



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

CONFIDENTIAL

ACCREDITATION REPORT

**SCHOOL FOR HIGHER AND PROFESSIONAL
EDUCATION, VOCATIONAL TRAINING COUNCIL
AND
SHEFFIELD HALLAM UNIVERSITY**

LEARNING PROGRAMME RE-ACCREDITATION

BSC (HONS) EVENTS AND LEISURE MANAGEMENT

**BSC (HONS) INTERNATIONAL HOSPITALITY
BUSINESS MANAGEMENT**

**BSC (HONS) INTERNATIONAL TOURISM
MANAGEMENT**

APRIL 2021

Table of Contents

	<u>Page</u>
1. TERMS OF REFERENCE.....	1
2. HKCAAVQ'S DETERMINATION.....	2
3. INTRODUCTION.....	5
4. PANEL'S DELIBERATIONS	6
4.1 Programme Objectives and Learning Outcomes.....	6
4.2 Learner Admission and Selection	16
4.3 Programme Structure and Content	19
4.4 Learning, Teaching and Assessment.....	21
4.5 Programme Leadership and Staffing	24
4.6 Learning, Teaching and Enabling Resources/Services.....	26
4.7 Programme Approval, Review and Quality Assurance	27
5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT	28

Appendix HKCAAVQ Panel Membership

1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA687), 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) and Sheffield Hallam University (SHU), jointly as the Operator, to conduct a learning programme re-accreditation exercise with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the programmes of School for Higher and Professional Education, Vocational Training Council and Sheffield Hallam University (the Operator) (with specifications listed below) meet the stated objectives and HKQF standards and can continue to be offered as accredited programmes; and
- (b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

Specifications of the programmes seeking accreditation status

Programme title (English and Chinese, if any)	Exit award title (English and Chinese, if any)	NCR Registration / Reference Number	Mode of study	Programme length	Major(s) leading to distinctive awards	Claimed HKQF level
BSc (Hons) Events and Leisure Management	BSc (Hons) Events and Leisure Management	251420	Full-time	1 year	N/A	5
BSc (Hons) International Hospitality Business Management	BSc (Hons) International Hospitality Business Management	251510	Full-time	1 year	N/A	5
BSc (Hons) International Tourism Management	BSc (Hons) International Tourism Management	251421	Full-time	1 year	N/A	5

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that the BSc (Hons) Events and Leisure Management programme (ELM), BSc (Hons) International Hospitality Business Management programme (IHBM), and BSc (Hons) International Tourism Management programme (ITM) meet the stated objectives and HKQF standard at Level 5 and can continue to be offered as accredited programmes with a validity period of four years.

2.2 Validity Period

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

2.3 The determinations on the Programmes are specified as follows:

Name of Local Operator	School for Higher and Professional Education, Vocational Training Council 職業訓練局 才晉高等教育學院		
Name of Non-local Operator	Sheffield Hallam University		
Name of Award Granting Body	Sheffield Hallam University		
Title of Learning Programme	BSc (Hons) Events and Leisure Management	BSc (Hons) International Hospitality Business Management	BSc (Hons) International Tourism Management
Title of Qualification(s) [Exit Award(s)]	BSc (Hons) Events and Leisure Management	BSc (Hons) International Hospitality Business Management	BSc (Hons) International Tourism Management
Primary Area of Study and Training	Services	Services	Services

