



東華學院
TUNG WAH COLLEGE

Quality Assurance Manual

(Simplified Version)

June 2025

(Approved by AB on 25 June 2025)

Table of Contents

List of Abbreviations.....	i
Foreword.....	1
1. Introduction	2
Vision, Mission and Core Values of the College.....	2
Quality Concepts, QA Principles, Scopes, Framework, Approach and Standards.....	3
2. Governance and Management	5
Roles and Responsibilities of Committee under the BoG.....	6
Roles and Responsibilities of Board/Committees under the CC.....	7
Roles and Responsibilities of Boards/Committees chaired by the President.....	7
Boards/Committees under the AB	8
Roles and Responsibilities of Board/Committees under the MB.....	10
Organisational Structure of TWC.....	11
3. Programme Framework	14
General Education Curriculum.....	14
Languages Courses.....	15
Work-Integrated Learning Programme (WILP)	15
Community Service	16
IELTS Requirement.....	16
4. Programme Development and Approval	17
Planning of New Programmes.....	17
5. Programme Management, Monitoring and Review	18
The Programme Management and Monitoring System	18
Feedback from Stakeholders	20
Internal Re-validation for Programme/ Programme Area and Internal Re- accreditation for Programme.....	24
6. Programme Modification and Approval.....	25
Programme Modification	25
Classification of Programme Changes	25
Changes at College Level.....	26
Cessation of a Programme.....	27
7. Programme Area Accreditation (PAA)	28
Introduction	28
Periodic Institutional Review (PIR)	28
8. Professional Accreditation.....	29
Accreditation of Academic Programme	29
9. Learning and Teaching	30
The OBE Approach	30
Medium of Instruction Policy.....	32
Duties and Responsibilities of Academic Staff	32
Responsibilities of Students	32
Learning Support.....	33
Student Engagement and Complaints.....	35
10. Assessment and Examination	36
Student Assessment	36
Assessment and Moderation.....	36
Appeal Procedures.....	38
Selection and Storage of Learning and Teaching Materials, and Assessment papers	38

11.	Staffing and Staff Development	40
	Staff Appointment Criteria	40
	Staff Development Policies and Activities	41
	Continuous Learning and Development (CLD) Scheme	42
	Teaching and Research Excellence Awards.....	42
12.	Collaborations with Partner Organisations.....	44
	Quality Assurance Monitoring	44
	Maintenance of Standards	44

List of Abbreviations

AB	Academic Board
AC	Audit Committee
AP	Accreditation Panel
APC	Appeal Committee
APRR	Annual Programme Review Report
ARC	Academic Regulations Committee
ARH	School of Arts and Humanities
ASPDP	Academic Staff Professional Development Programme
AV	Audio Visual
BC	Budget Committee
BoG	Board of Governors
CA	Continuous Assessments
CAT	Credit Accumulation and Transfer
CAPLE	Centre for Academic and Professional Language Enhancement
CAPPC	College Admission, Promotion and Publicity Committee
CC	College Council
CCS	Child Care Supervisor
CCW	Child Care Worker
CE-in-Council	Chief Executive-in-Council
cGPA	Cumulative Grade Point Average
CILO	Course Intended Learning Outcome
CITL	Centre for Innovative Teaching and Learning
CPD	Continuing Professional Development
CLD	Continuous Learning and Development
CoC	Course Coordinator
CPRO	Communications and Public Relations Office
CRG	College Research Grant
CTE	Course and Teaching Evaluation
CTG	College Teaching Grant
DPL	Deputy Programme Leader
DSE	Diploma of Secondary Education Examination
EA	External Advisor
EB	Examinations Board
EDB	Education Bureau
EE	External Examiner
EN	Enrolled Nurse
FC	Finance Committee
FCDC	Facilities and Campus Development Committee
FGC	Foundation Governing Committee
FMO	Facilities Management Office
FO	Finance Office
FPP/FPAP	Full Programme (Area) Proposal
GARs	General Academic Regulations
GCC	Grievance & Complaint Committee
GE	General Education
GEC	General Education Committee
GLD	Generic Level Descriptors
GRO	Graduate Research Office

HD	Higher Diploma
HFC	Honorary Fellowship Committee
HKCAAVQ	Hong Kong Council for Accreditation of Academic and Vocational Qualifications
HML	High-Medium-Low
HRC	Human Resources Committee
HRO	Human Resources Office
IA	Internal Accreditation
IAP	Internal Accreditation Panel
IAU	Internal Audit Unit
IC	Investment Sub-Committee
ICT	Information and Communications Technology
IELTS	International English Language Testing System
ILO	Intended Learning Outcome
IPAP	Initial Programme Area Proposal
IPEO	Institutional Partnership and Engagement Office
IPP	Initial Programme Proposal
IR	Institutional Review
ITSO	Information Technology Services Office
IV	Internal Validation
IVP	Internal Validation Panel
KPI	Key Performance Indicator
LIB	Library
LMS	Learning Management System
LPA	Learning Programme Accreditation
LTC	Learning and Teaching Committee
LTS	Learning and Teaching Seminars
MB	Management Board
MGT	School of Management
MHS	School of Medical and Health Sciences
MLTB	Medical Laboratory Technologists Board
MoU	Memorandum of Understanding
MTB	Main Tender Board
NAVE	National And Values Education
NCHK	The Nursing Council of Hong Kong
NSE	National Security Education
NUR	School of Nursing
OBE	Outcome-based Education
OTB	Occupational Therapists Board
PA	Programme Area
PAA	Programme Area Accreditation
PDD	Programme Definitive Document
PEC	President's Executive Committee
PILO	Programme Intended Learning Outcome
PIR	Periodic Institutional Review
PL	Programme Leader
PO	President's Office
PROAP	Programme Advisory Panel
PT/PAT	Programme (Area) Team
PTB	Physiotherapists Board

PTP	Programme Termination Proposal
QA	Quality Assurance
QAC	Quality Assurance Committee
QAO	Quality Assurance Office
QESS	Quality Enhancement Support Scheme
QF	Qualifications Framework
QR	Qualifications Register
RC	Research Committee
REC	Research Ethics Committee
REG	Registry
Re-IA	Internal Re-accreditation
Re-IV	Internal Re-validation
Re-LPA	Learning Programme Re-accreditation
RGB	Radiographers Board
RN	Registered Nurse
RO	Research Office
ROH	Research Operation Handbook
SAA	Student Academic Advisor
SAC	Student Appeals Committee
SAP	School Advisory Panel
SAO	Student Affairs Office
SB	School Board
SCCW	Special Child Care Worker
SD	School Dean
SDC	Student Disciplinary Committee
SDRF	Staff Development and Research Fund
SERC	Staff Establishment and Review Committee
SMPC	Supplementary Medical Professions Council
SoA	Statement of Accreditation Approval
SoI	Statement of Intent
SRG	School Research Grant
SSCG	Staff-Student Consultative Group
SSSDP	Study Subsidy Scheme for Designated Professions/Sectors
STADC	Staff Disciplinary Committee
STUAC	Student Affairs Committee
SWD	Social Welfare Department
TDP	Teaching Development Programme
ToRs	Terms of Reference
TWC	Tung Wah College
TWGHs	Tung Wah Group of Hospitals
UGC	University Grants Committee
VP	Vice President
WAF	Workload Allocation Framework for Academic Staff
WFOT	World Federation of Occupational Therapists
WILP	Work-Integrated Learning Programme

Foreword

Tung Wah College (TWC or the College) is a self-financing tertiary education institution established by Tung Wah Group of Hospitals (TWGHs), the oldest and largest charitable organisation in Hong Kong offering medical and health, education, and community services, in 2010. The College has registered under the Post Secondary Colleges Ordinance (Cap. 320) since 2011 as an approved self-financing degree granting institution.

The College is highly committed to the provision of quality education. A robust quality assurance (QA) system has been put in place to ensure meeting high academic standards and the standards of the Hong Kong Qualifications Framework (QF), as well as student attainment of the intended learning outcomes at all institutional, programme and course levels.

This Manual details various QA policies and mechanisms of the College to ensure its programmes and courses are of high quality. It outlines the underlying principles, policies, mechanisms, processes, and procedures which support QA and academic standards at the College. The QA procedures contained in this Manual apply to all QF-recognised learning programmes offered by the College, including degree programmes at various levels (such as bachelor's, master's, and doctoral degrees), which follow the same rigorous internal QA process in its programme planning, development, monitoring and review. For specifications and requirements unique to a particular type of programme, such as bachelor's degrees, the term "bachelor's" has been included to explicitly identify the parameters relevant to that specific programme type.

Effective implementation of the QA mechanisms outlined in this Manual relies heavily on the College staff's and students' genuine participation in defining, assuring, and improving the quality of the College's education provision. This is realised through cultivating and boosting a quality culture among all staff and students as it is understood that quality culture has a strong impact on quality teaching, and through the College's governance and management systems.

As QA is an evolving process that makes this QA Manual a living document, the guidelines and procedures are under continuous review and revision with a view to ascertaining their efficient and effective operation to keep abreast with the development of the College. The Quality Assurance Office (QAO) welcomes continual comments and feedback from stakeholders for further refinement of the QA system. To this end, please email to QAO at qaoffice@twc.edu.hk.

1. Introduction

- 1.1 Tung Wah College's (TWC or the College) high commitment to quality education is underpinned by its QA system which is developed by benchmarking against the local and international standards. The College's education provision is created and provided in compliance with the College's Vision and Mission, as well as its strategic plan and programme development plan.

Vision, Mission and Core Values of the College

- 1.2 The vision of TWC is to become a renowned privately-funded tertiary education institution in Hong Kong, recognised for high quality programmes which emphasise practical application while exhibiting TWGHs' spirit of selfless caring for needy people.
- 1.3 As a tertiary education institution, the College's mission is:
- (a) to nurture socially responsible and caring citizens with integrity, sound attitudes, professional knowledge and competence, who are able to apply theory to practice, to embark on meaningful careers, to pursue life-long learning and to serve the community and mankind;
 - (b) to offer quality programmes leveraging on the acknowledged strengths and expertise of TWGHs' core services and specialties, thereby enabling TWC to occupy a superior position as a programme provider in these areas;
 - (c) to provide a holistic and outcome-based education through both the formal curriculum and co-curricular activities;
 - (d) to engage in applied research work so as to enrich teaching and learning and to cultivate the ability to create and innovate;
 - (e) to be a celebrated home where students can pursue their learning and develop their potential and colleagues can further develop and engage their talents; and
 - (f) to offer tertiary education to young people with unique talents, who otherwise may be deprived of such opportunity, by affirming these individuals and giving them a chance to be accepted and to serve the society.
- 1.4 TWC's core values are:
- (a) Passion and unreserved dedication to education;
 - (b) Respect and love for our students, our colleagues and their families;
 - (c) Continuous commitment to excellence in education;
 - (d) Eagerness to serve and work with the community for its development and well-being;
 - (e) Open, just, caring style of management; and
 - (f) Determination to manage and deploy resources carefully and effectively.

