東華學院
TUNG WAH COLLEGE

Quality Assurance Manual

(Simplified Version)

September 2020

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List of Abbreviations

AB	Academic Board
ACCA	Association of Certified Chartered Accountants
APRR	Annual Programme Review Report
ARH	School of Arts and Humanities
ASPDP	Academic Staff Professional Development Programme
AV	Audio Visual
BC	Budget Committee
BoG	Board of Governors
cGPA	Cumulative Grade Point Average
CA	Continuous Assessment
CC	College Council
CCS	Child Care Supervisor
CCW	Child Care Worker
CE-in-Council	Chief Executive-in-Council
CILO	Course Intended Learning Outcome
CLD	Continuous Learning and Development
CTE	Course and Teaching Evaluation
DSE	Diploma of Secondary Education
EA	External Advisor
EE	External Examiner
FMO	Facilities Management Office
FO	Finance Office
GE	General Education
GLD	Generic Level Descriptors
HD	Higher Diploma
HKCAAVQ	Hong Kong Council for Accreditation of Academic and Vocational Qualifications
HKICPA	Hong Kong Institute of Certified Public Accountants
HML	High-Medium-Low
HRO	Human Resources Office
IAP	Internal Accreditation Panel
IAU	Internal Audit Unit
IFPHK	Institute of Financial Planners of Hong Kong
IPAP	Initial Programme Area Proposal
IPP	Initial Programme Proposal
ITSO	Information Technology Services Office
IVP	Internal Validation Panel
LIB	Library
LPA	Learning Programme Accreditation
MB	Management Board
MGT	School of Management
MHS	School of Medical and Health Sciences
MLTB	Medical Laboratory Technologists Board
NCHK	The Nursing Council of Hong Kong
NUR	School of Nursing
OBTL	Outcome-based Teaching and Learning
OTB	Occupational Therapists Board
PA	Programme Area

PAA	Programme Area Accreditation
PAAC	Programme Area Advisory Committee
PAMC	Programme Area Management Committee
PAPC	Programme Area Planning Committee
PAG	President's Advisory Group
PILO	Programme Intended Learning Outcome
PL	Programme Leader
PMC	Programme Management Committee
PPC	Programme Planning Committee
PROAC	Programme Advisory Committee
PTP	Programme Termination Proposal
QA	Quality Assurance
QAC	Quality Assurance Committee
QAO	Quality Assurance Office
QF	Qualifications Framework
QP	Qualification Programme
Re-LPA	Learning Programme Re-accreditation
RGB	Radiographers Board
RO	Research Office
ROH	Research Operation Handbook
RC	Research Committee
REG	Registry
SAA	Student Academic Advisor
SAB	School Advisory Board
SAC	Student Appeals Committee
SAO	Student Affairs Office
SB	School Board
SD	School Dean
SEC	Secretariat
SERC	Staff Establishment and Review Committee
SMPC	Supplementary Medical Professions Council
SSCC	Staff-Student Consultative Committee
SSSDP	Study Subsidy Scheme for Designated Professions/Sectors
SWD	Social Welfare Department
TDP	Teaching Development Programme
TFPAA	Task Force on Programme Area Accreditation
TWC	Tung Wah College
TWGHs	Tung Wah Group of Hospitals
VP	Vice President
WFOT	World Federation of Occupational Therapists
WILP	Work-Integrated Learning Programme

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Foreword

Tung Wah College (TWC; the College) is a self-financing tertiary education institution established in 2010 by Tung Wah Group of Hospitals (TWGHs), the oldest and largest charitable organisation in Hong Kong offering medical and health, education and community services. 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 high academic standards and student attainment of the intended learning outcomes at institutional, programme and course levels.

This Manual details 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 education programmes offered by the College which follow the same rigorous internal QA process in its programme planning, development, monitoring and review. Its effective implementation relies heavily on the College staff's and students' genuine participation in defining, assuring, and improving the quality of the College's education provision; and its realisation is achieved through cultivating and boosting a quality culture among all staff and students, through the College's established governance and management systems, as well as regular systematic benchmarking in key areas of its academic and administrative performance.

The College pledges to work in compliance with the Manual and keeps refining the QA system. It is envisaged that future updates to the Manual in supporting the College's ongoing commitment to continuous quality improvement.

1. Introduction

1.1 Tung Wah College's (TWC) high commitment to quality education is underpinned by its Quality Assurance (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.

Mission and Vision 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 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.

Core Values

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 wellbeing;
(e) Open, just, caring style of management; and
(f) Determination to manage and deploy resources carefully and effectively.

The QA Approach, Principles and Framework

1.5 *The QA Approach*

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), QA is defined as an ongoing, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining, and improving) the quality of a higher education system, institutions, or programmes. The College is fully cognisant of this definition, and has adopted the systematic approach to assuring academic quality and standards relying on well-stated academic standards, a robust QA mechanism, a commitment to academic quality, evaluation of quality initiatives, and continuous quality improvement. This shall be catalysed by a well-established quality culture among students, staff, management and governance.

1.6 *The QA Principles*

(a) All staff and students must own the QA system, and make positive contribution to the safeguarding and continuous improvement of education quality.

(b) All staff, students and external stakeholders must be actively participative in the QA system and demonstrate integrity.

(c) Evidence-based process and mechanisms must be implemented to monitor and review the delivery of quality education.

(d) All academic units must have in place processes and procedures for evaluating their work, and their impact and contribution to quality learning and teaching.

(e) External inputs must be sought to constantly improve the QA system and practices.

(f) The processes and mechanisms for the delivery of quality learning and teaching should be regularly reviewed in conjunction with stakeholders, particularly staff, students, graduates, external advisors, external examiners, employers, and external academic and professional accreditation bodies.

1.7 *The QA Framework*

(a) The QA system is designed to cover the whole process of planning, approving, delivering, modifying and reviewing a programme of study, and the practice of the academic unit.

(b) At College level, the Academic Board (AB) chaired by the President oversees all academic matters and advise the College Council on the standards of the programmes. The AB is assisted by the Quality Assurance Committee which has the 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. The School Advisory Board, chaired by an external member and involves other external members, is a platform for School to obtain guidance, advice and support form external academics and professionals. The Programme Advisory Committee is set up to ensure the programmes are of relevancy and currency to the industry, business and society. The monitoring functions of programme development and management are undertaken respectively by the Programme Planning Committee and the Programme Management Committee.

(d) Under the refined School Management Structure, the School Management Committee, the School Learning and Teaching Committee and the School Research Committee are established under the aegis of the SB to strengthen and sustain the long-term development of Schools and their operations.

(e) 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.

2. Governance and Management

2.1 Tung Wah College (TWC) is established with an independent governance and management structure in line with the requirements of Cap. 320 and Post Secondary Colleges Regulations (Cap. 320A). In order to enhance accountability, administrative efficiency and management effectiveness, the committee structure is featured of stratified and balanced governance with wide participation of management, staff, students and stakeholders from different sectors (such as higher education, business and industry) in order to serve the checks-and-balances purposes.