Sub-area (Primary Area of Study and Training)	MICE and Event Management	Hotel and Tourism	Hotel and Tourism
Other Area of Study and Training	Not applicable		
Sub-area (Other Area of Study and Training)	Not applicable		
HKQF Level	Level 5		
HKQF Credits	120		
Mode(s) of Delivery and Programme Length	Full-time Normal Programme Duration: 1 year Maximum Programme Duration: 2 years		
Start Date of Validity Period	1 September 2021		
End Date of Validity Period	31 August 2025		
Number of Enrolment(s)	One enrolment per year		
Maximum Number of New Students	180 per year	120 per year	100 per year
Address of Teaching / Training Venue(s)	(1) Hong Kong Institute of Vocational Education (IVE) (Chai Wan) 30 Shing Tai Road, Chai Wan, Hong Kong (2) IVE (Haking Wong) 702 Lai Chi Kok Road, Cheung Sha Wan, Kowloon (3) IVE (Tsing Yi) 20 Tsing Yi Road, Tsing Yi Island, New Territories (4) IVE (Morrison Hill) 6 Oi Kwan Road, Wan Chai, Hong Kong (5) IVE (Tuen Mun) 18 Tsing Wun Road, Tuen Mun, New Territories		

	(6) IVE (Sha Tin) 21 Yuen Wo Road, Sha Tin, New Territories (7) IVE (Kwai Chung) 20 Hing Shing Road, Kwai Chung, New Territories (8) IVE (Kwun Tong) 25 Hiu Ming Street, Kwun Tong, Kowloon (9) Hong Kong Design Institute (HKDI) and IVE (Lee Wai Lee) 3 King Ling Road, Tseung Kwan O, New Territories
--	--

2.4 Recommendations

HKCAAVQ also offers the following recommendations for continuous improvement of the Programmes.

- 2.4.1 The Operator should monitor the mechanism for assessment feedback to ensure that feedback is consistent in the level of details and is provided in a timely manner. (paragraph 4.4.9)
 - 2.4.2 The Operator should strengthen the process of reviewing module descriptors and module handbooks to ensure that their reference lists are up-to-date. (paragraph 4.6.4)
 - 2.4.3 The Operator should consider improving the method of evaluating graduates' attainment of PLOs by collecting more detailed information beyond employment data. (paragraph 4.7.3)
 - 2.4.4 The Operator should devise effective measures to improve the response rate of the MEQs. (paragraph 4.7.4)
- 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 School for Higher and Professional Education (SHAPE) is a member institution of Vocational Training Council (VTC), incorporated in 2006 as a limited company under Cap 32. SHAPE collaborates with overseas and local higher education institutions to offer top-up degree programmes covering a range of academic disciplines.
- 3.2 The Sheffield Hallam University (SHU), previously known as the Sheffield City Polytechnic, was granted the university title and degree-awarding power under the Further and Higher Education Act (1992) in the UK.
- 3.3 SHU has been collaborating with VTC since 2005. In 2012, the SHAPE and SHU collaborative partnership (jointly as the Operator) attained an Initial Evaluation (IE) status at HKQF Level 5. The Operator currently has eight bachelor's degree programmes accredited by HKCAAVQ.
- 3.4 The Operator commissioned HKCAAVQ to conduct a learning programme re-accreditation (re-LPA) for the three programmes BSc (Hons) Events and Leisure Management, BSc (Hons) International Hospitality Business Management, and BSc (Hons) International Tourism Management (the Programmes), which were first validated in 2013 and re-accredited in 2016 by HKCAAVQ.
- 3.5 HKCAAVQ formed an expert Panel for this re-LPA exercise (Panel Membership at Appendix). In view of the outbreak of the Coronavirus Disease-2019 (COVID-19), a site visit was conducted by the Panel via video-conference to reduce social contact on 3 – 5 February 2021. HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework (Version 1.1, April 2019)* was the guiding document for the Operator and the Panel in conducting this accreditation exercise.
- 3.6 In consideration of the Operator's track record established from previous accreditation exercises and in accordance with the Differentiation Approach, information on the following aspects of the three programmes under review was not required:

Accreditation Standard	Information Not Required
Programme Leadership and Staffing	Information on institute-wide staff development is not required.
Learning, Teaching and Enabling Resources/Services	Information on institute-wide financial resources and non-programme-specific student support services is not required.
Programme Approval, Review and Quality Assurance	Information on institution-wide QA processes and mechanisms is not required.

