



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

## **SUMMARY ACCREDITATION REPORT**

**SCHOOL FOR HIGHER AND PROFESSIONAL  
EDUCATION, VOCATIONAL TRAINING COUNCIL  
AND  
UNIVERSITY OF NORTHUMBRIA AT NEWCASTLE**

### **LEARNING PROGRAMME ACCREDITATION**

- (I) BA (HONS) IN BUSINESS AND INTERNATIONAL  
MANAGEMENT**
- (II) BA (HONS) IN INTERNATIONAL BANKING AND  
FINANCE**

**AND**

### **LEARNING PROGRAMME RE-ACCREDITATION**

**BSc (HONS) IN ENVIRONMENTAL SCIENCE**

**APRIL 2020**

## 1. Terms of Reference

1.1 Based on the Service Agreement (No.: AA576 (revised)), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (Cap. 592), was commissioned by School for Higher and Professional Education (SHAPE), Vocational Training Council (VTC) of Hong Kong and University of Northumbria at Newcastle (UNN) in the UK (known jointly as the Operator hereafter) to conduct:

- Learning programme accreditation (LPA) for the BA (Hons) in Business and International Management (BABIM), and BA (Hons) in International Banking and Finance (BABIF)
- Learning programme re-accreditation (Re-LPA) for the BSc (Hons) in Environmental Science (BScES)

with the following Terms of Reference:

- (a) To determine whether the above programmes of the Operator meet the stated objectives and Hong Kong Qualification Framework (HKQF) standard and can be offered/ continue to be offered as accredited programmes from AY2020/2021; and
- (b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

## 2. HKCAAVQ'S Determination

### Learning Programme Accreditation/ Learning Programme Re-Accreditation

2.1 HKCAAVQ has determined that:

- a) The BABIM and BAIBF meet the stated objectives and HKQF standard at Level 5 and can be offered as accredited programmes with a validity period from 1 September 2020 to 31 August 2024;
- b) The BScES meets the stated objectives and HKQF standard at Level 5 and can continue to be offered as an accredited

programme with a validity period from 1 September 2020 to 31 August 2024.

## 2.2 Validity Period

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

2.3 The determinations on the Programmes are specified as follows:

<b>Name of Local Operator</b>	School for Higher and Professional Education, Vocational Training Council 職業訓練局 才晉高等教育學院		
<b>Name of Non-Local Operator</b>	University of Northumbria at Newcastle		
<b>Name of Award Granting Body</b>	University of Northumbria at Newcastle		
<b>Title of Learning Programme</b>	BA (Hons) Business and International Management	BA (Hons) International Banking and Finance	BSc (Hons) Environmental Science
<b>Title of Qualification(s) [Exit Award(s)]</b>	BA (Hons) Business and International Management	BA (Hons) International Banking and Finance	BSc (Hons) Environmental Science
<b>Primary Area of Study and Training</b>	Business and Management	Business and Management	Sciences
<b>Sub-area (Primary Area of Study and Training)</b>	General Business Management	Banking	Physical Sciences
<b>Other Area of Study and Training</b>	Not Applicable	Not Applicable	Not Applicable
<b>Sub-area (Other Area of Study and Training)</b>	Not Applicable	Not Applicable	Not Applicable
<b>HKQF Level</b>	Level 5	Level 5	Level 5

<b>HKQF Credits</b>	120	120	120
<b>Mode(s) of Delivery and Programme Length</b>	Full-time, 1 year	Full-time, 1 year	Full-time, 1 year
<b>Intermediate Exit Award</b>	Not Applicable	Not Applicable	Not Applicable
<b>Start Date of Validity Period</b>	1 September 2020	1 September 2020	1 September 2020
<b>End Date of Validity Period</b>	31 August 2024	31 August 2024	31 August 2024
<b>Number of Enrolment(s)</b>	One enrolment per year	One enrolment per year	One enrolment per year
<b>Maximum Number of New Students</b>	150 per year	75 per year	50 per year
<b>Specification of Competency Standards-based Programme</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
<b>Address of Teaching / Training Venue(s)</b>	<p>(1) IVE (Chai Wan) 30 Shing Tai Road, Chai Wan, Hong Kong</p> <p>(2) IVE (Haking Wong) 702 Lai Chi Kok Road, Cheung Sha Wan, Kowloon</p> <p>(3) Hong Kong Design Institute (HKDI) and Institute of Vocational Education (IVE) (Lee Wai Lee) 3 King Ling Road, Tseung Kwan O, New Territories</p> <p>(4) IVE (Tsing Yi) 20 Tsing Yi Road, Tsing Yi Island, New Territories</p> <p>(5) IVE (Morrison Hill) 6 Oi Kwan Road, Wan Chai, Hong Kong</p>		

	(6) IVE (Tuen Mun) 18 Tsing Wun Road, Tuen Mun, New Territories
	(7) IVE (Sha Tin) 21 Yuen Wo Road, Sha Tin, New Territories
	(8) IVE (Kwai Chung) 20 Hing Shing Road, Kwai Chung, New Territories
	(9) IVE (Kwun Tong) 25 Hiu Ming Street, Kwun Tong, Kowloon

Offering sites of BABIM and BAIBF programmes:

- IVE (Chai Wan) Campus, and
- IVE (Sha Tin) Campus

Offering site of BScES programme:

- IVE (Sha Tin) Campus

## 2.4 Recommendation and Advice

HKCAAVQ offers the following recommendations and advice for continuous improvement of the Programmes reviewed.