2.2 The **Board of Governors** (BoG) is the College's supreme governing body overseeing the development and strategic direction of the College while the **College Council** (CC) is the executive body managing the College's general affairs according to the directions set by the BoG. There is an **Audit Committee** under the BoG as well as four other committees (namely **Finance Committee**, **Human Resources Committee**, **Main Tender Board** and **Foundation Governing Committee**) established by the CC to oversee issues in respective areas.

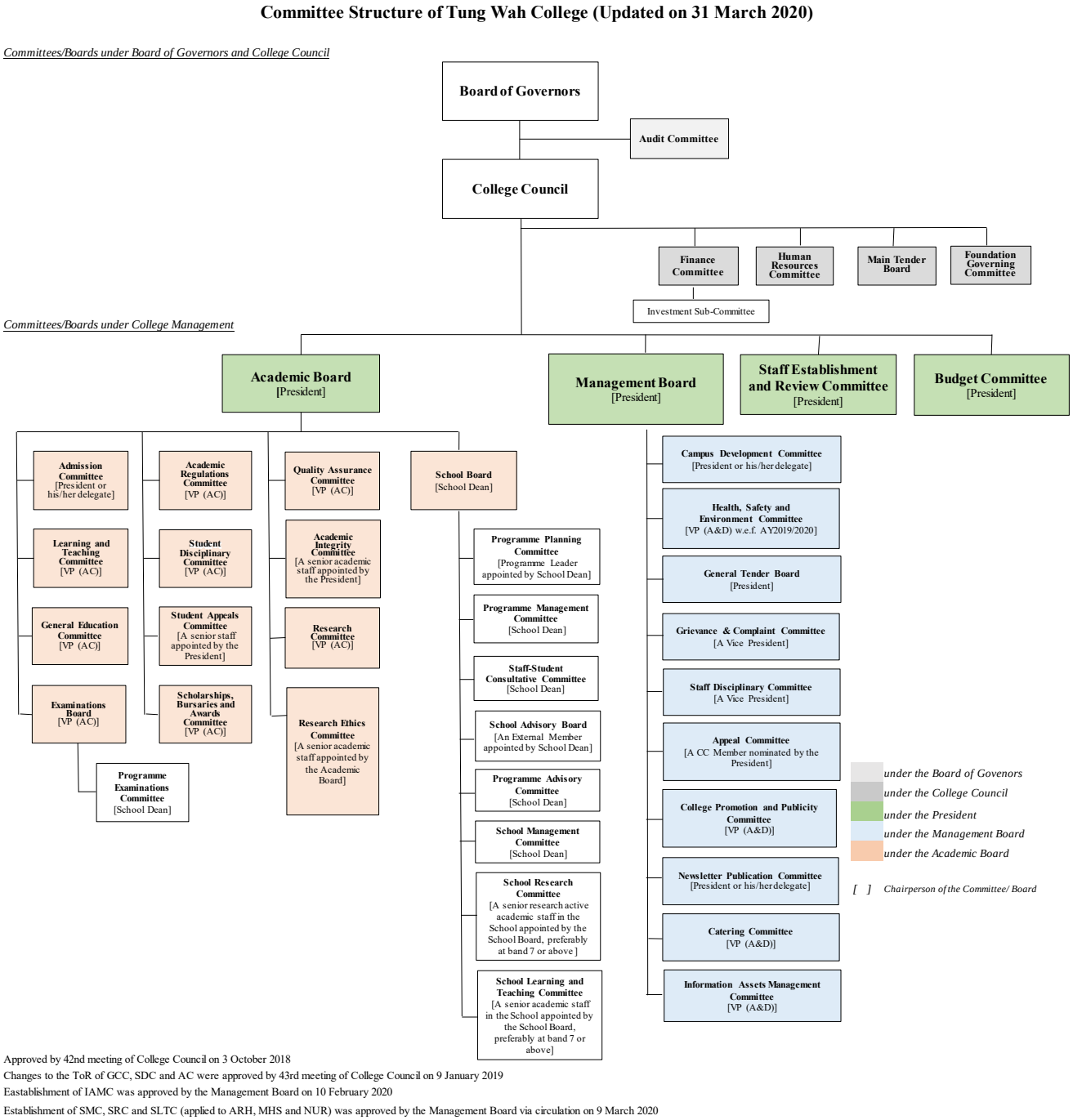
2.3 At College management level, boards and committees are categorised by academic and management domains, and their roles and responsibilities and reporting lines are well defined. There are four major committees chaired by the President to formulate and review policies and regulations for effective management, administration and development of the College:

(a) *Academic Board* (AB): regulates and approves all the academic affairs of the College.
(b) *Management Board* (MB): advises the President on matters relating to the strategic development of the College and provides input to academic initiatives from management perspectives.
(c) *Staff Establishment and Review Committee* (SERC): formulates policies for new staff establishments and staff development, and reviews staff performance appraisals and re-appointment cases.
(d) *Budget Committee* (BC): assists the President in preparing and monitoring the College's budget.

2.4 Committees and sub-committees are also put under the AB and MB to assist in developing, implementing and reviewing policies and regulations in different aspects. An overview of TWC's committee structure is presented in **Figure 1**.

2.5 TWC values inputs from students and its committee structure involves extensive student representation at every level. There are student representatives at the CC, AB, Quality Assurance Committee (QAC), and other various committees/sub-committees of the College.

Figure 1: Committee Structure of Tung Wah College



Approved by 42nd meeting of College Council on 3 October 2018

Changes to the ToR of GCC, SDC and AC were approved by 43rd meeting of College Council on 9 January 2019