4. PANEL'S DELIBERATIONS

Hereafter, depending on the context, Programme refers to ELM, IHBM or ITM, and Programmes refer to either two or all three of them.

4.1 Programme Objectives and Learning Outcomes

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

- 4.1.1 There have been no changes to the programme objectives (POs) and programme learning outcomes (PLOs) of the Programmes during the validity period. Each Programme has eight POs and four categories of PLOs, as listed below.

ELM

Programme Objectives

1. Provide core knowledge of management principles and their application to effective management practices within the international event and leisure industry;
2. Develop specific knowledge and skills in the key areas of the event and leisure industry, types of organisations, complex event design, event safety and law, creative management of a range of resources including financial and human, working with stakeholders, event logistics, operations and services in

- managing venues and outdoor spaces, understanding the roles of the event professional;
3. Embed appropriately within modules are opportunities to develop employability skills;
 4. Develop confident, inquisitive and empowered individuals who can work autonomously but also develop relationships of teamwork and co-operation with others that are sensitive to social, cultural and ethical differences;
 5. Develop quantitative and qualitative information collection, validation, processing and interpretation skills using a range of appropriate models, tools and techniques. Foster the graduate attributes of communication, knowledge application, creative and critical thinking, research and enquiry;
 6. Develop personal, professional and transferrable skills that will equip students for a career in a contemporary, dynamic and globally integrated and internationally focused business environment;
 7. Meet the requirements of the appropriate benchmark statement; and
 8. Widen the student's intellectual ability and analytical skills to develop a balanced and reflective management practitioner and provide the foundation for lifelong learning.

Programme learning outcomes

Knowledge and Understanding

1. Critically evaluate and apply the theories, concepts, principles and practice from the management areas of operations, finance, human resources, economics and marketing, as well as policy and planning to the event and leisure industries;
2. Understand and critically evaluate the dynamic contemporary business environment and the challenges that a globalised economy places on organisations, resources and individuals within and around which the events and leisure industries operate;
3. Apply concepts and techniques, based on qualitative and quantitative research approaches, and problem solving methodologies to design, execute and evaluate the effectiveness of management tools and their application to event and leisure businesses and organisations;
4. Identify and implement strategic management and planning skills to analyse, understand and address the needs of event and leisure businesses and organisations;
5. Exhibit a critical awareness of, and approach to, information and knowledge and demonstrate a contestability of application;

6. Appraise the challenges for organisations, businesses and individuals within a globalised economy to behave ethically and responsibly in a variety of contexts.

Intellectual Skills

1. Critically evaluate and analyse information, concepts and processes and be capable of communicating relevant synthesised aspects of ideas and information;
2. Present persuasive arguments that challenge existing assumptions from a number of informed perspectives and which support independent and ethically based judgements, thought and action;
3. Combine technical knowledge and skills with professional and management skills to design and justify innovative and creative solutions to complex issues and problems;
4. Illustrate the practice and exercise emotional intelligence to the context of the event setting;
5. Interpret and evaluate local, national, international and global factors for business success.

Subject-specific and/or Professional/Practical Skills

1. Identify and exercise professional and ethical judgement in decision making and actions paying particular attention to corporate social responsibility;
2. Demonstrate an understanding of the size, structure, operations and organisation of event and leisure related businesses, and organisations, and their activities, customers, markets and multi-cultural work environments;
3. Identify, utilise and evaluate appropriate and effective methods of managing the resources required to deliver sustainable event products and services including venue facilities and services and other event and leisure related stakeholders and suppliers;
4. Be socially responsible and demonstrate ethical judgements relating to issues impacting on the contemporary and international event and leisure environment;
5. Evaluate the social, economic, political and environmental impacts of event and leisure to communities and within society;
6. Explain the significance of risk and safety in the successful management of leisure events;
7. Approach an event brief with a holistic perspective and understanding; have the ability to fulfil an event from objectives, through delivery to evaluation;
8. Exercise professional behaviour and be able to communicate effectively and appropriately across a spectrum of stakeholders;