Quality Concepts, QA Principles, Scopes, Framework, Approach and Standards

1.5 *Quality Concepts and QA Principles*

Quality concepts are the backbone of QA and are usually translated to QA principles guiding the development, implementation and review of internal and external QA at the institutional and programme levels. In the context of education and training, some common concepts of quality can be identified. They include, for example: stakeholder orientation; fitness for purpose; continuous improvement; etc. while some of these concepts, particularly the concept of fitness for purpose, have been adopted by the HKCAAVQ as the guiding principles in the implementation of external QA. TWC has also formulated a total of five QA principles to guide the conduct of all QA related activities at the College internally. The five QA principles are presented in paragraph 1.6 below.

1.6 *QA Principles*

- (a) **Stakeholder Orientation** - Stakeholders, including both internal and external stakeholders (particularly staff, students, graduates, external advisors, external examiners, employers, industry experts, external academic and professional accreditation bodies) are the core of a QA system, given that meaning of quality is offered by the stakeholders involved. All staff and students must own the QA system. Active engagement of internal and external stakeholders is of outmost importance for assuring quality of a learning programme in terms of meeting the stakeholders' expectations.
- (b) **Fitness for Purpose** – The internal QA related activities, including internal accreditation and validation, take into consideration the stated objectives of the College, while ensuring that the learning programmes offered by the College meet the standards of the claimed QF levels.
- (c) **Threshold Standard** – The learning programmes undergoing offered by the College must fulfil the threshold standards in the respective area of study and training.
- (d) **Evidence Based** – Evidence-based process and mechanism must be implemented to monitor and review the delivery of quality education.
- (e) **Continuous Improvement** – The processes and mechanism for the delivery of quality learning and teaching should be regularly reviewed in conjunction with stakeholders. While all academic units must have in place processes and procedures for evaluating their work, and their impact and contribution to quality learning and teaching, all staff and students should make positive contribution to the safeguarding and continuous improvement of education quality. External inputs must also be sought to constantly improve the QA system and practices.

1.7 *QA Scopes and Framework*

QA Scopes

- (a) The QA system is designed to cover the whole process of planning, developing, delivering, modifying, and reviewing a programme of study (at programme level), and the academic unit's practice (at institutional level).

QA Framework

- (b) At College level, the Academic Board (AB), chaired by the President, oversees all academic matters and advises the College Council (CC) on the standards of programmes. The AB is assisted by the Quality Assurance Committee (QAC) which has oversight of the QA policies and practices with a view to maintaining a high standard across all programmes within the College.
- (c) At School level, the School Board (SB) reports to the AB by making recommendation on the operation, management, development, and quality assurance of the School's programmes and other academic matters.
- (d) Feedback from different stakeholders such as students, graduates, teaching staff, employers, external advisors, and external examiners is constantly garnered for ascertaining 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 and student representation on a number of boards/committees.

1.8 *QA Approaches*

The College adopts a preventive-cum-proactive approach to operationalising internal QA for ensuring that all learning programmes meet their claimed objectives, required standards and fulfilment of stakeholders' expectations. Through implementation of a series of QA approaches, such as effective engagement of stakeholders and regular self-review of programmes, the College's internal QA system aims to prevent any undesirable developments during the planning, development, delivery, modifying and reviewing of programmes. The College's internal QA system, on the other hand, also proactively strives for continuous improvement to meet the changing expectations of the stakeholders. By implementing internal accreditation (for programmes under approved PAA status) and internal validation (prior to seeking external accreditation) with active participation of external experts, the College's internal QA system ensures that all learning programmes continuously meet the expected standards in the respective industries and the community as a whole.

1.9 *QA Standards*

To realise quality education, it is necessary to make quality alive and meaningful by setting out measurable and achievable quality criteria, indicators and/or standards. In the College's internal QA system, such criteria, indicators and/or standards are mainly reflected in the Key Performance Indicators (KPIs) at both School and Programme levels, as well as the Internal Accreditation (IA) and Internal Validation (IV) domains and the associated standards.

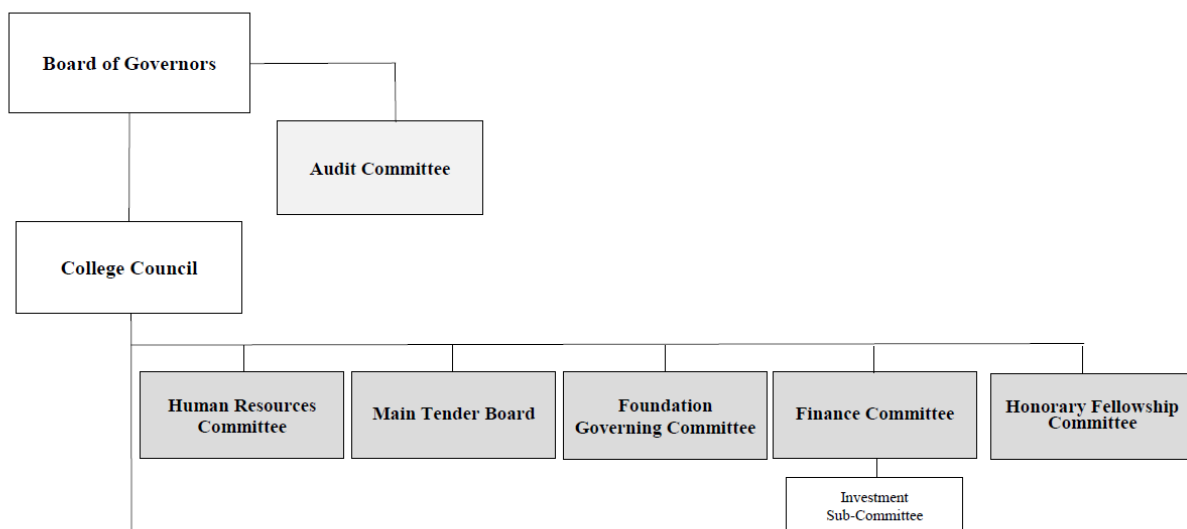
2. Governance and Management

- 2.1 Tung Wah College (TWC or the College) is established with an independent governance and management structure in line with the requirements of the Post Secondary Colleges Ordinance (Cap. 320) and the Post Secondary Colleges Regulations (Cap. 320A). In order to enhance accountability, administrative efficiency and management effectiveness, the College has a committee structure, which features stratified and balanced governance with wide participation of management, staff, students, and stakeholders from different sectors (such as higher education, business, and industry) to serve the check-and-balance purposes.
- 2.2 The **Board of Governors (BoG)** is the College's supreme governing body responsible for setting the mission and vision of the College and has the decisive role in facilitating coordination between the College while the **College Council (CC)** is the executive body administering the property and managing the general affairs of the College subject to the directions of the BoG. There is an **Audit Committee** under the BoG as well as 5 other committees (namely **Finance Committee, Human Resources Committee, Main Tender Board, Foundation Governing Committee** and **Honorary Fellowship Committee**) established by the CC to oversee issues in respective areas.
- 2.3 At College management level, boards and committees are categorised by academic and management domains, and their roles and responsibilities and reporting lines are well defined. There are 5 major committees chaired by the President to formulate and review policies and regulations for effective management, administration, and development of the College. Roles of these boards and committees are listed in paragraphs 2.13 to 2.17.
- 2.4 Committees are also put under the AB and MB to assist in developing, implementing, and reviewing policies and regulations in different aspects. TWC's committee structure is presented in **Figure 1**.
- 2.5 TWC values inputs from students and its committee structure involves extensive students' representation at every level. There are student representatives at the CC, AB, Quality Assurance Committee (QAC), and other various committees of the College.

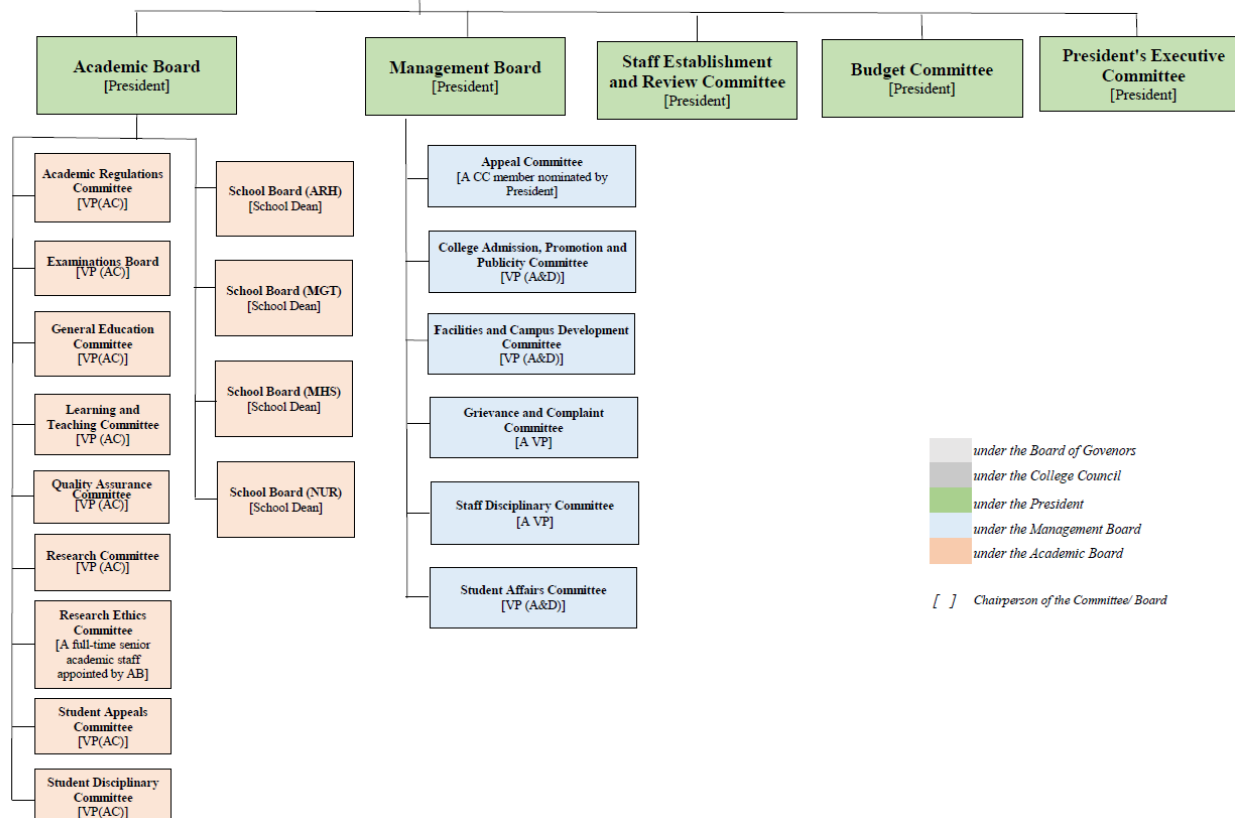
Figure 1: Committee Structure of Tung Wah College

Committee Structure of Tung Wah College (Approved by College Council on 7 April 2022)

*Committees/Boards
under Board of Governors
and College Council*



Committees/Boards under College Management



under the Board of Governors
under the College Council
under the President
under the Management Board
under the Academic Board

[] Chairperson of the Committee/ Board

Roles and Responsibilities of Committee under the BoG

Audit Committee (AC)

- 2.6 To oversee the College's financial reporting process, audit process, system of internal controls, and compliance with laws, regulations and policies.