Eastablishment of IAMC was approved by the Management Board on 10 February 2020

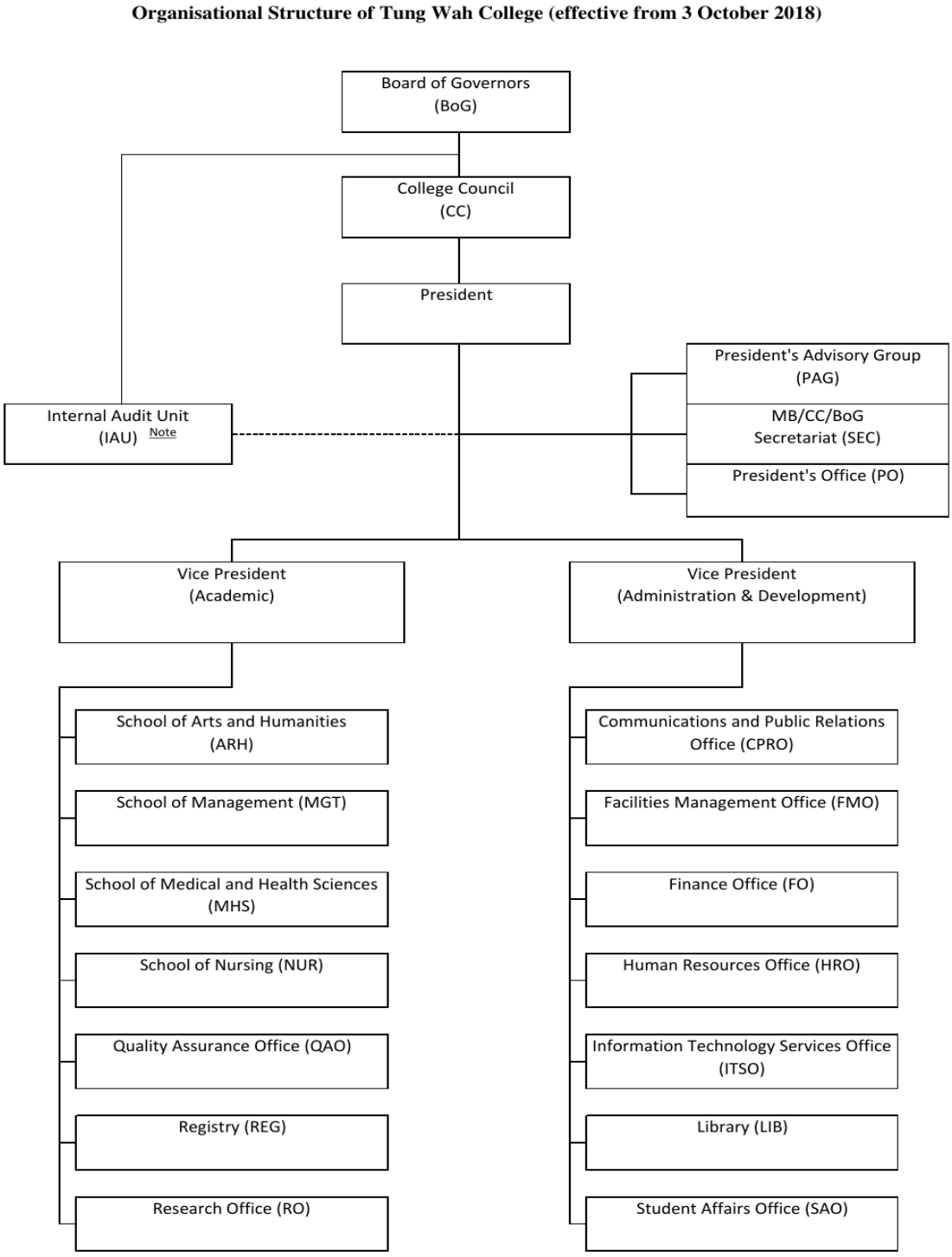
Establishment of SMC, SRC and SLTC (applied to ARH, MHS and NUR) was approved by the Management Board via circulation on 9 March 2020

Organisational Structure of TWC

2.6 The President is ultimately responsible for the daily management and development of TWC under the overall direction of the BoG and the CC. He is assisted by the Vice President (VP) (Academic) and the VP (Administration and Development) in the development and management of the College.

2.7 **Figure 2** shows an overview of the organisational structure of TWC.

Figure 2: Organisational Structure of Tung Wah College



Note: The IAU is reported to the Audit Committee under BoG.

3. Programme Structure for Degree and Sub-degree Programmes

3.1 Tung Wah College (TWC) is committed to continuous improvement of its programme quality. To broaden students' knowledge beyond their chosen fields of specialisation and to help enhance their language proficiency, TWC has refined the programme structure for its degree and sub-degree programmes (effective from 2016/2017) by providing more support for language courses and replacing the Co-op Scheme by the Work-Integrated Learning Programme (WILP).

3.2 Sample programme structures for 4-year Degree programmes and for 2-year Higher Diploma (HD) programmes are illustrated in **Table 1** and **Table 2** respectively.

Table 1: Sample Programme Structure for 4-year Degree Programmes

<table>
<tr><th></th><th>Components</th><th>No. of Course(s)</th><th>No. of Credits (normally 3 per course)</th><th colspan="2">% of Total Credits</th></tr>
<tr><td>Discipline Courses</td><td>Discipline courses (including practicum)</td><td>28</td><td>84</td><td colspan="2">≥70%</td></tr>
<tr><td rowspan="3">Language Courses</td><td>English Courses (ENG1001* + ENG 2006* + 2 more)</td><td>4</td><td>12</td><td rowspan="3">≥15%</td><td rowspan="4">≤30%</td></tr>
<tr><td>Chinese Course (CHI1002* for local students or CHI1006* for non-local students)</td><td>1</td><td>3</td></tr>
<tr><td>Elective Language Course</td><td>1</td><td>3</td></tr>
<tr><td>GE Courses</td><td>GE Courses (GEN 1304* + 5 more free electives)</td><td>6</td><td>18</td><td>≤15%</td></tr>
<tr><td rowspan="3">WILP</td><td>At least 480-hour of Discipline-related Internship / Practicum if it is offered by the academic programme in which the student is enrolled</td><td>--</td><td>--</td><td colspan="2">--</td></tr>
<tr><td>College Seminars (4 in each academic year)</td><td>--</td><td>--</td><td colspan="2">--</td></tr>
<tr><td>Community Service</td><td>30 hours</td><td>--</td><td>--</td><td colspan="2">--</td></tr>
<tr><td colspan="2">Total</td><td>40</td><td>120</td><td colspan="2">100%</td></tr>
</table>

***Remarks:** *ENG1001 Developing English Language Skills*
ENG2006 Enhancing Academic English Skills
CHI1002 Applied Chinese Language
CHI1006 Basic Chinese
GEN1304 The Development and Operation of Non-profit Organizations

Table 2: Sample Programme Structure for 2-year Higher Diploma Programmes

	Components	No. of Course(s	No. of Credits (normally 3 per course)	% of Total Credits	
Discipline Courses	Discipline courses	14	42	≥70%	
Language Courses	English Courses *(ENG1001*)*	1	3	≥15%	≤30%
	Chinese Course *(CHI1002* for local students or CHI1006* for non-local students)*	1	3		
	Elective Language Course	1	3		
GE Courses	GE Courses *(GEN 1304* + 2 more free electives)*	3	9	≤15%	
Community Service	30 hours	--	--	--	
	Total	20	60	100%	

***Remarks:** *ENG1001 Developing English Language Skills*
CHI1002 Applied Chinese Language
CHI1006 Basic Chinese
GEN1304 The Development and Operation of Non-profit Organizations

Work-Integrated Learning Programme (WILP)

3.3 The WILP is designed to enhance students' personal growth by providing them essential workplace experience in the real world. Students of the degree programmes are required to engage into at least 480 hours of work experience to fulfil the WILP requirements. WILP can take forms of practicum, internship or industrial attachment. The WILP is a non-credit bearing programme and is one of the graduation requirements for all bachelor's degree students (including both first-year and senior-year entry students) of cohort 2015 and thereafter.