Transferable/Key Skills

1. Analyse, prioritise, critically evaluate and present business and management information using appropriate numerical, written and ICT skills;
2. Develop as a reflective, independent practitioner to promote personal development and lifelong learning to facilitate employability in the event and leisure related industries;
3. Demonstrate effective communication, team membership and leadership, negotiation, sales, and personal organisational skills;
4. Develop and practice critical self-awareness and ethical decision making;
5. Demonstrate relevant practical skills/knowledge required to deliver an excellent event experience.

IHBM

Programme Objectives

1. Provide core knowledge of management principles and their application to effective management practices within the international hospitality industry;
2. Develop specific knowledge and skills in the key areas of food and beverage operations, managing hospitality resources, and hospitality services and facilities management to master the complexity of hospitality operations;
3. Embed appropriately within modules, at all levels, opportunities to develop employability skills and participate in business engagement activities;
4. Develop confident, inquisitive and empowered individuals who can work autonomously but also develop relationships of teamwork and co-operation with others that are sensitive to social, cultural and ethical differences;
5. Develop quantitative and qualitative information collection, validation, processing and interpretation skills using a range of appropriate models, tools and techniques. Foster the graduate attributes of communication, knowledge application, creative and critical thinking, research and enquiry;
6. Develop personal, professional and transferrable skills that will equip students for a career in a contemporary, dynamic and globally integrated and internationally focused business environment;
7. Meet the requirements of the appropriate benchmark statement/professional bodies (Institute of Hospitality); and

8. Widen the student's intellectual ability and analytical skills to develop a balanced and reflective management practitioner and provide the foundation for lifelong learning.

Programme learning outcomes

Knowledge and Understanding

1. Critically evaluate and apply the theories, concepts, principles and practice from the management areas of operations, finance, human resources, economics and marketing as well as the policy and planning to the international hospitality industries;
2. Understand and critically evaluate the dynamic contemporary business environment and the challenges that a local, national, international and globalised economy places on organisations, resources and individuals within and around which the hospitality industries operate;
3. Apply concepts and techniques based on qualitative and quantitative research approaches and problem solving to design, execute and evaluate the effectiveness of management tools and their application to hospitality businesses and organisations;
4. Identify and implement strategic management and planning skills to analyse, understand and address the needs of hospitality businesses and organisations;
5. Exhibit a critical awareness and approach to information and knowledge and demonstrate a contestability of application;
6. Appraise the challenges for organisations, businesses and individuals within a globalised economy to behave ethically and responsibly in a variety of contexts.

Intellectual Skills

1. Critically evaluate and analyse information, concepts and processes with an approach towards exercising the ability to identify and reject false ideologies to a given audience;
2. Present persuasive arguments that challenge existing assumptions from a number of informed perspectives which support independent and ethically based judgements, thought and action;
3. Integration of intellectual autonomy, integrity and perseverance through the application of executive technical skills, work based learning as well as class room collaborations;
4. Illustrate the practices and exercise of emotional intelligence to the context of the hospitality setting;
5. Interpret and evaluate local, national, international and global factors for success;

6. Strategically managing the international hospitality environment through holistically acknowledging and practicing leadership versatility for the overall growth of the business.

Subject-specific and/or Professional/Practical Skills

1. Identify and exercise professional and ethical judgement in decision making and actions paying particular attention to Corporate Social Responsibility (CSR);
2. Demonstrate an understanding of the structure, operations and organisations of hospitality related businesses and organisations and their activities, customers, markets and multi-cultural work environments;
3. Identify, utilise and evaluate appropriate and effective methods of managing the resources required to deliver sustainable hospitality products and services, including food and beverage services, hospitality facilities and other hospitality stakeholders;
4. Be socially responsible and demonstrate ethical judgements relating to issues impacting on the contemporary and international hospitality environment;
5. Exercise professional behaviour appropriate to the hospitality environment and be able to communicate effectively and specifically, with a number of different stakeholders;
6. Possess an informed and sophisticated appreciation of the global job market and how to successfully apply for work within the field of hospitality and be able to reflect upon career choices and make suitable decisions.