Roles and Responsibilities of Board/Committees under the CC

Finance Committee (FC)

- 2.7 To oversee the financial affairs of the College and ensure the College's decisions, policies and practice in relation to finance are in full compliance with all statutory requirements and the College's overall strategic plan and goals.

Investment Sub-Committee (IC)

- 2.8 To serve as a decision-making mechanism for investment decisions of the College.

Foundation Governing Committee (FGC)

- 2.9 To govern the TWC Foundation and nurture an understanding of the importance of fundraising for the College and its significance within the present and future financial structure of the College.

Honorary Fellowship Committee (HFC)

- 2.10 To make recommendations to the BoG via the CC for the award of honorary fellowships.

Human Resources Committee (HRC)

- 2.11 To oversee the human resources policies and management of the College.

Main Tender Board (MTB)

- 2.12 To assist the CC to consider and approve tenders with a value over HK\$1,000,000.

Roles and Responsibilities of Boards/Committees chaired by the President

Academic Board (AB)

- 2.13 To regulate and approve all academic affairs of the College (including admission, academic regulations, new programme/programme area development, programme

teaching and learning, quality assurance, assessment standards, conduct of examinations and student graduation etc.). Under the AB, committees (or task forces) are established to provide effective development, implementation, review and improvement of the academic programmes and activities of the College.

Budget Committee (BC)

- 2.14 To prepare and monitor the College's budgets; to advise all budget-related matters.

Management Board (MB)

- 2.15 To advise the President on matters relating to the strategic development and management of the College and provide inputs to any academic initiatives from management perspectives (including human resources, finance, and campus resources etc.), and to serve as a major communication between senior academic and administrative staff.

President's Executive Committee (PEC)

- 2.16 To provide advice to the President and inputs to major management and operational matters and discuss emerging issues that will impact future strategic decisions of the College.

Staff Establishment and Review Committee (SERC)

- 2.17 To formulate policies for new staff establishments and staff development; to review staff performance appraisals and re-appointment cases, with an aim to ensure effective manpower to achieve the College's strategic plan.

Boards/Committees under the AB

Academic Regulations Committee (ARC)

- 2.18 To develop and review the College's academic regulations for programmes, the implementation of these regulations, and the procedures which support their implementation.

Examinations Board (EB)

- 2.19 To be responsible for assessment, progression, and award decisions (including establishing and reviewing marking procedures, approving student assessment results, and recommending the list of graduates and classification of students' awards for approval by the AB).

General Education Committee (GEC)

- 2.20 To develop framework and guidelines for General Education (GE) courses and oversee their operation and development.

Learning and Teaching Committee (LTC)

- 2.21 To advise the AB on policies to enhance the quality of learning and teaching, to oversee the mechanisms and operations of the support structures for the enhancement of learning and teaching effectiveness, and to develop ways of promoting good practices across Schools.

Quality Assurance Committee (QAC)

- 2.22 To assist the AB to develop, implement and oversee academic quality assurance framework and policies so as to maintain a high standard across all programmes/programme areas within the College.

Research Committee (RC)

- 2.23 To develop and promote a research culture in the College, to build up research capacity of academic staff, and to be accountable to the AB on all issues relating to research, including but not limited to developing and reviewing directions, plans, policies, regulations and mechanisms; approving research projects; and monitoring the progress and quality of research projects.

Research Ethics Committee (REC)

- 2.24 To give advice on all matters of research ethics involving human participants and health, safety and environmental issues in research.

Student Appeals Committee (SAC)

- 2.25 To make final adjudication of student appeals, and to consider and determine student appeals to disagreement on the outcome of assessment and other academic and non-academic related decisions.

School Board (SB)

- 2.26 Each School has its own SB which reports to the AB for the operation, management, development, and quality assurance of the School's programmes and other academic and administrative matters. The following groups and team are accountable to the SB.

Programme (Area) Team (PT/PAT)

- 2.27 To handle all issues related to planning and development of a new programme (area), and to develop a good quality proposal for consideration of the QAC and AB; and to manage and review a programme's operation, delivery, quality, and academic standard, etc.

Staff-Student Consultative Group (SSCG)

- 2.28 To provide an effective means of communication between staff and students, and to ensure that the College and Schools receive feedback and comments from students on the quality of their education provision, and other areas of concerns for students.
- 2.29 In view of the varied needs under a School, other Groups serving specific purposes, such as Clinical Placement or Practicum, can be formed subject to the consideration of the SB.

Student Disciplinary Committee (SDC)

- 2.30 To administer the stated rules and regulations governing academic integrity matters and academic misconduct, to assess reported violations, and when necessary, to assign appropriate penalties.

Roles and Responsibilities of Board/Committees under the MB

Appeal Committee (APC)

- 2.31 To review appeal cases and decide on the outcome of the appeal.

College Admission, Promotion and Publicity Committee (CAPPC)

- 2.32 To plan and develop recruitment and admission strategies, policies and procedures in order to achieve the College's goals of student recruitment; to plan and oversee the implementation of the promotion activities of the College, with an aim to ensure that

they are effective to achieve the College's goals of image building and student admission.

Facilities and Campus Development Committee (FCDC)

- 2.33 To review the planning and development of campus and facilities, and to vet requests for facility resources (including catering services, space utilization, equipment, communications etc.); to advise on health and safety policies, oversee their implementation and promote the use of sage practices and a general awareness of health and environmental issue within the College.

Grievance and Complaint Committee (GCC)

- 2.34 To hear grievances, investigate complaints and recommend appropriate course of actions.

Staff Disciplinary Committee (STADC)

- 2.35 To investigate alleged misconduct or offence of staff which cannot be handled at Unit level or offences that are serious enough that may warrant consideration for termination of employment including dismissal or immediate discharge.

Student Affairs Committee (STUAC)

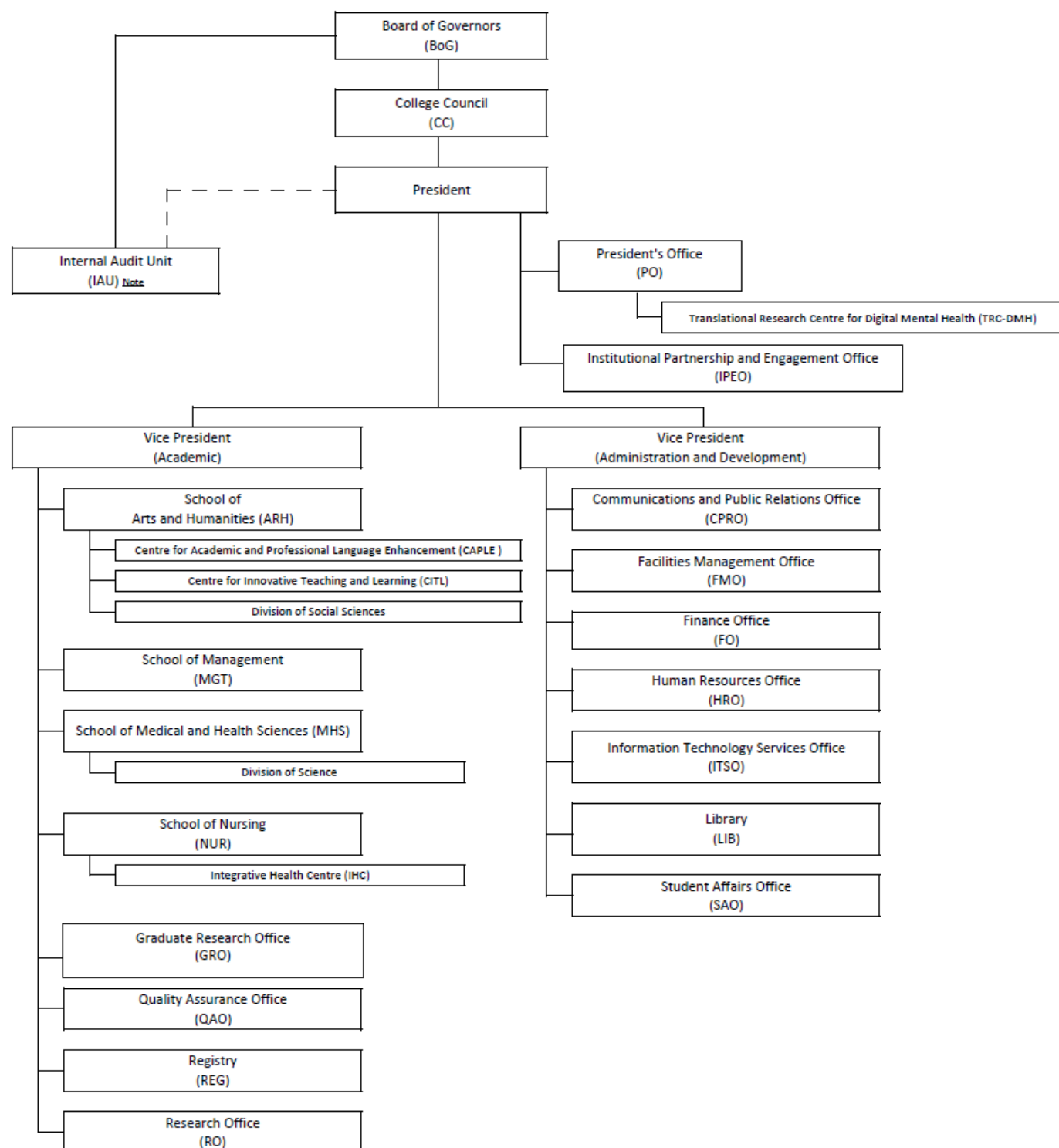
- 2.36 To decide the policies and guidelines on non-academic student services, including, amongst others, allocation of all kinds of scholarships/awards, and conduct periodic review on monitoring mechanism; to consider non-academic misconduct and reported violations cases and when necessary, assigns appropriate penalties.

Organisational Structure of TWC

- 2.37 The President is ultimately responsible for the daily management and development of TWC under the overall direction of the BoG and the CC. He/she is assisted by the Vice President (Academic) (VP(AC)) and the Vice President (Administration & Development) (VP(A&D)), in the development and management of the College.
- 2.38 The VP(AC) oversees four Schools and four academic support units:
- (a) School of Arts and Humanities (ARH);
 - (b) School of Management (MGT);
 - (c) School of Medical and Health Sciences (MHS);
 - (d) School of Nursing (NUR);
 - (e) Graduate Research Office (GRO);
 - (f) Registry (REG);
 - (g) Research Office (RO); and
 - (h) Quality Assurance Office (QAO).