### Recommendations

- 2.4.1 To safeguard and increase the employability of the BScES graduates, the Operator is **recommended** to ensure the students have an understanding and experience of the real work environment and are familiar with the environmental science industry. This can be achieved in a variety of non-exclusive ways, for example, by including internships as part of the programmes; encouraging student projects and/or dissertations to be carried out in collaboration with potential employers; maintaining close connections with potential employers by involving them as guest speakers in lectures, seminars and in project supervision, etc.
- 2.4.2 Due to the professional nature of the BScES programme, the Panel further **recommends** that the SHAPE Programme Team should plan to obtain recognition/accreditations from relevant professional bodies.

- 2.4.3 It is in the view of the Panel that only by remaining vital and relevant to the trends and drivers of the day could the two business programmes remain attractive, competitive and sustainable, and the employability of their graduates enhanced. Thus, the Operator is **strongly recommended** to strengthen the curricula by incorporating more technology elements in a more structured manner, through related reading materials, cases, projects and/or seminars, in course delivery as well as course assessment, so that students are well aware of, and equipped with, the necessary concepts and knowledge pertaining to the rapid deployment of technology and innovation in the business world.
- 2.4.4 The BScES programme is considered by the Panel to be well-structured and meeting the industry needs. However, it is noted that the module of *Occupational Health and Hygiene* (OHH) was phased out for a broader and more balanced curriculum from AY2019/2020. In view of the importance of OHH for many potential employers, peer reviewers, professional organisations and learned societies, the Operator is **recommended** to ensure all students of this programme possess relevant knowledge of OHH before joining. For those who have no such knowledge at their prior studies, they should be required to attend a top-up course in lieu.
- 2.4.5 As the TGIL takes up almost 22% of the 1200 total notional learning hours of the programme, the Panel views that the learning progress of students ought to be regularly monitored in a more structured manner. Hence, the Operator is **recommended** to set up some Key Performance Indicators (KPIs) or milestones to gauge the learning progress of students and measure the effects of these learning hours.
- 2.4.6 To support the execution of the research-directed pedagogy, the Operator is **recommended** to provide more dedicated and structured training to teaching faculties at SHAPE, particularly the newly recruited staff to ascertain the relevancy and vitality of the programmes.
- 2.4.7 For the same reason, the Operator is also **recommended** to set up an advisory committee involving people from academic and business communities with the responsibility of keeping the business programmes in line with the trends and latest development of technology and innovation in the field.
- 2.4.8 For continuous improvement of the BScES programme, the Operator is **recommended** to employ KPIs in their surveys with stakeholders in

order to identify and monitor areas of the programme for improvement and for charting forward.

#### Advice

- 2.4.9 In view of the constantly low student enrolments since the BScEs programme was offered, the Operator is **advised** to actively explore admission from non-feeder programmes, with clear selection criteria and procedure set out during admission, in order to secure long-term sustainability of the programme.
- 2.4.10 The Operator is also **advised** to identify the uniqueness and attractiveness of the BScES programme so that more active and effective marketing strategies could be employed to promote the programme.
- 2.4.11 To keep up with the market/professional changes, the Operator is **advised** to conduct more regular surveys to collect feedback/ views from employers and graduates, so to bring the BScES (in curriculum structure, content, and learning outcomes) up-to-date, especially on the technological development trends (such as Building Information Modeling), newer issues and novel industrial practices (for example, international standards for environmental tests.)
- 2.4.12 Moreover, to be of real help to students, the Panel considers that sufficient guidance and support to students is essential. To this end, the Operator is **advised** to ensure students have the necessary help and guidance on how to conduct this kind of independent learning and achieve the learning objectives. Students must also be well-informed of the support available.
- 2.5 HKCAAVQ will subsequently satisfy itself whether the Operator remains competent to achieve the relevant objectives and the Programmes continue to meet the standard to achieve the relevant objectives as claimed by the Operator by reference to, amongst other things, the Operator's fulfilment of any conditions and compliance with any restrictions stipulated in this Accreditation Report. For the avoidance of doubt, maintenance of accreditation status is subject to fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report.

### **3. Introduction**

3.1 The three learning programmes under this accreditation exercise are part of the collaboration portfolio of SHAPE of VTC Hong Kong and UNN of the United Kingdom.

3.2 SHAPE was set up in 2003 as one of the member institutions of the VTC. Its mission is to explore and operate top-up degree programmes through collaboration with overseas and local universities, thereby providing an articulation pathway to degree level studies for the Higher Diploma graduates of VTC.