3.4 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 of the College. While students from programmes without practicum arrangement (e.g. BBA and BSSc(APsy)) can seek employment in the form of internship in disciplines relevant to their programme of studies.

3.5 In addition to completing the minimum of 480 hours discipline-related internship or practicum, students are required to participate in at least 4 College Seminars in each academic year. 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.

3.6 The Student Affairs Office coordinates the WILP and 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.

4. Programme Development and Approval

Planning of New Programmes

4.1 To ensure the appropriateness of the new programmes, a robust programme planning and approval mechanism has been institutionalised involving a rigorous checks-and-balances process and heavy engagement of external views. That is, once a new programme initiative is considered feasible, respective School is responsible for forming the Programme Planning Committee (PPC). For planning of new programmes of QF Level 4 or above, a Programme Advisory Committee (PROAC) and Internal Validation Panel (IVP) will also be formed.

Internal Validation Panel (IVP)

4.2 All new programmes at Qualifications Framework (QF) Level 4 or above must go through the review of an IVP. The IVP is formed by respective School after the programme design and its course outlines are endorsed by the SB. The composition of the IVP is determined according to the programme content and normally consists of:

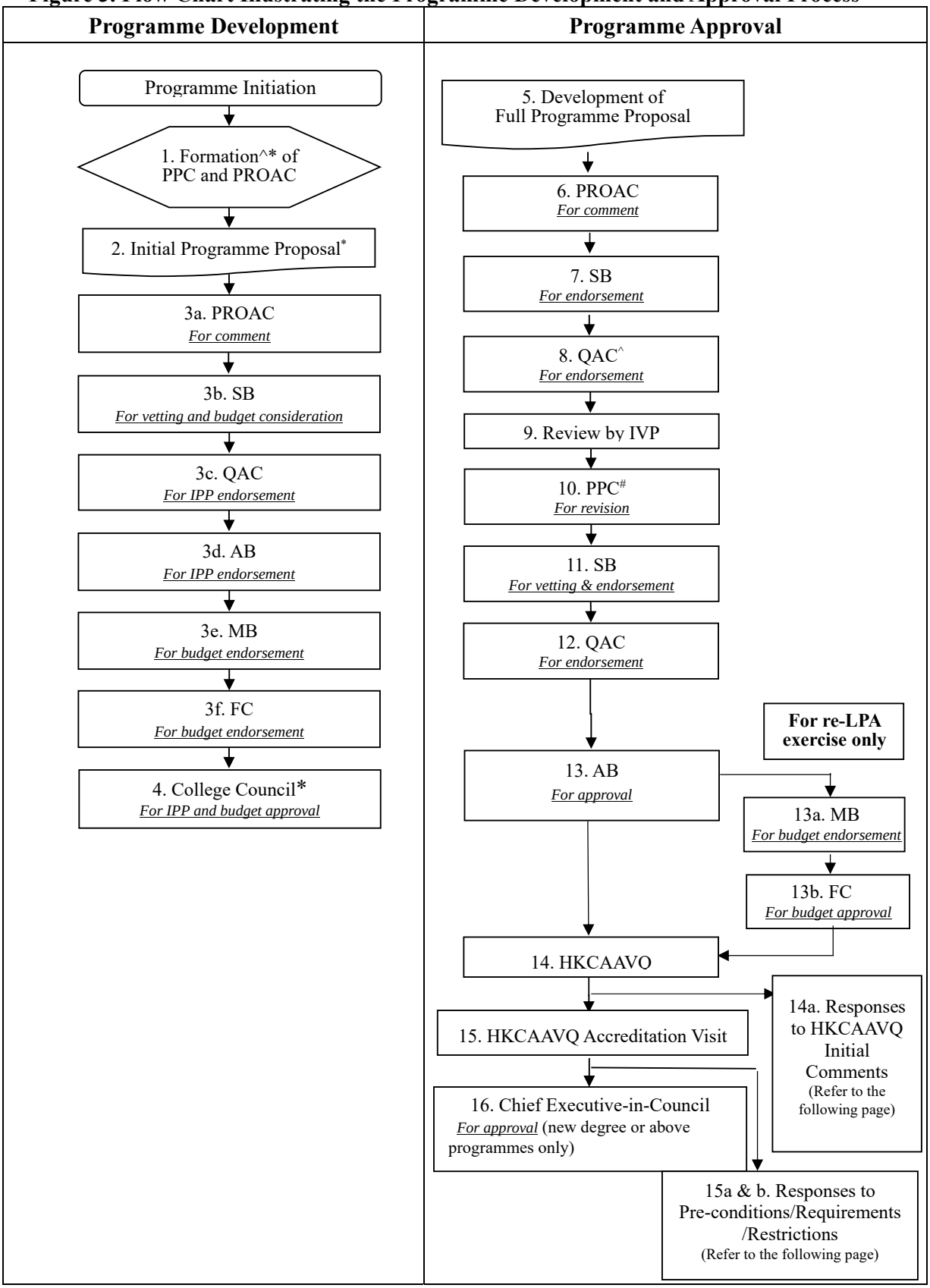
(a) an external local / overseas senior academic staff member as chair;
(b) at least 1 local / overseas academic expert in the field of the programme under consideration;
(c) at least 1 local / overseas industry expert in the field of the programme under consideration; and
(d) an internal academic staff member from another School with prior accreditation experiences.