- 2.39 The VP(A&D) oversees seven administrative units:
- (a) Communications and Public Relations Office (CPRO)
 - (b) Facilities Management Office (FMO);
 - (c) Finance Office (FO);
 - (d) Human Resources Office (HRO);
 - (e) Information Technology Services Office (ITSO);
 - (f) Library (LIB); and
 - (g) Student Affairs Office (SAO).
- 2.40 The President's Office (PO), the Institutional Partnership and Engagement Office (IPEO), the President's Executive Committee (PEC) and the Secretariat (SEC) of BoG, CC and MB are under the direct supervision of the President.
- 2.41 An Internal Audit Unit (IAU) was established in 2016 under the supervision of the AC to support the BoG in the assessment and improvement of the TWC's internal control framework, risk management and compliance processes. The IAU reports to the AC of the BoG. The reporting structure allows the IAU to be independent of the functions that it audits and gives the IAU the authority needed for full, free, and unrestricted access to all operations, records, property, and personnel within TWC.
- 2.42 **Figure 2** shows the organisational structure of TWC.

Figure 2: Organisational Structure of Tung Wah College



Note: The IAU reports to the AC under the BoG

3. Programme Framework

- 3.1 The College offers a diverse range of award-bearing programmes, including postgraduate, undergraduate, sub-degree, diploma, and short programmes. These programmes aim to help students succeed in a changing world and address the societal training needs. This chapter outlines the frameworks for major types of programmes offered. The curricula emphasise fostering intellectual curiosity and promoting self-directed learning.

General Education Curriculum

- 3.2 TWC adopts the liberal education approach by incorporating its philosophy of holistic development of students with transferrable skills and broad knowledge in science, culture, and society in revising the GE curriculum. The revised GE curriculum which was approved by the HKCAAVQ on 21 June 2018 aims to provide a holistic education to students and prepare them with the competencies demanded in the twentieth first century, divides knowledge for holistic development into the following two dimensions of enquiry.
- (a) Understanding oneself, the society, and the community; and
 - (b) Reflecting from the past, exploring for the future.
- 3.3 To realise the dimension of enquiry, the GE courses and components are categorised under the following four knowledge areas:
- (a) Self and Interpersonal Development;
 - (b) Civic, Moral Values and Culture;
 - (c) Arts and Humanities; and
 - (d) Science and Technology.
- 3.4 Based on the GE conceptual framework, the GE curriculum is developed with the following four objectives:
- (a) To nurture students to become an active, caring and socially responsible citizen;
 - (b) To cultivate them to be open-minded and with multicultural and global perspectives;
 - (c) To develop students' cultural awareness and aesthetic literacy; and
 - (d) To equip students with science and information literacy, critical thinking, creative thinking and communication skills, which are essential for our graduates to face the future challenges in the new technological era.
- 3.5 The GE curriculum also includes national and values education (National Security Education (NSE) learning pack for AY2022/2023 and AY2023/2024; National And Values Education (NAVE) from September 2024 onwards). The course contents of the NAVE have been developed based on the Values Education Curriculum Framework (2021) of the EDB to suit the needs of tertiary students. The NAVE encourages students to consider future careers and lives. Students with positive values tend to consider

factors beneficial to personal growth and community interests as a basis for making decisions. They will better understand family, social, national, and global issues. Considering the above premises, NAVE will help to nurture students into thoughtful citizens who make personal commitments and contributions to the future development of Hong Kong, our country, and the world.

Languages Courses

English Language

- 3.6 Besides *ENG1001 Developing English Language Skills* and *ENG2006 Enhancing Academic English Skills*, four new English for Specific Purposes courses are developed for the major disciplines in (i) healthcare; (ii) business; (iii) social sciences; and (iv) early childhood education..

Chinese Language

- 3.7 *CHI1002 Applied Chinese Language* and *CHI1006 Basic Chinese* (taught in English) is offered as mandatory Chinese course for local and non-local students respectively.
- 3.8 For *CHI2003 Putonghua*, it is offered as an optional language course. For programmes with Language Elective(s) in the programme structure, completion of *CHI2003* would be considered as fulfilling the Language Elective(s) requirement. For other programmes, students could also enrol in *CHI2003* as an additional course in addition to the required curriculum.

French and Spanish

- 3.9 Starting from AY2022/2023, *LAN1001 Basic French Communication Skills* and *LAN1002 Basic Spanish Communication Skills* are offered as elective courses for all students. For programmes with Language Elective(s) in the respective curriculum, completion of these foreign languages course(s) would be considered as fulfilling the Language Elective(s) requirement. For other programmes, students can enrol in these foreign languages course(s) in addition to the required courses covered in the respective curriculum.

Work-Integrated Learning Programme (WILP)

- 3.10 The WILP is designed to enhance students' personal growth by providing them essential workplace experience in the real world. Students of the bachelor's degree programmes are required to engage into work experience to fulfil the WILP requirements. WILP can take forms of practicum, internship, or industrial attachment, of which the hours vary among programmes. The WILP internship is a non-credit bearing programme and is one of the graduation requirements for all bachelor's degree students (optional for senior-year entry students) of cohort 2015 and thereafter.
- 3.11 In order not to overload students, students who are from programmes with compulsory practicum arrangement (e.g., BHSc(N) and BSc(OT)) can take the practicum as fulfilling the WILP requirement. While students from programmes without practicum

arrangement (e.g., BSc and BSc(APsy)) can seek employment in the form of internship in disciplines relevant to their programme of studies.

- 3.12 In addition to completing the discipline-related internship or practicum as required by individual programme, students are required to participate in at least 8 College Seminars during the whole period of study in a bachelor's degree programme. The College Seminars are themed to develop intellectual curiosity and awareness in current affairs. Prominent professionals and industrial leaders will be invited to share their experience, expertise, and personal/professional development.
- 3.13 While the Programme Leaders are responsible for overseeing and coordinating the WILP, the Student Affairs Office (SAO) provides the support services as follows:
- (a) To build up the network of organisations which provides internship / practicum places;
 - (b) To schedule a series of College Seminars per academic year; and
 - (c) To keep student records of attendance of College Seminars.
- 3.14 For details of the WILP, please refer to the **WILP Handbook** which is available on the TWC's website (<http://www.twc.edu.hk>).

Community Service

- 3.15 In order to enable students to possess the attributes of being morally and intellectually responsive with social awareness and a caring attitude for needy people, the College requires all full-time bachelor's degree and sub-degree programmes students (and those as required by the programme), to complete 30 hours of community service as part of the graduation requirements. For students enrolling from 2024/2025 onwards, distribution of 30 community service hours should be as follows:
- Recognised College-Based Service Hours: 10 hours maximum
 - Community-Based Service Hours: No limit
- 3.16 Students can join the community service activities arranged by the SAO as well as perform voluntary services in non-profit making organisations.

IELTS Requirement

- 3.17 Students admitted to the College's Bachelor's degree programmes are required to attain a valid score of 6.0 in IELTS Academic (or equivalent) prior to graduation. As an alternative, students who have attempted IELTS at least once and cannot attain a valid score of 6.0 may choose to enrol in the ENG4001 English Enrichment Course and can meet the graduation requirement on English language proficiency by successfully completing the course ENG4001 (for bachelor's degree level programmes only). Individual degree programme may also require the students to have attained a specified score in IELTS Academic for graduation, while such IELTS requirement should be clearly stipulated in the respective Programme Definitive Document (PDD).

4. Programme Development and Approval

Planning of New Programmes

- 4.1 Schools have the primary responsibility and are assumed a leading role in programme planning and development, and recommending new programme initiatives having due regard to the latest 5-Year Strategic Plan of the College, and the on-going needs of the community, employees, and employers.
- 4.2 Factors of consideration in offering new programmes are:
- (a) **Strategic positioning** – The programme should be in line with the College strategic plans, as well as the institutional and programme niche areas identified.
 - (b) **Market demand and supply** – Relevant information/evidence of market demand (e.g., market/employer/learner survey); employer survey/feedback related to employability/job performance of students; and records of benchmarking the programme seeking accreditation with existing programmes in the market.
 - (c) **Programme features and strength** – Consistency with TWC's education direction, professional priorities, staff expertise, and contribution to TWC's ability to enter emerging education areas.
 - (d) **Quality assurance and long-term sustainability** – Ability of the concerned academic units to facilitate sound learning outcomes and to encourage the whole person development of students, and the financial viability of the programme.
 - (e) **Articulation and career opportunities** – The availability of articulation and career opportunities for programme graduates (i.e., industry and community needs).

5. Programme Management, Monitoring and Review

The Programme Management and Monitoring System

Programme Leader (PL)

- 5.1 Each programme is managed by a Programme Leader (PL) who should be a full-time academic staff of TWC nominated by the School Dean (SD), and the appointment is approved by the Vice President (Academic). The PL is held accountable for the performance, operation and quality of the programme under his or her mandate. He/she has the ultimate responsibility for the daily management and on-going development of the programme, and is required to undertake on-going and systematic monitoring of the quality of programme delivery. The PL should timely refer matters (e.g., changes of programme structure and/or course syllabuses) as appropriate to the Programme Team (PT) for consideration and School Board (SB) for endorsement at the School level before seeking further endorsement and/or approval from the Quality Assurance Committee (QAC) and/or Academic Board (AB), where applicable. Different types of programme changes and the corresponding approval routes are presented in Chapter 6 of this Manual.

Programme Team (PT)

- 5.2 The PT led by the PL is set up by relevant SB to manage and review each programme's operation, delivery, quality, and academic standard, etc. The PT discusses all issues relating to the programme and make recommendations to the SB for programme changes and continuous improvement.

Evaluation of Teaching Performance

- 5.3 The teaching performance of academic staff is evaluated comprehensively through a review of different sources of evidence including but not limited to opinions collected from Staff-Student Consultative Group (SSCG) meetings, results of Course and Teaching Evaluation (CTE), research and scholarly activities, etc. These various measures enable the SD to assess how well the academic staff are handling diverse responsibilities with the ultimate goal to assure quality learning and teaching in the College.

Peer Review

- 5.4 Peer Review by means of class observation is an important quality assurance process being used to enhance and promote high quality teaching and to facilitate teachers' professional development. Peer review at TWC is underpinned by the principles of reflective practice, whereby a teacher's teaching performance is evaluated in a collegial manner and feedback is collected on aspects of a teacher's teaching practice from their peer(s).

General Academic Regulations

- 5.5 The General Academic Regulations (GARs) contain all the principles, policies, rules, and procedures for governing the academic operation of programmes and assuring quality and standards of the academic provision. The College staff shall refer to the GARs for managing and quality-assuring programmes during implementation. The GARs also govern student progress to ensure that academic standards are maintained, and students are not unfairly treated. Students shall refer to the academic regulations specified in the Student Handbooks, maintained by Registry (REG), for information and guidelines essential for successfully completing the programmes.

Credit Accumulation and Transfer

- 5.6 TWC also executes a credit accumulation and transfer (CAT) arrangement. The operation of the arrangement is under the REG in close collaboration with respective Schools. A student may enter a learning programme with advanced standing or be exempted from taking certain course(s) if his/ her previous qualifications are recognised by the College as of direct relevance, at the appropriate level, and of the appropriate breadth and depth. The *Guide on Credit Accumulation and Transfer (CAT) and Course Exemption* has the details including the maximum percentage allowed for course exemption or credit transfer and the shelf life of previous academic qualifications at other institutions.

Monitoring of Students' Performance

- 5.7 Student performance is assessed on a continuous basis through a variety of coursework assessments and examinations. Academically under-achieved students will be given academic consultation, and their performance will be closely monitored by the Student Academic Advisor (SAA) who is a member of the teaching team.