3.3 UNN was named Newcastle Polytechnic when it was established in 1969 through the merge of three regional colleges: Rutherford College of Technology, the College of Art & Industrial Design, and the Municipal College of Commerce. It was awarded the university status in September 1992 and henceforth renamed the University of Northumbria at Newcastle.

3.4 UNN has been collaborating with SHAPE since 2002 with their first two programmes, namely, BA (Hons) International Business Management and BA (Hons) International Hospitality and Tourism Management, launched in 2003. The number of programmes offered by this collaboration partnership gradually increased and as of February 2020 it offered six accredited programmes which were as follow:

- (1) BA (Hons) International Business Management
- (2) BA (Hons) International Hospitality and Tourism Management
- (3) BSc (Hons) Food Science and Nutrition
- (4) BA (Hons) Finance and Investment Management
- (5) BA (Hons) Business (with Law)
- (6) BSc (Hons) Environmental Science

3.5 In June 2019, UNN renewed the partnership with SHAPE for another six years commencing from August 2019. With this renewal, applications for Re-LPA of the BScES and LPA of two new BA programmes in business, namely, BABIM and BAIBF were submitted by the Operator to HKCAAVQ in June 2019 and September 2019 respectively. It was later agreed by both parties in October 2019 to combine the two exercises into one with a site visit scheduled for 19-

21 February 2020. The agreement was signed and returned by the Operator to HKCAAVQ on 21 November 2019.

- 3.6 It was understood that the current BA (Hons) International Business Management (Item (1) of Para 3.4 above) and BA (Hons) Finance and Investment Management (Item (4) of Para 3.4 above) programmes would cease to operate from AY2020/2021 due to their inability to fulfill the last POs (“Prepared for career and personal progression”) after UNN revised the programme structures in AY2016/2017. The two new business top-up degree programmes would take their places if successfully validated in this exercise.
- 3.7 The accreditation exercise was conducted according to the relevant accreditation guidelines referred to in the Service Agreement and the Terms of Reference stated therein.

#### 4. Programmes Details

The following programme information is provided by the operator.

##### 4.1 Programme Objectives (POs)

###### For BABIM and BAIBF

PO1	Knowledgeable about the theory and practice of responsible business and management in an international context.
PO2	Skillful in the use of professional and managerial techniques and processes.
PO3	Prepared for career and personal progression.

###### For BScES

PO1	Be able to think independently, understand and justify their own opinions, and will recognize the need to challenge their thinking, and the thinking of others
PO2	Be able to apply their disciplinary knowledge to complex problems in their discipline and its professional or industrial practice in order to identify appropriate solutions which are sustainable and justifiable
PO3	Value curiosity, collaboration and analysis as keystones

	in the creation of new knowledge and practice
PO4	Be able to communicate effectively to diverse audiences utilising a range of formats and media
PO5	Display the attitudes and skills to engage and work constructively and sensitively in multi-cultural environments and teams and have an awareness of ethical consideration
PO6	Combine all of the above to support their future employability and long term career prospects

#### 4.2 Programme Intended Learning Outcomes (PILOs)

##### For BABIM and BAIBF

Knowledge and Understanding	
PILO1	Assess knowledge of contemporary professional practice in business and management informed by theory and research.
PILO2	Critically apply knowledge of business and management to complex problems in or related to professional practice in order to identify justifiable, sustainable and responsible solutions.
Intellectual/ Professional Skills and Abilities	
PILO3	Evaluate effective interpersonal communication skills and the ability to work in multi-cultural teams.
PILO4	Critically self-reflect as a means of informing personal development planning.
PILO5	Critique their personal skills and attitudes for progression to post-graduate contexts including professional work, entrepreneurship and higher level study.
Personal Values Attributes (Global/ Cultural Awareness, Ethics, Curiosity)	
PILO6	Appraise an awareness of the cultural and ethical contexts in which international business operates.
PILO7	Conduct and critique innovative and/or entrepreneurial project work and research
PILO8	Critique creative and critical thinking skills that involve independence, understanding, justification and ability to challenge the thinking of self and others

For BScES

Knowledge and Understanding	
PILO1	Engage actively and critically in the inter-disciplinary discourses of environmental science and its application
PILO2	Understand the uncertainties and boundaries of knowledge and the scientific process of generating new knowledge
PILO3	Demonstrate in-depth and specialist knowledge of current environment challenges and solutions
Intellectual/ Professional Skills and Abilities	
PILO4	Choose and proficiently apply appropriate methods for data collection and analysis, to investigate a range of environmental problems
PILO5	Generate new knowledge through research/ enquiry based learning in the environmental sciences
PILO6	Effectively communicate complex ideas and arguments, including the results of your own research, in a variety of formats
PILO7	Propose holistic and creative solutions to human impacts on the environment, and issues challenging environmental sustainability and security
Personal Values, Attributes (Global/ Cultural Awareness. Ethics, Curiosity)	
PILO8	Critically appraise aspects of morality, ethics and justice implicit to environment debates and engage with these challenges in the academic discipline
PILO9	Think independently, understand and justify your opinion, recognizing the need to challenge your own thinking and that of others
PILO10	Demonstrate confidence and professionalism as practicing environmental scientists