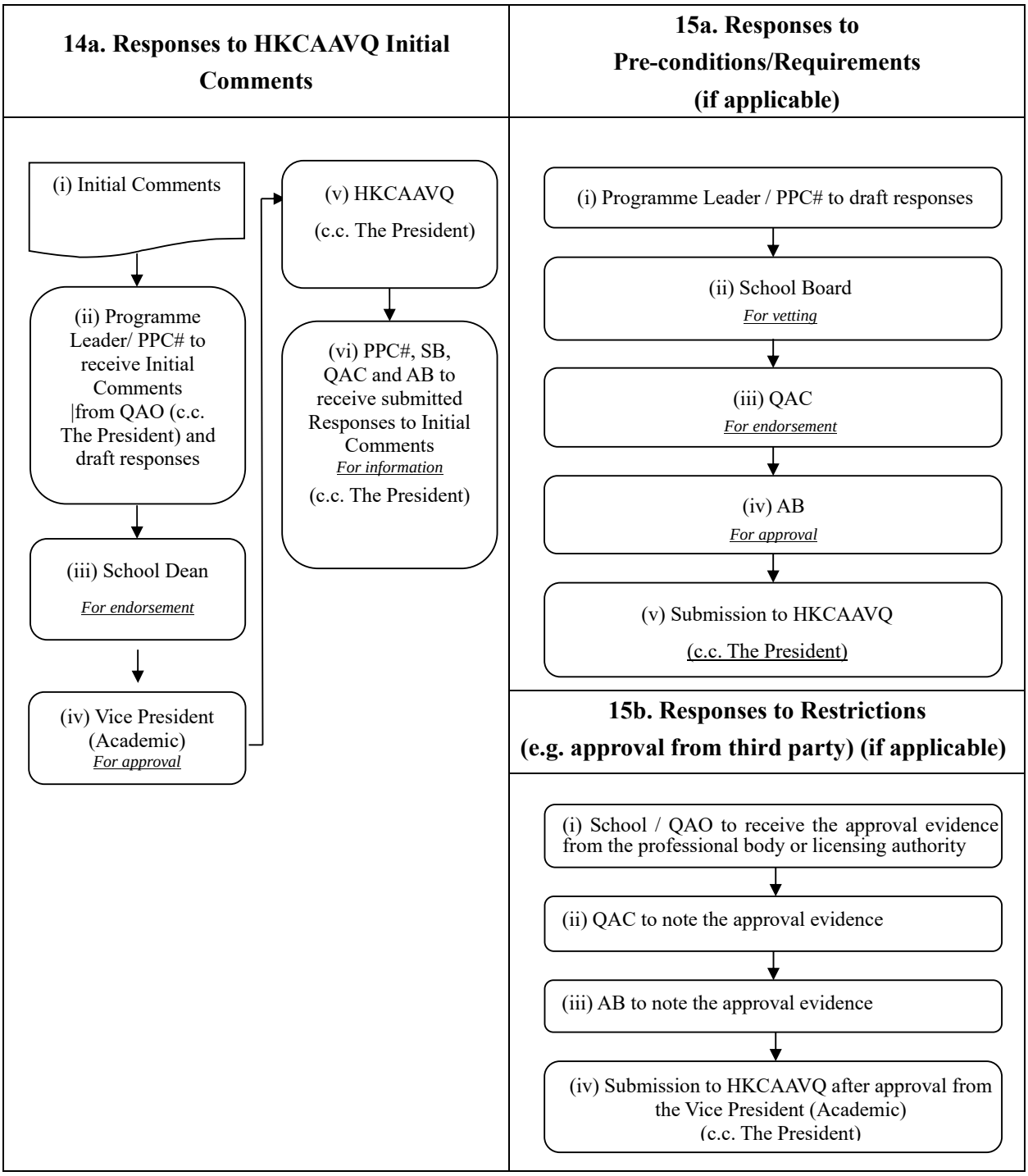
Learning Programme Accreditation (LPA) and Re-Accreditation (re-LPA) by the HKCAAVQ

4.3 Cap 320 stipulates that all new degree and postgraduate programmes are subject to the Chief Executive-in-Council (CE-in-Council)'s approval before their commencement. Once the approval is in place, the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) (*www.hkcaavq.edu.hk*) will issue a Statement of Accreditation Approval (SoA) indicating essential information such as the approved QF level, validity period, and the maximum number of new students per year. Thereafter, the accredited programme is eligible for registration under the Qualifications Register (*www.hkqr.gov.hk*).

4.4 All programmes (academic and vocational) accredited by the HKCAAVQ are subject to re-LPAs before the approved validity period unless a Programme Area Accreditation status is attained at certain QF Levels and programme area(s). The following flowchart shows the programme development and approval process (procedures 1 – 15 for LPA and procedures 5 – 15 for re-LPA).

Figure 3. Flow Chart Illustrating the Programme Development and Approval Process





^Formation of PPC and PROAC should be approved by AB.
** Not applicable to learning programme re-accreditation.*
 # Programme Management Committee (PMC) (for re-accreditation)

5. Programme Management, Monitoring and Review

The Programme Management and Monitoring System

Programme Leader

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 ongoing development of the programme, and is required to undertake ongoing 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 Management Committee (PMC) for consideration.

5.2 As a good practice for staff development and succession in programme planning, management, and monitoring, and when necessary, a Deputy Programme Leader (DPL) can be appointed to assist the PL in the management of the programme.

Programme Management Committee

5.3 The PMC chaired by the SD is set up under relevant School Board (SB) to manage and review each programme's operation, delivery, quality and academic standard, etc. The PMC discusses all issues relating to the programme and makes recommendations to the SB for programme changes and improvement.

Evaluation of Teaching Performance

5.4 The teaching performance of academic staff is evaluated comprehensively through review of different sources of evidence including Staff-Student Consultative Committee (SSCC), Course and Teaching Evaluation (CTE), staff development 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

5.5 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). All newly employed staff with learning and teaching duties shall complete peer review. Serving academic staff might also need to undergo annual peer review, subject to the respective SD's discretion.

Annual Programme Review

5.6 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 to ensure the quality, and for continuous improvement purposes. All programmes of TWC are subject to an annual review process via submission of an **Annual Programme Review Report** (**APRR**). The PL is responsible for coordinating the inputs of PMC and preparing the APRR which is a significant programme evaluation instrument for a critical and reflective review of the programme operation.

5.7 The APRR has to be submitted to relevant SB for endorsement. A summary of the APRR is prepared by the Quality Assurance Office (QAO) for QAC's consideration on an annual basis. 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. QAC is required to submit the endorsed summary report of all APRRs highlighting the salient points for the AB's attention.

Course Review

5.8 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 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, details of which can be found in Chapter 6. All updated Course Description Forms are kept in the College's internal common share drive for reference.

Feedback from Stakeholders

Teaching Staff

5.9 TWC highly values comments and feedback from teaching staff. Various channels are available for teaching staff to give opinions and feedback, for examples, the SSCC meetings, PMC meetings, Programme Examinations Committee meetings and SB meetings.

External Advisors (EAs)

5.10 Feedback from EAs is obtained from the School Advisory Board and Programme Advisory Committee. EAs play crucial roles in the monitoring and review of the effectiveness of a programme.

External Examiners (EEs)

5.11 EE is appointed for each programme to oversee the assessment and examination system. They give 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 Qualifications Framework level relevance of the assessments. Where appropriate, their comments are highlighted in the APRRs as a valid evidence to demonstrate the attainment of the standards of a programme. The EEs are also required to prepare and submit the EE's report to PMC via SD.

Employers

5.12 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 and campus visits. The PL is required to consider and act on the results of the annual Employer Satisfaction Survey provided by the Student Affairs Office.

Students

5.13 Course Level: Formative and Summative 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".

(b) Results of the Course and Teaching Evaluation survey are returned to the respective academic staff and their respective SD. The SD concerned can discuss with the teacher if irregularities are found.

5.14 School Level: Staff-Student Consultative Committee Meetings

(a) Meetings of SSCC are arranged at least once every semester to provide a forum for discussion between SDs, PLs, teaching staff and students on issues concerning teaching, learning and learning support.