Moderation of Examination Papers

- 5.8 When all examination papers are prepared by the academic staff, the Programme Leader or a senior academic with relevant subject knowledge designated by the SD will review and moderate all examination papers of the different courses to ensure that the examination papers are appropriately set and aligned with the intended learning outcomes of the courses and pitched at the appropriate Qualifications Framework (QF) levels. After the internal moderation, the examination papers will be provided to the External Examiner (EE) for external moderation. Details of the College's mechanism for moderation of assessment and examination are presented in Chapter 10 of this Manual.

Annual Programme Review

- 5.9 All Schools and programme teams adopt a self-reflective approach in reviewing the performance of their programme with reference to a set of pre-determined key

performance indicators (KPIs) to ensure the quality, and for continuous improvement purposes.

- 5.10 The APRR has to be submitted to relevant SB for endorsement. The SB has the responsibility to consider the recommendations and take follow-up actions where appropriate to effect the changes or improvements to the programme arising from the annual programme review. The SB's endorsed APRRs for research postgraduate and professional doctorate programmes are submitted to the GRO for vetting. All the other SB's endorsed APRRs are submitted to the QAO for vetting.
- 5.11 The annual review requirements also apply to the GE and Language courses. The Annual Review Reports for GE courses and Language courses facilitate the consolidation of all the statistics and views of stakeholders, including the views from EEs, to inform the development of improvement plans before the next annual review. The General Education Coordinator is responsible for preparing the ARR for GE courses. The ARR for GE courses has to be submitted to the General Education Committee (GEC) for endorsement. For the annual reporting and review of the language training, the Head of CAPLE is responsible for preparing the ARR for language courses. The ARR has to be submitted to SB(ARH) for endorsement. All the endorsed ARRs are submitted to the QAO for vetting.
- 5.12 A summary of the APRRs and ARRs for GE and Language courses is prepared by the Quality Assurance Office (QAO) for the QAC's review and the Academic Board (AB)'s approval on an annual basis.

Course Review

- 5.13 On top of the annual programme review, the College also requests teaching staff/Course Coordinators to submit the Course Review Forms by the end of each semester. The review is to critically appraise and continuously improve the teaching quality of each course, to let the PL and/or the SD to have better monitoring of teaching quality at course level and to collect teachers' opinion on each course. Course changes need to go through the internal and external approval processes (where applicable), details of which can be found in Chapter 6. All updated CDFs are kept in the College's internal shared drive maintained by the QAO for access by students and staff.

Feedback from Stakeholders

- 5.14 TWC has both informal and formal mechanisms to collect stakeholders' views and feedback for continuous improvements of its programmes.

Teaching Staff

- 5.15 TWC highly values comments and feedback from teaching staff. Various channels are available for teaching staff to give opinions and feedback, such as the SSCG meetings, PT meetings and SB meetings.

- 5.16 Staff may also approach the two Vice Presidents (VPs), SDs, Directors/Heads of administrative units or other relevant colleagues at any time for suggestions and constructive comments. There are also staff representatives on various committees, including the Board of Governors (BoG), College Council (CC), AB, QAC, Research Committee (RC), Research Ethics Committee (REC), Student Appeals Committee (SAC), Appeal Committee (APC), Facilities and Campus Development Committee (FCDC), Grievance and Complaint Committee (GCC) and Student Affairs Committee (STUAC), to ensure staff engagement in the College's governance and management.

External Advisor (EA)

- 5.17 External Advisor's (re-)appointment are approved by the Academic Board (AB) via endorsement from the School Board (SB). Advisory Panels are formed to facilitate the combined efforts of the EAs to review and enhance the quality and relevance of all academic programmes. Each School has a School Advisory Panel (SAP), which meets annually and is made up of academics and key opinion leaders from a range of professions and industries, including employers, to advise on academic development and industry engagement. The SAPs provide the Schools with intelligence and insights into market needs and workforce trends and policies in local and international communities, with the aim of ensuring that the Schools' programmes are relevant to industries, business, and society.
- 5.18 Each School also has one or more Programme Advisory Panels (PROAP) composed of EAs from one or more programmes and alumni to facilitate their combined efforts to advise on the development of a programme, programme area, division, or discipline. These PROAPs provide critical insights and recommendations, ensuring that the curriculum aligns with current standards and practices in the target professions and industries. The PROAPs are composed of external members including academics, professionals, industry experts and alumni. By fostering a collaborative relationship between academia and industry, these panels contribute to the continuous improvement of all programmes, ultimately benefiting students, employers, and the broader community.
- 5.19 Through meetings, TWC solicits the advice of external academics and industry experts to ensure that programmes are responsive to the needs of industry and community. The SDs will seriously consider their comments and take proper follow-up actions as appropriate.

External Examiner (EE)

- 5.20 EE is appointed for each programme to oversee the assessment and examination system. They offer views on the quality and appropriateness of the examination papers where appropriate and review sample examination answer scripts and coursework assignments, and comment on the mapping of assessment tasks against the ILOs. Where appropriate, their comments are highlighted in the APRRs as valid evidence to demonstrate the attainment of the standards of a programme.

Employers

- 5.21 Feedback from employers on the programme can be obtained in various ways such as an annual Employer Satisfaction Survey administered by the SAO, field visits, informal meetings, campus visits, etc. The PL is required to consider and act on the results of the annual Employer Satisfaction Survey provided by the SAO.

Students

5.22 Course Level: Student Feedback Collection Exercises

- (a) Feedback on courses and on the learning and teaching is gathered from students through a “Formative Student Feedback Form” and a “Summative Course and Teaching Evaluation Questionnaire”. The objective of this exercise is to obtain constructive criticism on the courses being evaluated, so that the College may improve the curricula, course design, instructional strategies, teaching aid provision, learning environment, and to discover any other factors which may be affecting the learning of students.

Formative Student Feedback Collection Exercise

- (b) Formative Student Feedback Collection Exercise is an optional exercise to help teachers reflect on their teaching and students’ learning. At the commencement of each semester, course teachers may appoint at least one student representative through either election or nomination for each seminar/tutorial class and keep student representatives well informed of the procedure for collecting student feedback. In Week 5 of each semester, student representative(s) will be responsible for jotting down anonymous comments by using the Formative Student Feedback Form. It is conducted at the middle of the semester so that course teachers can have enough time to make adjustments in their course delivery in the remaining weeks of the semester.

Summative Course and Teaching Evaluation Exercise

Purpose

- (c) The Summative CTE exercise is a formal and mandatory feedback channel by which students could provide feedback on course and teaching. The data obtained from the CTE serve multifaceted purposes:
- (i) to assist the PLs and SDs to monitor the quality of courses;
 - (ii) to provide feedback and statistical information for Course Coordinators to review and improve their teaching and course content;
 - (iii) to identify areas of staff development that need to be addressed;
 - (iv) to support academic staff’s performance appraisal;
 - (v) to support academic staff’s promotion or application to Teaching Excellence Award (TEA); and

- (vi) to demonstrate the quality of the programme and/or course at the (re-)accreditation exercise(s).

Principles of Conducting CTE

- (d) CTE exercise is conducted towards the end of each semester, or at a time that suits the needs of individual courses and course teachers. It is an anonymous exercise that students are not required to provide their personal information.
- (e) The design of the CTE questionnaire is to cater for the evaluation of learning and teaching for lectures only and it is normally not applicable to evaluate tutorials, seminars and laboratory sessions of courses.
- (f) CTE is also not applicable to courses without lecture teaching, such as Practicum and Capstone Project. Feedback from these courses can be collected through other channels, including the SSCGs, PT, formal and informal meetings with students and practicum partners.
- (g) In case of co-teaching, i.e., with more than one teacher teaching the lecture, all teachers are evaluated in the CTE exercise.

5.23 School Level: Staff-Student Consultative Group (SSCG) Meetings

- (a) Meetings of SSCG are arranged at least once every semester to provide a forum between SDs, PLs, teaching staff and students on issues concerning learning, teaching and learning support. SSCG can be a means of enhancing the quality of students' own learning experiences. These formal meetings can be supplemented by informal meetings with students to explore issues related to how best to improve College provision.

5.24 College Level: Student Surveys and Others

- (a) New Student Survey is conducted annually by the SAO to help with the College's planning of student services and deployment of resources. Information collected includes students' personal particulars choice of education, expectations on the College, and self-assessment of abilities and psychological status.
- (b) Focus Group Interviews for New Entrants are conducted by the SAO to collect data on new students' needs and difficulties in adapting to the study mode in higher education with the aim of helping them to better get used to the new learning environment and programme requirements at TWC.
- (c) An annual Graduate Survey is conducted by the SAO to evaluate students' learning experience in the College, the percentage of graduates who pursue further studies and the percentage of graduates who join the workforce.
- (d) Student Representation: There are student representatives sitting on the College's committees at different levels (including the College Council (CC), AB, Academic Regulations Committee (ARC), GEC, LTC, QAC, SB and STUAC). Student

representatives are always encouraged to give their opinions and suggestions regarding academic and non-academic matters.

- (e) Students' Opinions to the Management: Where appropriate, students may convey their views by writing to the President, their SDs, PLs or the Registrar, who will respond to students promptly.

Internal Re-validation for Programme/ Programme Area and Internal Re-accreditation for Programme

- 5.25 Internal Re-accreditation (Re-IA) (for programmes seeking re-accreditation under the College's PAA status) and external Re-LPA (for programmes seeking re-accreditation by the HKCAAVQ), are cyclic evaluations of an accredited programme to determine whether the programme continues to meet the stated objectives, and deliver the programme that meets the accreditation and QF standards as determined at the previous internal or external (re-)accreditation. Both re-IA and re-LPA emphasise on improvements and outcomes since the IA/LPA or the last re-IA/re-LPA.

6. Programme Modification and Approval

Programme Modification

- 6.1 A Programme Leader (PL) is expected to critically review the programme under his/her purview on an on-going basis and introduce modifications in a coordinated manner for continuous improvement purposes. By the same token, other involved academic staff, including Course Coordinators and course teachers, are also envisaged to update course syllabi and teaching plans regularly. To facilitate programme development, the Academic Board (AB) has approved guidelines on handling different types of programme changes. According to the HKCAAVQ's *Guidance Notes on Substantial Change to Accreditation Status*, programme changes can be classified into the following three types:
- (a) Minor change
 - (b) Substantial change
 - (c) Significant departure
- 6.2 All approved programmes are subject to the submission of Annual Programme Review Report (APRR). Any substantial changes in the reporting period should also be captured in the APRR.