### 4.3 Programme Structure

#### 4.3.1 Programme Structure of BABIM for Implementation from AY2020/2021

<b>Module Title</b>	<b>Core or Elective</b>	<b>Generic or Specialised</b>	<b>Contact Hours</b>	<b>Non-Contact Hours</b>	<b>Notional Learning Hours</b>	<b>HKQF Credits</b>
Academic and Career Development	Core	Generic	36	164	200	20
Contemporary Issues in Business	Core	Generic	28*	172	200	20
Strategic Management and Corporate Responsibility	Core	Generic	36**	164	200	20
Critical Organisational Analysis	Core	Specialised	36	164	200	20
Contemporary Issues in International Business	Core	Specialised	36	164	200	20
International Business and Innovation	Core	Specialised	36	164	200	20
Supporting Study	Core	Generic	12***	0	0	0
Total no. of generic modules:			4 modules/ 60 credits (50%)			
Total no. of specialised modules:			3 modules/ 60 credits (50%)			
Notes:			* SHAPE Teaching Staff will provide additional 4 contact hours of individual supervision ** SHAPE Teaching Staff will provide additional 6 contact hours. *** SHAPE Teaching Staff will provide additional 20 contact hours.			

#### 4.3.2 Programme Structure of BAIBF for Implementation from AY2020/2021

<b>Module Title</b>	<b>Core or Elective</b>	<b>Generic or Specialised</b>	<b>Contact Hours</b>	<b>Non-Contact Hours</b>	<b>Notional Learning Hours</b>	<b>HKQF Credits</b>
Academic and Career Development	Core	Generic	36	164	200	20
Contemporary Issues in Business	Core	Generic	28*	172	200	20
Strategic Management and Corporate Responsibility	Core	Generic	36**	164	200	20
Banking Risk 1	Core	Specialised	36	164	200	20
Banking Risk 2	Core	Specialised	36	164	200	20
International Finance and Responsible Financial Management	Core	Specialised	36	164	200	20
Supporting Study	Core	Generic	12***	0	0	0
Total no. of generic modules:			4 modules/ 60 credits (50%)			
Total no. of specialised modules:			3 modules/ 60 credits (50%)			
Notes:			* SHAPE Teaching Staff will provide additional 4 contact hours of individual supervision ** SHAPE Teaching Staff will provide additional 6 contact hours. *** SHAPE Teaching Staff will provide additional 20 contact hours.			

### 4.3.3 Programme Structure of BScES for Implementation from AY2020/2021

Module Title	Core or Elective	Contact Hours	Non-Contact Hours	Notional Learning Hours	HKQF Credits
Geography and Environmental Dissertation	Core	40	360	400	40
Applied Ecology and Conservation Management	Core	60	140	200	20
Environmental Engagement	Core	42	158	200	20
Advanced Geospatial Applications	Core	49	151	200	20
Environmental Pollution	Core	47	153	200	20

## 4.4 Graduation Requirements

### For BABIM and BAIBF

4.4.1 The two business programmes both consist of seven modules. One of the modules being non-credit bearing while the other six carry 20 QF credits each. Students are required to complete 120 HKQF credits and pass all modules to obtain the degree award.

### For BScES

4.4.2 Programme students must complete 120 HKQF credits and pass all five modules to gain the degree award.

## 4.5 Admission Requirements

4.5.1 Admission Requirements for BABIM and BAIBF:

- Graduates from relevant VTC Higher Diploma (HD) programmes or other programmes as equivalent to HKQF Level 4 are qualified for admission.

- Students not exempted from the English language test are required to obtain 232 in TOEFL (computer based), 89 in TOEFL (internet based), 6.5 in IELTS or 62 in Pearson Test Score.
- Applicants do not meet the minimum admission requirements stated above, mapping of applicants' qualifications will be undertaken using a standard template. Responsibility for approval or rejection of the application rests with the UNN Partnership Manager.

#### 4.5.2 Admission Requirements for BAIBF:

- Graduates from relevant VTC's HD programmes are qualified for admission.
- Other than graduates from the feeder programmes, all other applicants are required to obtain IELTS 6.5 with a minimum score of 5.5 in any component; TOFEL score of 575 (paper based), 232 (computer based), or 89 (internet based); Pearson 62; or equivalent qualifications.
- For applicants from non-feeder programmes or for special/ alternative admission, they should have successfully completed an award-bearing programme at HKQF Level 4 as a HD or an Associate Degree, and they should satisfy English Language Entry Requirements stated above. The final decision shall be rested with the UNN Partnership Manager.

#### 4.6 Teaching and Learning Activities

- 4.6.1 Both BABIM and BAIBF employ a range of different teaching and learning activities, including lectures, seminars, assignments, group presentation and self-guided study.
- 4.6.2 The BScES employs various kinds of teaching and learning activities, including lectures, seminars, laboratories/ practical classes, workshop/ fieldwork, projects, and student independent learning.