5.15 College Level: Student Surveys and others

(a) First-Year Student Survey is conducted annually to help better planning of student services and deployment of resources.

(b) Focus Group Interviews for New Entrants are conducted to collect data on new students' needs and difficulties in adapting to the study mode in higher education with the aim to help them better get used to the new learning environment and programme requirements in TWC.

(c) Graduate Survey is conducted to evaluate students' learning experience in the College and to collect data on students' employment and/or further studies, etc.

(d) *Students' Union and Student Representation*: There are student representatives from the Students' Union sitting on the College's committees at different levels, i.e. College Council, AB and QAC.

(e) *Students' Opinions to the Management*: Where appropriate, students may convey their views by writing to their SDs, PLs or senior management of the College direct.

6. Programme Modification and Approval

Programme Modification

6.1 A Programme Leader (PL) is expected to review his or her programme and introduce modifications in a coordinated manner for continuous improvement purposes. By the same token, other involved academic staff are also envisaged to update course syllabi and teaching plans regularly. To facilitate programme development, the Academic Board (AB) has approved guidelines on major/minor programme/course revisions and they are highlighted in the following sections.

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.

6.3 The following classification of changes **(Table 3**) serves as a reference guide for users' information. Users should also make reference to the *Guidance Notes on Substantial Change to Accreditation Status* published by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications for examples of substantial changes.

Table 3: Types of Changes and Approval Authority

Type of Changes	Type of Revision	Approval Authority and Procedures
Substantial Changes	Relating to courses	PMC→ SB→ QAC→ AB → HKCAAVQ
	Relating to programmes	
	Relating to the operation of the College	MB→CC and/or BoG (if necessary) → HKCAAVQ
Minor Changes	Relating to programmes and courses	PMC→ SB→ QAC

Cessation of a Learning Programme

6.4 Programme termination happens when it is deemed no longer viable on the basis of ongoing 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 Programme Advisory Committee ("PROAC") and/or the School Advisory Committee ("SAB");
(e) financial viability and sustainability; and
(f) capacity for delivery of the programme (specialised space and/or equipment, staffing).

6.5 A policy on the teach-out plan has been formulated with reference to *the Policy and Advisory Notes on Cessation of Operations and Teach-out Arrangements for Cessation of Accredited Programmes* published by the HKCAAVQ. The relevant Programme Management Committee (PMC) can put forth a Programme Termination Proposal (PTP) and follow the Policy on teach-out plan and teach-out arrangement for programme termination.

7. Programme Area Accreditation (PAA)

Introduction

7.1 Tung Wah College ("TWC") has set out a strategic goal to become a private university in five to ten years' time in its current 5-year Strategic Plan (2016/2017 – 2020/2021) for which at least three approved programme areas are required, among others. Programme area(s) are approved through Programme Area Accreditation ("PAA") exercise(s) conducted by the Hong Kong Council for Accreditation of Academic and Vocational Qualifications ("HKCAAVQ"). 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 programme(s). Upon obtaining a PAA status, an operator may develop and operate learning programme(s) within an approved programme area ("PA") at the approved QF level or lower levels without going through learning programme accreditation ("LPA") and learning programme re-accreditation ("re-LPA") by 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 for public access. For details of PAA, please refer to the HKCAAVQ's Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework, and Evidence Guide for Academic Accreditation, both of them are available on the HKCAAVQ's website.

7.2 The College was unconditionally approved by the HKCAAVQ on 1 April 2020 for its first PAA status for the PA of Occupational Therapy at QF Level 5 under the Area of Study and Training, "Medicine, Dentistry and Health Sciences", with a validity period of five years since 1 September 2020. The host School of Medical and Health Sciences can thereby develop and operate learning programmes in the PA of Occupational Therapy at QF Level 5 or lower levels without going through LPA and re-LPA by the HKCAAVQ.

Programme Area Development and Approval

7.3 The development and approval process for a PA largely follows the current programme development and approval process of TWC with additional quality enhancement measures reflecting the scope of a PA development. A Task Force on Programme Area Accreditation ("TFPAA") chaired by the Vice President (Academic) is set up by the Academic Board ("AB") to guide and co-ordinate the development of all PAs at TWC.

7.4 In terms of PA development, the internal QA process embarks upon with the formation of a PA Planning Committee ("PAPC") within a host school based on a PA initiation. The PAPC is responsible to draw up an Initial Programme Area Proposal ("IPAP") encapsulating a proposed programme area budget and resources plan. The IPAP, having commented by a relevant Programme Advisory Committee ("PROAC"), is submitted to the respective School Board ("SB") for endorsement before its submission to the TFPAA and then the Quality Assurance Committee ("QAC") for further endorsements. The final approval of the IPAP rests with the AB. After that,

the proposed PA budget is submitted by the Finance Office ("FO") to the Management Board ("MB") for endorsement, and then to the Finance Committee for approval. The approved IPAP along with the approved PA budget are submitted to the College Council ("CC") for information.

7.5 The PA approval process commences with the PAPC's development of the PAA Accreditation Document based on the approved IPAP in consultation with the PROAC. The Document has to go through the endorsements of the respective SB and then the TFPAA before its review by an Internal Validation Panel ("IVP") being composed mainly of external experts. With the IVP's review result, the Document is refined by the PAPC. The refined Document is subject to endorsements of the SB, the TFPAA and then the QAC, and final approval of the AB before its submission to the HKCAAVQ for the PAA exercise.

Programme Development, Management and Review Process for QF-Recognised Programmes with PAA Status

7.6 On programme development, to ensure the same standards can be maintained as for degree and sub-degree programmes mentioned in the preceding chapters, new QF-recognised programmes with PAA status, even those other than degree and sub-degree programme, should go through the rigour of current programme development and approval process. To enhance the importance of the current Internal Validation Panel ("IVP") in making the final decision over the standards of QF-recognised programmes, the IVP to assess QF-recognised programmes not requiring external accreditation, will be renamed as the Internal Accreditation Panel ("IAP").

7.7 As regards programme management, monitoring and review, all QF-recognised programmes will have to follow the process as those of degree and sub-degree programmes. To synergise expertise and for operational efficiency, the Programme Management Committee ("PMC") will be renamed as Programme Area Management Committee ("PAMC") with an expanded function to oversee all programmes under one PA, and to be advised by a Programme Area Advisory Committee ("PAAC"), replacing the current PROAC for individual programme. Each programme will be reported and evaluated through an Annual Programme Review Report ("APRR"). By engaging the same QA process, TWC is confident that even QF-recognised programmes not requiring external accreditation could be assured of the same level of quality by going through the same quality assurance process for programme development and approval, and programme management, monitoring and review.

8. Professional Accreditation

Accreditation of Academic Programme

8.1 Professional accreditation constitutes an integral part of the TWC's 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.