Classification of Programme Changes

Minor Change

- 6.3 Minor change refers to the change that does not affect the approved scope and/or nature of the accreditation status of a programme. At TWC, minor change is classified into three types, namely "Minor Change at Programme Level", "Type I Minor Change at Course Level" and "Type II Minor Change at Course Level".
- 6.4 For "Minor Change at Programme Level" and "Type I Minor Change at Course Level", the change proposed by the Programme Team (PT) needs to be endorsed by the SB of the offering School and approved by the QAC before implementation. For "Type II Minor Change at Course Level", the approval authority rests with the SB.
- 6.5 For "Type I Minor Change at Course Level" related to the General Education (GE) courses, the proposed change should be endorsed by the SB of the offering School and the General Education Committee (GEC) before seeking the QAC's approval. For "Type II Minor Change at Course Level" related to the GE courses, approval should be sought from the GEC.
- 6.6 For Languages courses, both "Type I Minor Change at Course Level" and "Type II Minor Change at Course Level" should be endorsed or approved respectively by the SB of ARH before seeking further approval from the QAC or implementation.

- 6.7 While the College can implement minor change without informing the HKCAAVQ, related documentary evidence showing such change has gone through the internal QA process appropriately should be properly retained.

Substantial Change

- 6.8 Substantial change refers to the change leading to modification of the approved scope and/or nature of the accreditation status of a learning programme.
- 6.9 A substantial change for an accredited programme can be proposed through re-LPA or through Substantial Change Assessment by the HKCAAVQ during the validity period of the accreditation status of the programme. Approval from HKCAAVQ is needed for implementation. This type of change for an accredited programme under the College's PAA status can be proposed by the respective SB and approved by the AB without seeking the HKCAAVQ's approval.
- 6.10 The Substantial Change Assessment processed by the HKCAAVQ normally takes 6 to 14 weeks for completion after the signed service agreement with the payment were sent to the HKCAAVQ. Once the proposed change was approved by the internal QA mechanism, QAO will submit an application with the required assessment fee to the HKCAAVQ with relevant and sufficient supporting documents.
- 6.11 The possible outcomes are approval or non-approval. Where deemed necessary, HKCAAVQ may stipulate condition(s) (i.e., Pre-condition(s) and/or Requirement(s)) and/or Restriction(s) to an approval for substantial change. During the assessment, the proposed change may be processed by means of a paper-based review exercise, meeting or an on-site visit.

Significant Departure

- 6.12 Significant departure refers to a change that leads to significant impact on the approved scope and/or nature of the accreditation status of a learning programme, e.g., changes where majority of the domains of competence are affected.

Changes at College Level

- 6.13 Apart from programme changes, it is worth noting that any changes at the College level with significant modification in terms of the governance and organisational structure, key policies, facilities allocation and utilisation, mode of operation which will lead to revisions in institutional philosophy or mission as well as the development and orientation of the College are required to be considered and endorsed by the Management Board (MB) first. If necessary, the proposed change will then be submitted to the CC and/or the BoG for approval prior to its submission to the HKCAAVQ for assessment and final approval.

Cessation of a Programme

- 6.14 Programme termination happens when it is deemed no longer viable on the basis of on-going reviews and analyses of critical factors encompassing, but not limited to:
- (a) alignment with TWC's strategic development;
 - (b) industry demand;
 - (c) student demand (e.g., enrolment, attrition rate);
 - (d) views of the relevant PROAP / External Advisors;
 - (e) financial viability and sustainability; and
 - (f) capacity for delivery of the programme (specialised space and/or equipment, staffing).
- 6.15 To materialise termination of a programme, the following approval procedures should be closely followed in a timely manner:
- (a) a Programme Termination Proposal (PTP) to be put forth by the respective PT in consultation with stakeholders including but not limited to the affected students and teaching staff, the President, the Vice President (Academic), PROAP / External Advisors;
 - (b) the PTP to be endorsed by the relevant School Board (SB);
 - (c) the PTP to be endorsed by the Quality Assurance Committee (QAC);
 - (d) the PTP to be endorsed by the Academic Board (AB) and the Management Board (MB) (concerning the resources transfer);
 - (e) the PTP to be approved by the College Council (CC) via the AB; and
 - (f) the termination decision to be notified in writing to the affected students and staff, the HKCAAVQ (for accredited programmes only) and the relevant government agencies if financial aid of enrolled students is involved.

7. Programme Area Accreditation (PAA)

Introduction

- 7.1 Programme areas (PAs) are approved through Programme Area Accreditation (PAA) exercise(s) conducted by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) with reference to its developed guiding documents, including *Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework* and *Classification of Areas of Study and Training in the Qualifications Register (QR)*, *List of Sub-areas and Illustrative Scope Statements*. PAA status is conferred on operators with sufficient quality assurance (QA) competency and maturity at the organisational level and a good track record in delivery of their accredited programmes. Upon obtaining a PAA status, an operator may develop and operate learning programme(s) within an approved PA at the approved QF level or lower levels without going through learning programme accreditation (LPA) and learning programme re-accreditation (re-LPA) by the HKCAAVQ. Qualifications developed within the approved PA(s) at the approved QF level or lower level can be entered, during the validity period, into the Qualifications Register (QR) for public access. Should PAA be not successful, the accredited learning programme(s) within the proposed PA will continue to be subject to cycles of re-LPA, prior to expiry of the validity period for preserving the accreditation status.

Periodic Institutional Review (PIR)

- 7.2 All approved PAs are subject to the HKCAAVQ's Periodic Institutional Review (PIR) for ascertaining whether the College continues to be effective in achieving its vision and mission by systematically enhancing the quality of its operation through formulating and implementing actions based on evidence.

8. Professional Accreditation

Accreditation of Academic Programme

- 8.1 Professional accreditation constitutes an integral part of TWC's quality assurance (QA) system as a certain number of the College's programmes are associated with professional recognition, and it is somehow distinct from the process of academic accreditation.
- 8.2 Professional accreditation in essence differs from academic accreditation by which a programme of study is accredited by a professional or regulatory body as a programme that prepares students for registration in a regulated profession. The professional accreditation is normally conducted after the launch of a programme except for the accreditation of the Nursing Council of Hong Kong.
- 8.3 The fundamental focus of professional accreditation is normally on the College's governance and administration, organisational structure and decision-making, programme planning, development and design, curriculum and syllabus, staff and staff development, student admission, assessment and learning support, clinical practice, programme evaluation, educational resources and facilities, and programme leadership and management, among others.

9. Learning and Teaching

- 9.1 Tung Wah College (TWC) strives to design and implement effective learning and teaching activities in its programmes with the prime purpose of delivering the intended learning outcomes and programme curriculum. The Learning and Teaching Committee (LTC) is deliberately set up to advise the Academic Board (AB) on policies to enhance the quality of learning and teaching. The secretarial support of the Committee is provided by the Registry (REG).
- 9.2 Also, the Centre for Innovative Teaching and Learning (CITL) was established to enrich the quality of innovative teaching in academic schools to meet evolving societal and industrial/professional demands and benefit the College. The CITL will provide comprehensive services and programmes to assist academic staff in becoming professional, effective, and innovative educators.
- 9.3 In sum, the College's commitment to quality learning and teaching is manifested in the following ways:
- (a) quality in the delivery of teaching and assessment of student learning outcomes;
 - (b) the award of qualifications that are consistent with the pitched QF standards;
 - (c) input from internal and external stakeholders;
 - (d) constant review and revision through peer review exercise;
 - (e) professional development and teaching support for academic staff;
 - (f) availability of learning resources; and
 - (g) access to pastoral care, academic advice and student learning support.

The OBE Approach

- 9.4 All TWC programmes are developed based on the Outcome-based Education (OBE) approach which is a transformation from the teacher-centred approach to learning and teaching to the student-centred approach, and is mainly concerned with constructive alignment among programme objectives, programme intended learning outcomes (PILOs), programme contents and structure, admission requirements, learning and teaching as well as assessment activities. In the programme planning process, the Programme Team defines the PILOs and course intended learning outcomes (CILOs) making reference to the Generic Level Descriptors (GLD) of the pitched Qualifications Framework (QF) level and the Specifications of Competency Standards (SCSs), where applicable, and how individual courses contribute to the achievement of PILOs. The programme contents as reflected from the Course Description Forms (CDFs) as well as learning and teaching activities should be appropriately integrated and aligned to facilitate the students' effective attainment of the CILOs and PILOs. The assessment tasks designed for individual courses should be able to verify the students' attainment of the respective CILOs, eventually contributing to the achievement of the PILOs.
- 9.5 To ensure constructive alignment in an outcome-based programme, the Programme Leader (PL) is required to provide the following information in all new programme proposal development:
- (a) the programme objectives and ILOs at both programme and course levels;

- (b) the mapping of PILOs against the GLD of the pitched QF level;
- (c) the mapping of courses against the PILOs;
- (d) the appropriateness of the admission requirements;
- (e) the alignment of the learning and teaching strategies with the CILOs; and
- (f) the mapping of assessments against the CILOs.

9.6 To follow the OBE approach effectively, the following teaching strategies are worth consideration:

- (a) To support an all-round development of students: Students are encouraged to make connection with and appreciate a broad context of cultural and social aspects. The learning and teaching strategies will include providing such learning opportunities and supporting students' learning in the process.
- (b) To achieve measurable learning outcomes among students: All CILOs should be appropriately and sufficiently covered in the assessment tasks designed for an individual course. With adoption of criterion-referenced assessments supported by the associated marking schemes/rubrics, teachers assess whether and the extent to which the student performance has met the assessment criteria or, whether and the extent to which the student has attained the intended learning outcomes. The assessment criteria and different levels of performance, where applicable, for an assessment task should be clearly outlined to the teachers and students, such that students' performances can be effectively differentiated and fair and consistent marking across different classes and cohorts can be assured.
- (c) To create a student-centred learning environment: Through a climate of mutual respect and open communication, students are facilitated to nurture innovative thoughts and problem-solving abilities in a non-threatening manner.
- (d) To strengthen interactions between teachers and students: Students benefit from dedicated teachers with strong knowledge base and effective teaching skills. Students' learning is enriched with strong involvement of teachers in their learning process. The learning and teaching strategies adopted is student-centred and interactional.
- (e) To be supported by technology: Learning and teaching is effectively enhanced by up-to-date learning and teaching technologies which can promote valued learning outcomes and enhance students' independent learning skills.
- (f) To strengthen partnership and linkage with professional bodies and community: Learning and teaching are not only classroom-based activities. The College strives to establish a learning environment that engages students to acquire experiences in a wide range of community, workplace, and professional settings.

9.7 The provision of information and communications technology (ICT) is effective in supporting the OBE approach. TWC uses Blackboard, a web-based Learning Management System (LMS), to facilitate students' active participation in all stages of learning process. The web-based learning space also provides opportunities for

academic staff to develop innovative pedagogies and to monitor student progress in a more effective way.

Medium of Instruction Policy

- 9.8 The medium of instruction of all programmes pitched at QF Level 4 or above follows the TWC's language policy, which is English unless otherwise approved by the AB. Learning materials are in English except for Chinese language, Chinese medicine and Chinese culture courses, and other language courses as well as other programmes/courses specially approved by the AB.

Duties and Responsibilities of Academic Staff

- 9.9 The duties and responsibilities of academic staff are of a professional nature and wide ranging which include:
- (a) organisation, preparation and delivery of course materials;
 - (b) teaching and academic counselling;
 - (c) supervision of students' research, projects and thesis preparations;
 - (d) evaluation of students' academic progress through assessment and examination;
 - (e) research and other forms of scholarly activities;
 - (f) reach-out and income generation activities;
 - (g) programme administration, development and validation;
 - (h) educational management and administration;
 - (i) recruitment and admission of students;
 - (j) administrative work as required for instructional and scholarly activities, including committee work at various levels as it pertains directly or indirectly to students;
 - (k) participation in quality assurance procedures and the democratic processes of the institution; and
 - (l) contribution to the strategic initiatives of the College and the strengthening of its local and international connections as well as its reputation.