#### 4.7 Learner Support Services

- 4.7.1 A wide variety of learning support activities are provided by the local operator to cater for the students' learning needs, such as an English enhancement programme which covers areas on academic English writing, reading and presentation, as well as CV writing skills and job interview skills.
- 4.7.2 Students can visit *Centre for Independent Language Learning/ Independent Learning area of Language Centre* where there are comprehensive language learning resources available for their self-learning.
- 4.7.3 Support is also given by the Student Development Office which provides services to promote the well-being of students, such as counseling services.

#### 4.8 Graduate Profile

- Please refer to the Appendices.

### **5. Important Information Regarding this Accreditation Report**

#### **5.1 Variation and withdrawal of this Accreditation Report**

- 5.1.1 This Accreditation Report is issued pursuant to section 5 of the AAVQO, and contains HKCAAVQ's substantive determination regarding the accreditation, including the validity period as well as any conditions and restrictions subject to which the determination is to have effect.
- 5.1.2 HKCAAVQ may subsequently decide to vary or withdraw this Accreditation Report if it is satisfied that any of the grounds set out in section 5 (2) of the AAVQO apply. This includes where HKCAAVQ is satisfied that the Operator is no longer competent to achieve the relevant objectives and/or the Programme no longer meets the standard to achieve the relevant objectives as claimed by the Operator (whether by reference to the Operator's failure to fulfil any conditions and/or comply with any restrictions stipulated in this Accreditation Report or otherwise) or where at any time during the validity period there has/have been substantial change(s) introduced by the Operator after HKCAAVQ has issued the accreditation report(s) to the Operator and which has/have not been approved by HKCAAVQ.

Please refer to the '*Guidance Notes on Substantial Change to Accreditation Status*' in seeking approval for proposed changes. These Guidance Notes can be downloaded from the HKCAAVQ website.

5.1.3 If HKCAAVQ decides to vary or withdraw this Accreditation Report, it will give the Operator notice of such variation or withdrawal pursuant to section 5(4) of the AAVQO.

5.1.4 The accreditation status of Operator and/or Programme will lapse immediately upon the expiry of the validity period or upon the issuance of a notice of withdrawal of this Accreditation Report.

## 5.2 Appeals

5.2.1 If the Operator is aggrieved by the determination made in this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of this Accreditation Report.

5.2.2 If the Operator is aggrieved by a decision to vary or withdraw this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of the Notice of Withdrawal.

5.2.3 The Operator should be aware that a notice of variation or withdrawal of this Accreditation Report is not itself an accreditation report and the right to appeal against HKCAAVQ's substantive determination regarding accreditation arises only from this Accreditation Report.

5.2.4 Please refer to Cap. 592A (<http://www.legislation.gov.hk>) for the appeal rules. Details of the appeal procedure are contained in section 13 of the AAVQO and can be accessed from the QF website at <http://www.hkqf.gov.hk>.

## 5.3 Qualifications Register

5.3.1 Qualifications accredited by HKCAAVQ are eligible for entry into the Qualifications Register ("QR") at <http://www.hkqr.gov.hk> for recognition under the QF. The Operator should apply separately to have their quality-assured qualifications entered into the QR.

5.3.2 Only learners who commence the study of the named accredited learning programme during the validity period and who have graduated with the named qualification listed in the QR will be considered to have acquired a qualification recognised under the HKQF.

Report No.: 20/43  
File Reference: 100/15/10

## Appendix 1: Graduate Profile of BA (Hons) Business and International Management

<b>Qualification Title (in English and Chinese)</b>	BA (Hons) Business and International Management
<b>Qualification Type</b>	Bachelor's Degree
<b>HKQF Level</b>	5
<b>HKQF Credits</b>	120
<b>Primary Area of Study and Training</b>	A03. Business and Management
<b>Sub-area (Primary Area of Study and Training)</b>	A0305. General Business Management
<b>Other Area of Study and Training</b>	Not Applicable
<b>Sub-area (Other Area of Study and Training)</b>	Not Applicable
<b>Programme Objectives</b>	<p>The Programme goals and objectives (POs) in undergraduate Business and Management Framework are:</p> <ol style="list-style-type: none"> <li>1) Knowledge about the theory and practice of responsible business and management in an international context.</li> <li>2) Skilful in the use of professional and managerial techniques and processes.</li> <li>3) Prepared for career and personal progression.</li> </ol>
<b>Programme Intended Learning Outcomes</b>	<p>Upon completion of the BABIM programme, students should be able to:</p> <p>A. <u>Knowledge and Understanding</u></p> <p>A1. Assess knowledge of contemporary professional practice in business and management informed by theory and research.</p> <p>A2. Critically apply knowledge of business and management to complex problems in or related to professional practice in order to identify justifiable, sustainable and responsible solutions.</p> <p>B. <u>Intellectual/ Professional Skills and Abilities</u></p> <p>B1. Evaluate effective interpersonal communication skills and the ability to work in</p>