Transferable/Key Skills

1. Analyse, prioritise, critically evaluate and present business and management information using appropriate numerical, written and ICT skills;
2. Develop as a reflective, independent practitioner to promote personal development and lifelong learning to facilitate employability in the hospitality related industries;
3. Demonstrate effective communication, team leadership, negotiation and personal organisational skills;
4. Develop and practice critical self-awareness and ethical decision making;
5. Produce and implement a personal development plan with reference to an understanding of a hospitality career planning and enterprise approach.

ITM

Programme Objectives

1. Provide core knowledge of management principles and their application to effective management practice within the international tourism industry;
2. Develop specific knowledge, skills and understanding of the behaviours and motivations of tourism service consumers, tourism industry operations and linkages, planning and development of tourism in various contexts and contemporary growth sectors in tourism;
3. Embed appropriately within modules, at all levels, opportunities to develop employability skills and participate in business engagement activities;
4. Develop confident, inquisitive and empowered individuals who can work autonomously but also develop relationships of teamwork and co-operation with others that are sensitive to social, cultural and ethical differences;
5. Develop quantitative and qualitative information collection, validation, processing and interpretation skills using a range of appropriate models, tools and techniques. Foster the graduate attributes of communication, knowledge application, creative and critical thinking, research and enquiry;
6. Develop personal, professional and transferrable skills that will equip students for a career in a contemporary, dynamic and globally integrated and internationally focused business environment;
7. Meet the requirements of the appropriate benchmark statement/professional bodies; and
8. Widen the student's intellectual ability and analytical skills to develop a balanced and reflective management practitioner and provide the foundation for lifelong learning.

Programme learning outcomes

Knowledge and Understanding

1. Critically evaluate and apply the theories, concepts, principles and practice from the management areas of operations, finance, human resources, economics and marketing to the international tourism industry;
2. Understand and critically evaluate the dynamic contemporary business environment and the challenges that local, national and global economies place on organisations, enterprises, resources and individuals within and around which the tourism industry operates;

3. Apply concepts and techniques based on qualitative and quantitative research approaches and problem solving to design, execute and evaluate the effectiveness of management tools and their application to tourism businesses and organisations;
4. Identify and implement strategic management, policy and planning skills to analyse, understand and address the needs of tourism businesses and organisations and their stakeholders;
5. Exhibit a critical awareness and approach to information and knowledge and demonstrate a contestability of its application;
6. Appraise the challenges for organisations, businesses and individuals within a globalised economy to behave ethically and responsibly in a variety of contexts.

Intellectual Skills

1. Critically evaluate and analyse information, concepts and processes and be capable of communicating appropriate and synthesised aspects of ideas and information;
2. Present persuasive arguments that challenge existing assumptions from a number of informed perspectives, which support independent and ethically based judgements, thought and action;
3. Combine academic and technical knowledge and skills with professional and management skills to design and justify innovative, creative and responsible solutions to complex issues and problems in both academic and work based learning contexts;
4. Demonstrate intellectual autonomy through independent and guided research and work based learning;
5. Develop and display understanding of the practice and application of emotional intelligence within study and work based learning contexts.