Responsibilities of Students

- 9.10 All TWC students are expected to become acquainted with the College policies, requirements, procedures, and regulations regarding all phases of College operations. In addition, students are to remain cognisant of these policies and procedures during their studies at TWC. The specific academic regulations are stipulated in the **Student Handbooks** maintained by the Registry.
- 9.11 The Student Handbooks contain essential information such as academic regulations and procedures, student services, facilities for learning as well as fees and charges. It is a generic document applicable to all programmes while the Programme Definitive Document (PDD) and practicum handbook specify the programme-specific requirements and regulations. The Handbooks are available on the College's website under the Registry's webpage, which is updated from time to time when necessary.

Students are kept informed through e-mail whenever there are any updates approved by the AB.

Learning Support

- 9.12 The College is dedicated to optimising students' chances of successful completion of their enrolled programmes through offering various forms of learning support to enhance students' learning effectiveness. The learning support includes Student Academic Advisor (SAA) system, personal growth and counselling services, information technology services, library services and English Enhancement Programme.

Student Academic Advisor

- 9.13 Under the SAA system, a student upon admission is assigned an academic staff who takes the role of academic advisor for the student. The SAA has to know the student as an individual, keep an eye on his/her overall academic progress and general welfare in his/her College life. Students may consult their SAAs face-to-face for any difficulties that they come across in their studies and seek advice on academic progression and choice of major, if applicable. SAAs meet the students as a group or individually in a periodical manner during semester time. SAAs will receive notifications from the Registry if their students fail to obtain a cGPA of 2.0, and they have the responsibility to provide academic consultation to them on their study approach and plans, and to give recommendation on improvement of study techniques.

Personal Growth and Counselling

- 9.14 Student counsellors of the Student Affairs Office (SAO) provide professional counselling service for students with psychological and emotional needs. The primary goal is to promote early identification and intervention before the problems develop or get worse. Students will also be referred to other community resources for further support if necessary.

Information Technology Services

- 9.15 The Information Technology Services Office (ITSO) offers a wide range of services and facilities to support students' learning. These services and facilities include network and wireless connectivity, computer laboratories, printing facilities, classroom IT/AV resources, online learning management system and ITSO hotline. The College has also implemented the student information system "PowerCAMPUS". Besides being a system for student record management and supply of updated information, it also allows students and teaching staff to access a number of self-service facilities to manage their academic activities.

Library Services

- 9.16 The library provides resources in various formats, from traditional print-based items to web-based resources, in support of TWC's teaching, learning and research

activities. To accommodate different modes and styles of learning, off-campus access to electronic resources is available round the clock. The library's opening hours, collections, lending and other services, facilities, and contact methods are delineated in the Library Handbook for Students which is available on the College's website.

English Enhancement Programme

- 9.17 The English Enhancement Programme is non-credit bearing. It consists of a placement test and English enhancement courses. The enhancement courses are offered at the beginning of students' study programmes with the aim to help them better equip with the necessary language skills for college learning.
- 9.18 The English Enhancement courses provide vital support for first-year entrants to bachelor's degree and higher diploma programmes who do not meet the English language requirements upon admission. For example, students entering a bachelor's degree programme who have not achieved the minimum HKDSE Level 3 requirement must complete both English Enhancement courses - 'ENG0100 English Enhancement Course 1' and 'ENG0200 English Enhancement Course 2', at the commencement of their studies. This requirement aims to strengthen their English proficiency, preparing them for the academic challenges of their chosen programmes. Additionally, students may be advised by their Student Academic Advisers to enrol in these courses to strengthen their English foundation, ensuring they possess the skills necessary for success in their academic pursuits.
- 9.19 Senior Year Entrants admitted to bachelor's degree programmes who do not meet the English language requirements must complete two remedial courses during their first two semesters: 'ENG1001 Developing English Language Skills' and 'ENG2006 Enhancing Academic English Skills'.
- 9.20 For students with Gaokao/JEE English score between 80 to 99 admitted in or after AY2025/2026 to Higher Diploma programme are required to take two English Enhancement courses — 'ENG0100 English Enhancement Course 1' and 'ENG0200 English Enhancement Course 2'.
- 9.21 The Centre for Academic and Professional Language Enhancement (CAPLE) aims at improving students' general English standards and their English skills for both academic and professional purposes. It is responsible for coordinating the English enhancement courses and activities. The CAPLE has been in operation since March 2016 and provides the following support services:
- (a) To provide a placement test in the first week of semester 1: The 30-minute on-line test is provided by the Cambridge University Examination Unit and offered for assessing the English abilities of all new students. The test scores can provide students with an indication of potential International English Language Testing System (IELTS) scores.
 - (b) To offer language enhancement activities: A range of topics, from speaking and pronunciation trainings, to writing and grammar workshops, are covered. Apart

from the traditional ways to learn English, a series of socialising activities and consultations throughout the whole semester are carried out every academic year.

Student Engagement and Complaints

Students' Association and Student Representation

- 9.22 Students are welcome and free to express their views and opinions to the student representatives from the Students' Association. The College has established the mechanism of student representation on the College's committees at different levels. Student representatives are invited to be members of the College Council and the AB as well as at various committees and sub-committees under the AB or at committees advising the administrative units.

Complaints to Management

- 9.23 Students may convey complaints and dissatisfaction by writing to the President, the School Dean (SD)/PL/DPL (if applicable)/Registrar. For the College to take any action, students must clearly state their names, student numbers, telephone numbers, name of programme and level of study on the letter. The College will ensure that the identity of the aggrieved party will not be revealed without consent and that the information provided will be treated as strictly confidential.
- 9.24 If a student lodges a formal complaint, cases regarding academic matters will be handled by the SD or School Board (SB)/Student Appeals Committee (SAC) under the AB. If the complaint is against a College staff, the matter will be overseen by the Grievance & Complaint Committee (GCC). On the other hand, if the decision on the complaint case recommends a course of action related to student discipline, the case will be referred to the Student Disciplinary Committee for action.

10. Assessment and Examination

Student Assessment

- 10.1 TWC recognises that the assessment of a programme must support effective learning and enable students to show attainment of the intended learning outcomes (ILOs) and the required standards. The adopted assessment modes and techniques must be valid, reliable, fair, and sufficient to reflect the ILOs at the pitched Qualifications Framework (QF) levels. The College's assessment policy aims to provide clear guidelines for designing assessments and assurance of quality of teaching and learning. Assessment, examination and award regulations are detailed in the GARs, Student Handbooks, as well as in the Programme Definitive Document (PDD) of individual programmes.
- 10.2 With respect to student assessment, the following are concerned:
- (a) foundation philosophy;
 - (b) definition of terms;
 - (c) assessment policy;
 - (d) assessment principles;
 - (e) assignment design;
 - (f) forms of assessment;
 - (g) assessment types;
 - (h) scheduling of assessment;
 - (i) informing assessment requirements and schedule to students;
 - (j) assessment feedback;
 - (k) assessment moderation mechanism including External Examiners (EEs) and their roles;
 - (l) grading scheme;
 - (m) academic consultation;
 - (n) de-registration of students on academic grounds;
 - (o) graduation requirements; and
 - (p) classification of awards.

Assessment and Moderation

Objectives of Assessment

- 10.3 The design of assessment is a core part of curriculum. The OBE approach ensures assessment methods are aligned with learning and teaching activities and ILOs of the course, and ultimately contribute to the achievement of ILOs of the programme.

Two Major Purposes of Assessment

- 10.4 Assessment for Learning: As an integral part of the learning and teaching process, assessment for learning informs learning and teaching. It is designed to diagnose students' strengths and weaknesses so that they can work to improve their performance, and it assists teachers in their future lesson planning. Through assessment for learning,

students are provided with regular and timely feedback on their learning progress, and on areas to be improved, so that they know what they have to improve and are provided with guidance on how to set about doing this. Some examples of assessment for learning are questioning, peer discussions, quizzes, informal observations by the teacher and so on.

- 10.5 Assessment of Learning: Assessment of learning serves the main purpose for the determination of grades and awards. It enables students to demonstrate that they have met the ILOs of each course, fulfilled requirements of the programmes and achieved the standard appropriate to the awards. Assessment of learning is conducted at important intervals. The assessment arrangement in a course is usually made in two forms: (a) Course with Continuous Assessment (CA) and Examination, and (b) Course with 100% CA.

Assessment Moderation System

- 10.6 The moderation process of students' assessment covers both preparation of CA and examination papers during pre-assessment moderation and review of marked assessment scripts during post-assessment moderation of the same course. For pre-assessment moderation, when all CA and examination papers are prepared by the academic staff, the Programme Leader (PL) or a senior academic with relevant subject knowledge designated by the School Dean (SD) will review and moderate selected CA (i.e., at least covering the assessment task carrying the highest weighting) and all examination papers of different courses to ensure that the CA and examination papers are appropriately set and aligned with the ILOs of the courses and pitched at the appropriate QF levels. After the internal moderation, the examination papers will also be provided to the External Examiner (EE) for external moderation with adoption of a sampling approach as stipulated in the *Guidelines on Assessment Moderation*.

Marking Moderation

- 10.7 In the case of large classes or where assessments involve a degree of subjectivity in its marking, pre-marking session is the main method used in ensuring consistent marking between different markers. During the pre-marking meetings, all markers involved are able to clarify their understanding in the marking criteria. After marking, Course Coordinators are responsible for reviewing the marking of different markers of their responsible course(s) in order to ensure consistency in grading standards, and the School Board (SB) takes charge of supervising and monitoring the examination and assessment standards of a learning programme.

External Examiner and Review of Assessment Scripts

- 10.8 An advisory structure is adopted as part of the QA mechanism to align with the prevailing practice of local and international tertiary education institutions. At least one EE is appointed for each programme to ensure that standards in the College are benchmarked against local and international standards in similar tertiary institutions.
- 10.9 After completion of each examination session, an EE is required to submit a report for

each reviewed course to the Programme Team (PT) via the SD. An EE is mandated to review the standard of the examination, referring particularly to the suitability of examinations in relation to the course outlines, the ILOs, students' knowledge of subject matter as revealed in the scripts. He/she is also expected to make suggestions for improvement in the scope of the examination, the marking criteria, course structure and content, where appropriate.

Appeal Procedures

Appeal against Assessment Results

- 10.10 A student wishing to appeal against the result of an assessment shall complete and submit an application form (REG-18) to the Registry (REG) and pay the prescribed fee within 3 working days after the official announcement of the semester grades. The fee shall be refunded to the student in the case of a positive grade adjustment after the appeal.
- 10.11 For appeal cases regarding assessment results, the SD will appoint a second marker (and a third marker if necessary) to re-mark the paper.
- 10.12 The School will inform the REG of the outcome of the mark review exercise and its recommendation for endorsement of the Chairperson of the SB (i.e., SD). The student will be informed of the result by the REG of the appeal. The decision is final.