	<p>multi-cultural teams.</p> <p>B2. Critically self-reflect as a means of informing personal development planning.</p> <p>B3. Critique their personal skills and attitudes for progression to post-graduate contexts including professional work, entrepreneurship and higher level study.</p> <p>C. <u>Personal Values Attributes (Global/ Cultural Awareness, Ethics, Curiosity)</u></p> <p>C1. Appraise an awareness of the cultural and ethical contexts in which international business operates.</p> <p>C2. Conduct and critique innovative and/ or entrepreneurial project work and research.</p> <p>C3. Critique creative and critical thinking skills that involve independence, understanding, justification and the ability to challenge the thinking of self and others.</p>
<b>Education Pathways</b>	<p>Students holding a degree qualification of 2:2 (Second Class Lower Division) or above can apply to study at Master's level at UNN, e.g. MSc in International Finance and Investment, MSc in International Business Management, etc.</p>
<b>Employment Pathways</b>	<p>Graduates from the BABIM programme are expected to serve various industries in Hong Kong, such as retailing, import/export trade and business service, etc. BABIM graduates may seek jobs like:</p> <p>a) Management Trainees in multinational organisations;</p> <p>b) Administration Officers/ Assistants in manufacturing companies, etc.</p>
<b>Minimum Admission Requirements</b>	<p>Graduates from relevant VTC Higher Diploma (HD) programmes or other programmes as equivalent to HKQF Level 4.</p> <p>1) <u>Accreditation of Prior Learning</u>  Graduates of the following feeder programmes:</p> <ul style="list-style-type: none"> <li>• HD in Accountancy;</li> <li>• HD in Advertising and Marketing Communications;</li> <li>• HD in Aviation Management and Global Logistics;</li> <li>• HD in Banking and Finance;</li> <li>• HD in Business Administration;</li> <li>• HD in Corporate Administration;</li> </ul>

	<ul style="list-style-type: none"> <li>• HD in Customer Services for Aviation and Passenger Transport;</li> <li>• HD in Event Marketing and Promotion;</li> <li>• HD in Global Purchasing and Supply Management;</li> <li>• HD in Human Resource Management;</li> <li>• HD in International Business Management with Languages;</li> <li>• HD in Law and Administration;</li> <li>• HD in Marketing Management;</li> <li>• HD in Retail and e-Tail Management;</li> <li>• HD in Digital Marketing;</li> <li>• HD in Real Estate and Property Management;</li> <li>• HD in Management for Security and Disciplined Services;</li> <li>• HD in Music and Digital Entertainment Business Management;</li> <li>• HD in Public Relations and Digital Communication;</li> <li>• HD in Financial Technology;</li> <li>• HD in Arts and Cultural Events Management;</li> <li>• HD in Supply Chain with InnoTech Applications.</li> </ul> <p>2) <u>English Language Entry Requirements</u></p> <p>(a) Graduates from the feeder programmes are deemed have met the minimum English requirements by UNN.</p> <p>(b) Applicants, who have completed a Hong Kong Higher Diploma or Associate Degree, taught and assessed in English will be exempted from completing an English Language Test.</p> <p>(c) The following applicants are also exempted from an English Language Test:</p> <ol style="list-style-type: none"> <li>i. Nationals or graduates from one of the Majority English Speaking Countries as defined by United Kingdom Border Agency;</li> <li>ii. Students who have studied a UK degree overseas or by Distance Learning;</li> <li>iii. Students who study in English medium at upper secondary with Advanced Levels/ International Baccalaureate/ United States Higher School Diploma; and</li> <li>iv. Students who have completed a degree at a United States/ Australian/ Canadian</li> </ol>
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	<p>university campus overseas.</p> <p>(d) For all other applicants, the English Language Test requirement would be: 232 in TOEFL (computer based), 89 in TOEFL (internet based), 6.5 in IELTS or 62 in Pearson Test Score.</p> <p>For admission through Non-Feeder Programmes/ Special/ Alternative Admission, in which applicants do not meet the minimum admission requirements stated in points (1) and (2) above, mapping of applicants' qualifications will be undertaken using a standard template. Responsibility for approval or rejection of the application rests with the UNN Partnership Manager.</p>
<p><b>Operator (in English and Chinese, if applicable)</b></p>	<p>School for Higher and Professional Education, Vocational Training Council and University of Northumbria at Newcastle</p>

## Appendix 2: Graduate Profile of BA (Hons) International Banking and Finance

<b>Qualification Title (in English and Chinese)</b>	BA (Hons) International Banking and Finance
<b>Qualification Type</b>	Bachelor's Degree
<b>HKQF Level</b>	5
<b>HKQF Credits</b>	120
<b>Primary Area of Study and Training</b>	A03. Business and Management
<b>Sub-area (Primary Area of Study and Training)</b>	A302. Banking
<b>Other Area of Study and Training</b>	Not Applicable
<b>Sub-area (Other Area of Study and Training)</b>	Not Applicable
<b>Programme Objectives</b>	<p>The Programme goals and objectives (POs) in undergraduate Business and Management Framework are:</p> <ol style="list-style-type: none"> <li>1) Knowledge about the theory and practice of responsible business and management in an international context.</li> <li>2) Skilful in the use of professional and managerial techniques and processes.</li> <li>3) Prepared for career and personal progression.</li> </ol>
<b>Programme Intended Learning Outcomes</b>	<p>Upon completion of the BABIM programme, students should be able to:</p> <p><b>A. <u>Knowledge and Understanding</u></b></p> <p>A1. Assess knowledge of contemporary professional practice in business and management informed by theory and research.</p> <p>A2. Critically apply knowledge of business and management to complex problems in or related to professional practice in order to identify justifiable, sustainable and responsible solutions.</p> <p><b>B. <u>Intellectual/ Professional Skills and Abilities</u></b></p> <p>B1. Evaluate effective interpersonal communication skills and the ability to work in multi-cultural teams.</p>