Professional Registration

8.2 The aim of professional registration is to offer recognition of skills and knowledge by a professional body. Graduates from the accredited programme are considered to have met the standards set out by the professional bodies for practice at the industry-wide standards and at technical level. A list of professionally accredited/recognised programmes is provided as follows:

Table 4: List of TWC Professionally Accredited/ Recognised Programmes

Programme	Professional Body / Government Bureaux/ Government Department	SSSDP*
Bachelor of Health Science (Honours) (Major in Nursing) / Bachelor of Health Science (Honours) in Nursing	Nursing Council of Hong Kong (NCHK)	Yes
Higher Diploma in Nursing	NCHK	Yes
Bachelor of Medical Science (Honours) (Major in Medical Laboratory Science)	Medical Laboratory Technologists Board (MLTB) of Supplementary Medical Professions Council (SMPC)	-
Bachelor of Science (Honours) in Medical Laboratory Science	MLTB of SMPC	Yes
Bachelor of Medical Science (Honours) (Major in Radiation Therapy)	Radiographers Board (RGB) of SMPC	-
Bachelor of Science (Honours) in Radiation Therapy	RGB of SMPC	Yes
Bachelor of Science (Honours) in Occupational Therapy	World Federation of Occupational Therapists (WFOT) Occupational Therapists Board (OTB) of the SMPC	Yes
Bachelor of Science (Honours) in Physiotherapy	Physiotherapists Board (PTB) of SMPC (in progress)	Yes

Table 4: List of TWC Professionally Accredited/Recognised Programmes (Continued)

Programme	Professional Body / Government Bureaux/ Government Department	SSSDP*
Bachelor of Business Administration (Honours)		
- Graduates of Financial Services Major (eligible for the exemption from the 120-hour CFP Certification Education Program (Level 1))	Institute of Financial Planners of Hong Kong (IFPHK)	
- Graduates of Health Services Management Major (qualified to become Associate)	Hong Kong College of Health Service Executives	
- Graduates of Marketing Major (qualified to become the Affiliate Professional)	Chartered Institute of Marketing (CIM) and Hong Kong Institute of Marketing (HKIM))	-
- Graduates of Professional Accountancy Major:		
(i) Eligible for direct entry to the Qualification Programme (QP)	Hong Kong Institute of Certified Public Accountants (HKICPA)	
(ii) Exemption from Papers F1 to F9	Association of Certified Chartered Accountants (ACCA)	
(iii)Direct entry to the Professional-Level examination and associate membership	CPA Australia	
Bachelor of Education (Honours) Early Childhood Education		
- Graduates are		
(i) recognised as meeting the requirement for registration as Qualified Kindergarten Teachers under the Education Ordinance,	Education Bureau	-
(ii) eligible for registration as Child Care Workers (CCW) and Child Care Supervisors (CCS) under the Child Care Services Ordinance	Social Welfare Department (SWD)	
Higher Diploma in Early Childhood Education		
- Graduates are		
(i) recognised as meeting the requirement for registration as Qualified Kindergarten Teachers under the Education Ordinance,	Education Bureau	-
(ii) eligible for registration as Child Care Workers (CCW), Child Care Supervisors (CCS) and Special Child Care Workers (SCCW) under the Child Care Services Ordinance	SWD	

Programme	Professional Body / Government Bureaux/ Government Department	SSSDP*
Diploma in Health Studies (Year One Study) approved as a Combined Health Worker Training Course	SWD	-

*Under the Study Subsidy Scheme for Designated Professions/Sectors (SSSDP), subsidies on tuition fee will be given to students who are admitted to designated full-time locally-accredited self-financing undergraduate programmes in selected disciplines. Details of the participating institutions, the programmes and the number of places to be subsidised under each programme is available on www.cspe.edu.hk/sssdp.

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 is deliberately set up to advise the Academic Board (AB) on polices to enhance the quality of learning and teaching.

The OBTL Model

9.2 All TWC programmes are developed based on the Outcome-Based Teaching and Learning (OBTL) model which is a transformation from the teacher-centred approach to learning and teaching to the student-centred approach. OBTL mainly concerns with constructive alignment between a programme's intended learning outcomes (PILOs), teaching and learning activities, and assessment tasks. In the programme planning process, the Programme Planning Committee (PPC) defines the PILOs based on the Qualifications Framework (QF) level at which the programme plans to pitch, the intended learning outcomes of each course (CILOs) in the programme, and how individual courses contribute to the achievement of PILOs. The course outlines and content, learning and teaching activities and assessment tasks are integrated and aligned to support the attainment of the CILOs and the PILOs.

The OBTL Alignment Strategy

9.3 The Programme Leader (PL) is required to provide the following information in all new programme proposal development:

(a) The objectives and intended learning outcomes of both the programme and the courses included in it;
(b) The contribution of individual courses to the achievement of PILOs;
(c) The mapping of PILOs against the specific level of the revised Generic Level Descriptors (GLD) of QF (for programmes planned to be submitted for QF recognition);
(d) The alignment of the teaching / learning strategies and content with courses' learning outcomes; and
(e) The linkage of assessment to learning outcomes.

9.4 The PL and PPC decide the intended learning outcomes of respective courses of a programme having regard to the overall PILOs. The course outlines and content, learning and teaching activities and assessments are to be coherent and are aligned to support the attainment of the PILOs pitched at a specific level of GLD under QF.

Medium of Instruction Policy

9.5 The medium of instruction in the College is English except for those courses

approved by the AB.

Learning Support

9.6 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

9.7 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 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

9.8 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

9.9 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" since December 2012. 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

9.10 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

9.11 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. Starting from 2016/2017, students who enter TWC with DSE English Level 2 are required to complete two English enhancement courses, and those with DSE English Level 3 are required to complete one English enhancement course before they take the prescribed English course(s) in their curriculum. The English enhancement courses are optional for those with DSE English Level 4 or above.

Student Engagement and Complaints

Students' Union and Student Representation

9.12 Students are welcome and free to express their views and opinions to the student representatives from the Students' Union. 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.

10. Assessment and Examination

Student Assessment

10.1 Tung Wah College (TWC) recognises that the assessment of a programme must support effective learning and enable students to show attainment of the intended learning outcomes and the required standards. The adopted assessment modes and techniques must be valid, reliable, fair and sufficient to reflect the learning outcomes at the intended Qualifications Framework (QF) levels. The College's assessment policy aims to provide clear guidelines for designing assessments and assurance of quality of learning and teaching. Assessment, examination and award regulations are detailed in the Student Handbook, as well as in the Programme Definitive Documents of individual programmes.

Assessment and Moderation

Objectives of Assessment

10.2 The prime purpose of assessment in an academic programme is to enable students to demonstrate that they have met the aims of the programme, have achieved the learning outcome of the programme, have fulfilled the requirements of each course, have achieved the standard appropriate to the award and have attained the competencies prescribed by the Generic Level Descriptors (GLD) at specific levels of QF.