Appeal against Academic Decisions

- 10.13 A student may appeal against an academic decision on the following grounds:
- (a) There has been an administrative/procedural irregularity which affected the Board's decision;
 - (b) There exist any extenuating circumstances, for valid reasons, that the appellant was unable to bring to the Board's attention prior to its deliberations.
- 10.14 A student wishing to appeal against an academic decision shall complete and submit an application form (REG-18) to the REG and pay the prescribed fee within 7 working days after the official announcement of the academic decision to the student. The application must state the grounds on which the request for appeal is made and provide supporting evidence.
- 10.15 The REG will refer the appeal to the SAC for investigation, proper hearing and decision. If deemed necessary, the SAC will seek information from the School concerned. The student will be informed of the result by the REG of the appeal. The decision of the SAC is final.

Selection and Storage of Learning and Teaching Materials, and Assessment papers

- 10.16 At the end of each semester, the Course Coordinator needs to submit the electronic copies of the complete set of teaching and learning materials for ALL the course(s) that

he/she is responsible for to the host School for storage. Such materials include but is not limited to the lecture notes, teaching slides, tutorial exercises with model answers, laboratory worksheets with expected results, assignment specifications with marking rubrics, question papers for the test/quiz/examination with marking schemes, etc.

- 10.17 In each semester, sample assessment scripts of selected courses are to be selected for the EE's review. The sample assessment scripts of High-Medium-Low (HML) are retrieved based on the marks of the assessment selected. Schools are responsible for selecting the assessment scripts for EEs' review and maintaining the records of the selected assessment scripts, EEs' Reports and the Response Reports to EEs in each semester to ensure the whole process is completed in line with the guidelines.
- 10.18 Schools have to keep assessment scripts of High-Medium-Low (HML) for the purpose of EE's review. Also, a full record of all course assessment question papers and marking rubrics or marking schemes/guides should be kept for the purpose of re-LPA by the HKCAAVQ or respective professional body, if any.
- 10.19 Soft copies of the sample scripts are to be kept as far as possible to minimise the issue of storage space. Large submissions, e.g., posters, could be kept in camera shots. The general practice is to keep all current assessment scripts for easy access until the passing of the appeal period. After this, all scripts apart from those which are to be used for future re-accreditation can be stored off site. The duration of such off-site storage depends on the requirements of the accreditation/professional/trade bodies. According to the College's Regulations on Information Assets Management, as approved by the Management Board (MB), the minimum period for the storage of the assessment scripts should be 7 years. Upon expiration of the retention period, Schools should ensure that the assessment scripts are disposed of securely and confidentially.
- 10.20 An Examination Paper Database has been created and administered by the Library, which is restricted to the College's current staff and students.

11. Staffing and Staff Development

- 11.1 For effective programme management, planning, delivery, and monitoring, TWC realises the significance of having adequate teaching and support staff with the qualities, competence, qualifications, and experience. To operationalise this, the College strives to maintain a dedicated, flexible, responsive, and highly productive academic and professional workforce. Staffing policy is formulated with the objectives of acquiring high quality and professional staff with desirable skills, knowledge and experience who can make contribution to continuous improvement and development of the College. The details are maintained in the full-time TWC Staff Handbook in the Staff Portal. The Staff Establishment and Review Committee (SERC) has been established to assist the President in formulating policies for new staff establishments and staff development, and reviewing staff performance appraisals and re-appointment cases, with the aims to ensure effective manpower to achieve the College's strategic plan. There are also the Grievance & Complaint Committee (GCC) to hear staff's grievances, and to investigate complaints; the Staff Disciplinary Committee (STADC) to investigate alleged misconduct or offence of staff; and the Appeal Committee (APC) to handle appeals and recommend appropriate course of actions.
- 11.2 Academic and administrative staff are stratified in rank in order to define a clear line of reporting, level of accountability and career path. Appointment criteria are made reference to University Grants Committee (UGC)-funded institutions and benchmarked with other self-financing institutions in principle.
- 11.3 A comprehensive staff development policy has been established to ensure the professional enhancement of our staff and to encourage a continual development of academic staff both in academic and research aspects. Teaching load of academic staff is well defined under a Workload Allocation Framework for Academic Staff (WAF) to ensure a balance between teaching and academic enhancement.

Staff Appointment Criteria

- 11.4 The College has established a clear staff structure and appointment criteria for academic and administrative staff. The Post Secondary Colleges Regulations (Cap. 320A) stipulate that all academic staff's appointments should be endorsed by the Academic Board (AB) and approved by the College Council (CC).
- 11.5 Academic and administrative staff are stratified under a common banding structure to define clear lines of reporting, level of accountability and career path. While academic staff start from Band 3 (Assistant Lecturer) to Band 8 (Professor), administrative staff embark from Band 1 (Support Staff II) to Band 8 (Director).

Staff-to-Student Ratio

- 11.6 In order to ensure all programmes can be delivered with quality, the College sets an academic staff to student ratio at a comparable level to other self-financing institutions. For taught master's degree, bachelor's degree and sub-degree programmes, the overall academic staff to student ratio (SSR) is normally set at 1:25. For those programmes

leading to professional registration or recognition, the ratio would be adjusted to meet the requirements as stipulated by the respective professional bodies.

Staff Development Policies and Activities

- 11.7 To enhance individual and organisational performance leading to the provision of quality education services, TWC regards staff development as of prime importance. It therefore provides funding for relevant staff development initiatives to enhance professional capacities and to respond to new demands arising from changing internal and external circumstances.
- 11.8 Starting from AY2021/2022, the College Teaching Grant (CTG) has been introduced to further support teaching development projects and activities, which produce and demonstrate teaching and learning benefits to TWC. CTG proposals should address issues in at least one of the following areas:
- (a) Promoting and enhancing quality of teaching and learning
 - (b) Enriching students' learning experience
 - (c) Adopting and developing innovative approaches of pedagogies and teaching practices, such as the development of assessment strategies and tools
- 11.9 The Learning and Teaching Committee (LTC) and Research Committee (RC) take specific actions and devote efforts to organising different types of staff development programmes in areas related to improvement of learning and teaching, enhancement of industry knowledge, upgrading of academic qualifications and strengthening of research-related work.
- 11.10 Starting from AY2016/2017, all full-time academic staff in the health discipline are requested to undergo a maximum of one month's clinical update per annum (or equivalent) with a view to refreshing and enhancing their clinical experience and professional competencies.

Academic Staff Professional Development Programme

- 11.11 The College has established an Academic Staff Professional Development Framework. The Centre for Innovative Teaching and Learning (CITL) oversees an Academic Staff Professional Development Programme, with comprehensive details available on its [website](#).

In-house Learning and Teaching Seminars

- 11.12 Regular in-house LTS are organised for the professional and continual development of all academic staff (full-time and part-time) and/or academic support staff. The topics of the LTS cover a wide range, including OBE approach, learning and teaching methods, assessment strategies, e-learning, good practice sharing, and quality assurance issues. There is no stipulation on the number of hours that academic staff are required to

achieve. Individual staff should keep his/her own record, and this can be used for performance review and development.

Research Developments and Support

- 11.13 TWC is envisioned to develop an applied research culture within the College. The Research Office (RO) is responsible for the development and promotion of research culture in the College and building up the research capacity of academic staff. Seminars or workshops on research skills and capacity building (e.g. proposal writing and journal submission and discipline specific topics/themes) are organised on a periodical basis. External academics and experts are invited to share their experiences, where appropriate, and the spirit of peer sharing is also promoted.
- 11.14 Senior academic staff members are expected to take a leading role in the pursuit of scholarly activities, including conducting research, presenting papers in local, regional, and international conferences and publishing papers in academic and professional journals. In addition, the College has formulated a Research Development Programme specifically catering for young researchers and those who are aiming for competitive grants. A teacher relief policy is also established to support eligible College Research Grant (CRG) holders to release their teaching duties and work on their research projects.
- 11.15 A Research Operation Handbook (ROH) is developed by the RO with an aim of developing academic staff's research capabilities and to ensure effective management of research processes and the delivery of high-quality research output. Academic staff may refer to the ROH kept in the Staff Portal for the detailed set of administrative procedures and information for staff to observe when conducting research or managing their research at the College.

Continuous Learning and Development (CLD) Scheme

- 11.16 The objectives of CLD Scheme for administrative staff include establishing a continuous learning and development culture and to encourage staff involvement in the College activities.
- 11.17 All full-time administrative staff members (excluding Office Attendants and Drivers) are responsible for seeking their own learning and development opportunities both offered by the College and external organisations.

Teaching and Research Excellence Awards

- 11.18 To recognise distinguished teaching quality and outstanding research productivity, the College offers the following awards on an annual basis.
- (a) Teaching Excellence Award: established to acknowledge, reward, and promote excellent performance and achievement in teaching activities.
 - (b) Research Excellence Award: established to recognise research excellence in the

College.

- (c) Early Researcher Award: established to acknowledge, reward, and promote excellent performance and achievement in research on the part of early career researchers at the College (since AY2020/2021).

11.19 Recipients of the awards are invited to share their successful experiences with other staff members to promote best practices in teaching and research.

12. Collaborations with Partner Organisations

Quality Assurance Monitoring

- 12.1 Partnerships are not limited to those with academic collaborators. For programmes in professional areas, the academic credibility of a programme depends on close collaboration with the relevant professional organisations.
- 12.2 To ensure the academic integrity of the awards and to ensure that academic standards are maintained, the College undertakes an investigation to satisfy itself about the good standing of any perspective partner and its capacity to fulfil its expected role. The concerned School should initially negotiate with the collaborative partners on the administrative, financial and resource arrangements as well as the validity period of the collaborative agreements. The Finance Office (FO) is consulted in the process to evaluate the financial implication of the collaboration. An internal approval procedure should be undergone to consider the collaboration initiative from the concerned School Dean via the Programme (Area) Team (PT/PAT) and the School Board (SB) for discussion and consideration before being put forward by respective Vice President (VP) to the Management Board (MB) and College Council (CC) (if necessary) for endorsement and approval respectively.
- 12.3 The guiding principles for setting up collaborative partnership are as follows:
- (a) the collaboration should be in line with the vision and mission of the College;
 - (b) the policies and regulations of the College in terms of the academic and financial aspects will be followed;
 - (c) strong commitment of the partners to the quality assurance of the academic standards of the programme; and
 - (d) the partner organisation should have financial stability.

Maintenance of Standards

- 12.4 Periodic review is needed on a regular basis or annual basis to ensure that all collaborative arrangements are proceeded in line with the principles as set up for collaborative partnership. The concerned School(s) is/are required to conduct periodic meetings with the collaborative partners to review the collaboration and discuss ways to strengthen the partnership and report in its monthly report to the MB. The recommendation on the termination and renewal of collaboration agreement should undergo the same internal approval procedure for the approval of collaboration proposal. This would usually comprise a review of the documentation to ensure that all arrangements were proceeded as expected in accordance with annual monitoring.



東華學院
TUNG WAH COLLEGE