	<p>B2. Critically self-reflect as a means of informing personal development planning.</p> <p>B3. Critique their personal skills and attitudes for progression to post-graduate contexts including professional work, entrepreneurship and higher level study.</p> <p>C. <u>Personal Values Attributes (Global/ Cultural Awareness, Ethics, Curiosity)</u></p> <p>C1. Appraise an awareness of the cultural and ethical contexts in which international business operates.</p> <p>C2. Conduct and critique innovative and/ or entrepreneurial project work and research.</p> <p>C3. Critique creative and critical thinking skills that involve independence, understanding, justification and the ability to challenge the thinking of self and others.</p>
<b>Education Pathways</b>	Students holding a degree qualification of 2:2 (Second Class Lower Division) or above can apply to study at Master's level at UNN, e.g. MSc in International Finance and Investment, MSc in International Business Management, etc.
<b>Employment Pathways</b>	Graduates from the BAIBF programme are expected to serve in the banking and financial industries in Hong Kong. They may also look for jobs like Customer Services Officers in financial organisations, etc.
<b>Minimum Admission Requirements</b>	<p>Graduates from relevant VTC Higher Diploma (HD) programmes or other programmes as equivalent to HKQF Level 4.</p> <p>1) <u>Accreditation of Prior Learning</u> Graduates of the following feeder programmes:</p> <ul style="list-style-type: none"> <li>• HD in Accountancy;</li> <li>• HD in Banking and Finance;</li> <li>• HD in Financial Technology.</li> </ul> <p>2) English Language Entry Requirements (a) Graduates from the feeder programmes are deemed have met the minimum English</p>

	<p>requirements by UNN.</p> <p>(b) Applicants, who have completed a Hong Kong Higher Diploma or Associate Degree, taught and assessed in English will be exempted from completing an English Language Test.</p> <p>(c) The following applicants are also exempted from an English Language Test:</p> <ul style="list-style-type: none"> <li>i. Nationals or graduates from one of the Majority English Speaking Countries as defined by United Kingdom Border Agency;</li> <li>ii. Students who have studied a UK degree overseas or by Distance Learning;</li> <li>iii. Students who study in English medium at upper secondary with Advanced Levels/ International Baccalaureate/ United States Higher School Diploma; and</li> <li>iv. Students who have completed a degree at a United States/ Australian/ Canadian university campus overseas.</li> </ul> <p>(d) For all other applicants, the English Language Test requirement would be: 232 in TOEFL (computer based), 89 in TOEFL (internet based), 6.5 in IELTS or 62 in Pearson Test Score.</p> <p>For admission through Non-Feeder Programmes/ Special/ Alternative Admission, in which applicants do not meet the minimum admission requirements stated in points (1) and (2) above, mapping of applicants' qualifications will be undertaken using a standard template. Responsibility for approval or rejection of the application rests with the UNN Partnership Manager.</p>
<p><b>Operator (in English and Chinese, if applicable)</b></p>	<p>School for Higher and Professional Education, Vocational Training Council and University of Northumbria at Newcastle</p>

### Appendix 3: Graduate Profile of BSc (Hons) Environmental Science

<b>Qualification Title (in English and Chinese)</b>	BSc (Hons) Environmental Science
<b>Qualification Type</b>	Bachelor's Degree
<b>HKQF Level</b>	5
<b>HKQF Credits</b>	120
<b>Primary Area of Study and Training</b>	Sciences
<b>Sub-area (Primary Area of Study and Training)</b>	Physical Sciences
<b>Other Area of Study and Training</b>	Not applicable
<b>Sub-area (Other Area of Study and Training)</b>	Not applicable
<b>Programme Objectives</b>	<p>Northumbria graduates will:</p> <ol style="list-style-type: none"> <li>1. Be able to think independently, understand and justify their own opinions, and will recognise the need to challenge their thinking, and the thinking of others;</li> <li>2. Be able to apply their disciplinary knowledge to complex problems in their discipline and its professional or industrial practice in order to identify appropriate solutions which are sustainable and justifiable;</li> <li>3. Value curiosity, collaboration and analysis as keystones in the creation of new knowledge and practice;</li> <li>4. Be able to communicate effectively to diverse audiences utilising a range of formats and media;</li> <li>5. Display the attitudes and skills to engage and work constructively and sensitively in multi-cultural environments and teams and have an awareness of ethical considerations;</li> <li>6. Combine all of the above to support their future employability and long term career prospects.</li> </ol>
<b>Programme Intended Learning Outcomes</b>	<p>On completion of the level (UK Level 6 Study), students are expected to achieve the following outcomes:</p> <p><u>Knowledge and Understanding</u></p> <ol style="list-style-type: none"> <li>1. Engage actively and critically in the inter-</li> </ol>

