, Associate
Professor
School of Nursing and Health Sciences
Hong Kong Metropolitan University
HONG KONG

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

Appendix 2

Graduate Profile of Master in Nursing and Allied Health

Qualification Title	Master in Nursing and Allied Health 護理及專職醫療碩士
Qualification Type	Master Degree
QF Level	6
Primary Area of Study and Training	Medicine, Dentistry and Health Service
Sub-area (Primary Area of Study and Training)	Health Care
Other Area of Study and Training	Not Applicable
Sub-area (Other Area of Study and Training)	Not Applicable
Programme Objectives	1. To educate students with in-depth and advanced knowledge and skills to become advanced practitioners and clinical leaders in the healthcare system. 2. To provide students with updated evidence-based knowledge and skills to practice advanced critical thinking and decision-making in preventive-curative healthcare, health advice and evidence-based interventions to effectively manage clients and family members. 3. To develop students with the ability to integrate and critically analyze professional and specialized knowledge and skills to conduct advanced assessment, planning, implementation and evaluation of the best strategies when delivering healthcare to individuals, families and communities. 4. To enhance and enable effective interpersonal communication skills to be applied in different health care contexts.

Programme Intended Learning Outcomes	1. To analyze practice-based knowledge and skills and demonstrate how to appraise the updated knowledge and evidence to inform practice. 2. To apply the updated knowledge and skills required to make decisions, solve problems and facilitate preventive-curative healthcare. To provide health advice and evidence-based intervention for effective management of clients and families in the healthcare settings. 3. To synthesize knowledge and skills to assess, plan, implement and evaluate the best strategies to promote advanced practice in the delivery of health care for individuals, families and communities. 4. To demonstrate effective working relationship and teamwork in the performance of advanced practice in a given health care setting.
Education Pathways	Graduates of the Programme are expected to be eligible for pursuing: • Other postgraduate programmes, including doctorate degree. • Specialty and advanced clinical training courses to become clinical specialists.
Employment Pathways	Graduates of the Programme are expected to be able to work as: • Advanced Practice Nurse (APN) in the public, private and NGO sectors. • Advanced Practice Physiotherapist (APP) in the public, private and NGO sectors. • Manager and Senior Supervisors in healthcare delivery and managerial settings. • A career in academia in teaching and/ or research in post-secondary colleges and tertiary institutions.
Minimum Admission Requirements	General Entrance Requirement: • Have obtained a Bachelor's Degree in Nursing, Physiotherapy, Allied Health, or Health Sciences from a recognized institution that is pitched at HKQF Level 5; OR • Hold an equivalent non-local qualification as recognized by SFU and attaining an appropriate level of English language proficiency requirements as stipulated by SFU.
Operator	Saint Francis University 聖方濟各大學