Subject-specific and/or Professional/Practical Skills

1. Identify and exercise professional and ethical judgement in decision making and actions, paying particular attention to Corporate Social Responsibility (CSR);
2. Develop and communicate a critical understanding of the dynamically evolving nature of tourism service concepts and supply, in global and local contexts;
3. Demonstrate an understanding of the structure and operations of tourism and related business enterprises and organisations and their activities, customers, markets, stakeholders and multi-cultural work environments;

4. Identify, utilise and evaluate appropriate and effective methods of managing the resources required to deliver tourism in destinations and their products and services, in a sustainable manner;
5. Demonstrate a critical understanding of the motivations and behaviours of tourism consumers and their social responsibility;
6. Demonstrate capabilities of making ethical judgements relating to issues impacting on the contemporary international tourism and travel industry environment;
7. Exercise professional behaviour and be able to communicate effectively and appropriately with tourism stakeholders in both learning and work based contexts;
8. Develop an informed appreciation of the global tourism market place and the skills and attributes required to secure successful management employment in the global tourism industry.

Transferable/Key Skills

1. Analyse, prioritise, critically evaluate and present business and management information using appropriate numerical, written, verbal and ICT skills;
2. Demonstrate effective communication, team leadership, entrepreneurial, negotiation and personal organisational skills and an ability to enhance these through the progression of the course;
3. Develop and practice critical self-awareness and ethical decision making;
4. Develop understanding and abilities to respond effectively to customers', communities' and stakeholders' complex cultural needs in global business and development contexts;
5. Develop as a reflective, independent researcher and practitioner to promote personal development and life-long learning to facilitate employability in tourism and related sectors.

4.1.2 The Panel reviewed the following information regarding the POs, and PLOs of the Programmes:

- (i) Mappings between the PLOs and POs of each Programme;
- (ii) Mappings of the modules of each Programme to the generic level descriptors (GLDs) of the HKQF at Level 5;
- (iii) Samples of marked assessments together with the assessment briefs and assessment rubrics of three selected modules of each Programme, namely

ELM

Academic and Professional Development; Learning through Mega and Major Events; Leisure and Events Business Simulation;

IHBM

Research Project; Critical Approaches in Hospitality Marketing, Experiences and Analytics; Hospitality Management Consultancy;

ITM

Strategic Management; International Air Travel Management; Tourism Consultancy Experience;

- (iv) External Examiners' (EE) reports of each Programme during the validity period; and
- (v) Results of the Graduate Employment Surveys of each Programme in 2017/18 and 2018/19.

4.1.3 Having reviewed the above information and discussed with representatives of the Operator, the Panel had the following observations and comments:

- (i) The Panel considered the POs and PLOs are aligned and relevant to the needs of the industry;
- (ii) The Panel commented that the sample assessment tasks and graded students' work had demonstrated the attainment of learning outcomes at HKQF Level 5;
- (iii) The Panel noted that the comments given in the EE reports are positive in general;
- (iv) From the results of the Graduate Employment Surveys, the Panel considered that there is evidence that graduates have taken up jobs requiring skills and competencies that are commensurate with the PLOs of the Programmes.
- (v) During discussions with representatives of graduates and employers, both groups expressed that the Programmes had equipped the graduates with knowledge and skills that were relevant to their jobs.

- 4.1.4 In consideration of the above, the Panel concluded that the Programmes meet the needs of the industry and have appropriate PLOs that align with the POs and correspond to the GLDs at HKQF Level 5.

4.2 Learner Admission and Selection

The minimum admission requirements of the learning programme must be clearly outlined for staff and prospective learners. These requirements and the learner selection processes must be effective for recruitment of learners with the necessary skills and knowledge to undertake the programme.