	<p>disciplinary discourses of environmental science and its application.</p> <ol style="list-style-type: none"> <li>2. Understand the uncertainties and boundaries of knowledge and the scientific process of generating new knowledge.</li> <li>3. Demonstrate in-depth and specialist knowledge of current environmental challenges and solutions.</li> </ol> <p><u>Intellectual/ Professional Skills and Abilities</u></p> <ol style="list-style-type: none"> <li>1. Choose and proficiently apply appropriate methods for data collection and analysis, to investigate a range of environmental problems.</li> <li>2. Generate new knowledge through research/ enquiry based learning in the environmental sciences.</li> <li>3. Effectively communicate complex ideas and arguments, including the results of your own research, in a variety of formats.</li> <li>4. Propose holistic and creative solutions to human impacts on the environment, and issues challenging environmental sustainability and security.</li> </ol> <p><u>Personal Values Attributes (Global/ Cultural Awareness, Ethics, Curiosity)</u></p> <ol style="list-style-type: none"> <li>1. Critically appraise aspects of morality, ethics and justice implicit to environmental debates and engage with these challenges in the academic discipline.</li> <li>2. Think independently, understand and justify your opinion, recognising the need to challenge your own thinking and that of others.</li> <li>3. Demonstrate confidence and professionalism as practising environmental scientists.</li> </ol>
<b>Education Pathways</b>	<p>Graduates of the Programme in Hong Kong may pursue further study in relevant Master’s degree programmes at UNN or at local or overseas universities. UNN Master’s degree programmes of relevance include:</p> <ul style="list-style-type: none"> <li>• MSc in Environmental Health;</li> <li>• MSc in Safety Health and Environmental Management;</li> <li>• MSc in Disaster Management and Sustainable</li> </ul>

	<p>Development; and</p> <ul style="list-style-type: none"> <li>• MSc in Environmental, Monitoring Modelling and Reconstruction.</li> </ul> <p>Local Master's degree programmes of relevance include those in the subject areas of environmental science, environmental management, and energy and environment.</p>
<p><b>Employment Pathways</b></p>	<p>Graduates of BScES may work in related fields of environmental science in job positions such as:</p> <ol style="list-style-type: none"> <li>a) Health and Safety Officer;</li> <li>b) Environmental Consultant;</li> <li>c) Assistant Environmental Officer; and</li> <li>d) Laboratory Technician in the private sectors or organisations.</li> </ol> <p>They may also work in related fields in governmental departments such as the Environmental Protection Department and Agriculture, Fishery and Conservation Department.</p>
<p><b>Minimum Admission Requirements</b></p>	<p>Graduates from relevant VTC's Higher Diploma (HD) programmes or equivalent are qualified for admission.</p> <ol style="list-style-type: none"> <li>1. <u>Accreditation of Prior Learning</u> The following VTC's HD programmes are accepted for admission to the BScES top up programme: <ul style="list-style-type: none"> <li>• HD in Environmental Science (Green Management, Natural Resources, or Tree Management Streams)<sup>^</sup></li> <li>• HD in Environmental Protection and Management<sup>^#</sup></li> <li>• HD in Environmental Resources Management<sup>#</sup></li> </ul> </li> <li>2. <u>English Language Entry Requirements</u> <ol style="list-style-type: none"> <li>i. IELTS 6.5 with a minimum score of 5.5 in any component;</li> <li>ii. TOFEL score: 575 (paper based) or 232 (computer based) or 89 (internet based);</li> <li>iii. Pearson 62; or</li> <li>iv. Equivalent qualifications of i-iii.</li> </ol> </li> </ol> <p>Graduates from feeder programmes are exempted</p>

	<p>from the English language requirements.</p> <p><u>Admission Requirements for Non-Feeder Programmes/ Special/ Alternative Admission</u></p> <p>Applicants should have successfully completed an award-bearing programme at HKQF Level 4 as a HD or an Associate Degree, and they should satisfy English Language Entry Requirements stated above. (Hong Kong students with HD from Hong Kong’s government-funded universities and IVE are considered to have met the English language requirements.)</p> <p><u>Admission Arrangements</u></p> <p>For an applicant who satisfies the above admission requirements, the UNN Partnership Manager will make the academic decision regarding admission by further considering whether the programme the applicant has successfully completed covers background knowledge and skills equivalent to that covered in the FHEQ Level 4 and Level 5 of the home programme and appropriate to support learning on the Programme at SHAPE. Appropriate topics might include: Ecology, Waste Management, Air Pollution Studies, Water Pollution Studies, Pollution Monitoring and Control, Geographic Information System, Research Design and Implementation, etc.</p>
<p><b>Operator (in English and Chinese, if applicable)</b></p>	<p>School for Higher and Professional Education, Vocational Training Council and University of Northumbria at Newcastle</p>