10.3 In TWC, two assessment approaches are adopted:

(a) Assessment for Learning: As an integral part of the learning and teaching process, assessment for learning informs learning, 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.

(b) 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 intended learning outcomes of each course, fulfilled requirements of the programmes and achieved the standard appropriate to the awards.

Assessment Moderation System

10.4 The External Examiner (EE) system, in line with the prevailing practice of local and international tertiary education institutions, is adopted as part of the QA mechanism of the College. An EE is appointed for each programme to ensure that standards of the learning programmes are benchmarked against local and international standards in similar tertiary institutions. EEs also take the role to ensure assessment tasks are appropriately designed, and marking and grading of assessment scripts are fair and accurate.

Appeal Procedures

Appeal against Assessment Results

10.5 In case of discrepancies against the assessment result/marking, there is a mechanism for students to appeal against assessment results. Students have the right to lodge appeal in accordance with the appeal procedures to the Student Appeals Committee (SAC). Remarking of the script will be arranged when it is deemed necessary.

Appeal against Academic Decisions

10.6 A student may appeal against an academic decision by submitting an application form to Registry (REG). 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 decision of the SAC is final.

External Examiner (EE)

10.7 EEs are to give their views on the quality and appropriateness of the assessment tasks, comment on the QF level relevance of the assessments, and assess on the fairness and accuracy of assessment marking and grading.

10.8 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 intended learning outcomes, and 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.

Review of Assessment Scripts

10.9 In each semester, assessment scripts of courses either with Continuous Assessment (CA) and Examinations or 100% CA are to be selected for EE's review following the two principles:

(a) Courses with CA and Examinations: In each semester, 6 marked assessment scripts of High-Medium-Low (HML) (2 for each band) for all Examinations of each course are to be selected. In the event an Examination is not summative, such as Project, Programme Leader in consultation with Course Coordinator concerned decides on which course assessment is to be sent for review.

(b) Courses with 100% CA: In each semester, 6 marked HML scripts of one CA in each course are to be selected for EE's review. Course Coordinator decides on the CA to be selected in a course, which normally is the highest weighted CA, or in the absence of this the summative CA or an appropriate CA that best demonstrates the attainment of Course Intended Learning Outcomes.

10.10 The selection should be made from the Highest 25%, Medium and Lowest 25% range of marks. It should be reminded that the EEs are free to choose more than the stated type and quantity of course assessments for review. If additional request is made by the EEs, Schools are to keep records of the extra scripts sent.

10.11 Students who obtain an 'F' grade because of absence from the Examination/CA should be excluded from the sampling exercise.

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. 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 the continuous improvement and development of the College. The Staff Establishment and Review Committee has been established to assist the President in formulating policies for staff establishment, staff development, staff performance appraisal system and staff re-appointment, with the aims to ensure effective manpower for achieving the College's strategic plan. There are also the Grievance and 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 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 to ensure a balance between teaching and academic development.

Staff Appointment Criteria

11.3 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 be endorsed by the Academic Board and approved by the College Council.

11.4 Academic and administrative staff are stratified under a common 8-tier banding structure to define clear lines of reporting, level of accountability and career path. The academic staff rank starts from Band 3 (Assistant Lecturer) to Band 8 (Professor), while the administrative staff rank embarks from Band 1 (Support Staff II) to Band 8 (Director).

11.5 Academic staff are divided into six ranks (i.e. Professors, Associate Professors, Assistant Professors, Senior Lecturers/ Senior Clinical Associate, Lecturers/ Clinical Associate and Assistant Lecturers).

11.6 Part-time academic staff are recruited following the rules and procedures approved by the College as well as the qualifications and experience requirements of the corresponding full-time post. Teaching experience is normally required. The teaching conducted by part-time academic staff shall not be more than 25% of a programme's teaching hours.

Staff Development Policies and Activities

11.7 A Staff Development and Research Fund is set up to support staff development activities including Academic Staff Professional Development Programme (ASPDP), staff development activities, Teaching Excellence Award, Research Excellence Award, College Research Grant and School Research Grant.

11.8 The Learning and Teaching Committee and Research Committee (RC) take specific actions and devote efforts to organise 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.

Academic Staff Professional Development Programme

11.9 New full-time academic staff are strongly encouraged to attend the College's Induction for Academic Staff jointly hosted by the Human Resources Office (HRO) and the Quality Assurance Office (QAO), and are required to join the school-level mentorship scheme. For those newly joined academic staff who have no prior full-time degree-level teaching experience, they are required to attend a six-hour Teaching Development Programme (TDP) and to attend at least 6 hours of Learning and Teaching Seminars (LTS) within their first year of service at the College.

In-house Learning and Teaching Seminars

11.10 In-house learning and teaching seminars are organised from time to time and open to all academic staff (full-time and part-time) and/or academic support staff.

Research Developments and Support

11.11 TWC is envisioned to develop an applied research culture within the College. The RC is responsible for the development and promotion of research culture in the College and building up the research capacity of academic staff.

11.12 TWC encourages academic staff members to conduct research, present papers in local, regional and international conferences and publish papers in academic and professional journals. The College supports and organises research activities (such as research seminars, workshops and conferences), and makes arrangements for reviewing and making recommendations regarding research proposals and budgets. Academic staff are encouraged to apply for internal and external research grants through the mechanisms developed by the RC. Academic staff may refer to the Research Operation Handbook (ROH) for the detailed set of administrative procedures and information for staff to observe when conducting research or managing their research at the College.

Administrative Staff Development

11.13 Administrative staff members are also encouraged to upgrade their academic qualifications and are eligible to apply for financial sponsorship for work related learning and development programmes.

Continuous Learning and Development (CLD) Scheme

11.14 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.

Teaching and Research Excellence Awards

11.15 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).

11.16 Recipients of both 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

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 excepted 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.

12.3 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 Management Board. 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 are proceeded as expected in accordance with annual monitoring.

Concluding Remarks

TWC is highly dedicated to quality education and has established a robust quality assurance (QA) system. The system covers a wide spectrum of aspects ranging from the College's vision, mission and core values, governance and management, programme development, approval, management, monitoring and review, to collaboration with partner organisations.

We fully understood that QA is not confined to written rules and regulations, but also concerned with, perhaps more important, the incumbents' and stakeholders' active participations. As such, various processes have been established in engaging different participants, and various platforms have been established in collecting participants' feedback for continuous policy improvement. The QA system itself is also subject to continuous enhancement.

The evolving nature of QA process makes this QA Manual a living document. The Quality Assurance Office (QAO) reviews the College's guidelines and procedures continuously to ensure their efficient and effective operations are keeping abreast with the development of the College, and therefore welcomes continual comments and feedback from stakeholders for further refinement of the QA system.

東華學院
TUNG WAH COLLEGE

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