- 4.2.1 The minimum admission requirements of the Programmes are given in the following:

Target Students	Graduates from relevant VTC Higher Diploma (HD) programmes or equivalent
Minimum Admission Requirements	1. <u>Accreditation of Prior Learning</u> Graduates of the following VTC programmes: ELM • HD in International Hospitality Management (Tourism and Leisure Elective)[#] • HD in Leisure Studies[#] • HD in Leisure Management^{*#} • HD in Tourism and MICE (MICE Stream)[*] • HD in Event Marketing and Promotion^{*&} • HD in International Theme Park and Event Management^{*&} • HD in Arts and Cultural Events Management^{*&} • HD in Event Marketing and Digital Promotion⁺ IHBM • HD in International Hotel and Tourism Management[*] • HD in International Hospitality Management (Hotel, Catering and Service Management Elective)[#]

	• HD in Hotel Management[#] • HD in Hotel and Catering Studies[#] • HD in Hotel and Catering Management[*] • HD in International Hospitality Management[*] • HD in International Hospitality and Tourism Management[*] • HD in Wine and Beverage Business Management^{*&} • HD in International Hotel Management with Smart Service⁺ ITM • HD in Travel and Tourism[#] • HD in Tourism Management[#] • HD in Theme Park and MICE Tourism[#] • HD in MICE Planning and Technology[#] • HD in Tourism Studies[#] • HD in Sustainable Tourism (Ecotourism, Culture and Harbour Tourism)[#] • HD in International Hospitality Management (Tourism and Leisure Elective)[#] • HD in MICE Planning and Management[#] • HD in Tourism and MICE[*] • HD in Airport Operations Management^{*#&} <i>*HD programmes using HKDSE results or equivalent as general admission requirements.</i> <i>#HD programmes using HKCEE / HKALE results or equivalent as general admission requirements.</i> <i>&HD programmes added to the list during the validity period.</i> <i>+HD programmes to be introduced at 2021/22.</i> 2. <u>English Language Entry Requirement</u> All candidates should have attained a minimum overall International English Language Testing Systems (IELTS) score of 6.0 or equivalent. Holders of VTC HD taught and assessed in English are considered to have met this requirement.
--	---

Non-Feeder Programmes / Special / Alternative Admission Requirements and Arrangements	Non-feeder applicants holding equivalent qualifications will be considered on a case-by-case basis. Applicants who are not from the approved VTC feeder programmes should have successfully completed a HD or Associate Degree taught and assessed in English from a recognized institution in Hong Kong or equivalent, or alternatively they should have attained a minimum overall IELTS score of 6.0 or equivalent.
---	--

- 4.2.2 The VTC HD programmes listed above are feeder programmes, and the Panel noted that the lists include new additions during the validity period. The Panel reviewed samples of mapping documents of the new additions and considered that appropriate mappings had been conducted to ensure students' learning from these new feeder programmes would equip them with the subject foundation necessary to progress to the corresponding Programmes.
- 4.2.3 In line with the general expectation on self-financed operators in safeguarding teaching and learning quality and thereby upholding the credibility and recognition of the qualifications, the percentage of non-standard entry will be capped on a programme basis at a maximum of 5% of the actual number of new students of the year. Standard entry includes the admission of graduates of approved feeder programmes, as well as graduates of non-feeder programmes who hold alternative qualifications deemed equivalent to a UK FHEQ Level 5 qualification or a VTC Higher Diploma in a cognate discipline with the volume of learning comparable to a VTC Higher Diploma. The Operator confirmed that it would adhere to the 5% cap on non-standard admission from 2021/22 intake and onwards.
- 4.2.4 The Panel reviewed the admission information during the validity period, including the number of students admitted through each feeder programmes, and the number and the profiles of students admitted through the non-feeder entry route. The Panel noted that the majority of students were from the feeder programmes, and no students have been admitted through the non-standard entry route. The Panel also commented that the qualifications of those admitted through the non-feeder entry route are appropriate.

- 4.2.5 For the maximum numbers of new students, the Operator proposed maintaining them at 180 and 120 for ELM and IHBM and a reduction from 120 to 100 for ITM. The Panel considered that the proposed maximum numbers are appropriate after taking into consideration the numbers of applicants, actual yearly student intakes, and the HKCAAVQ's approved maximum student numbers during the validity period, as well as having discussed with the Operator the impact of the COVID-19 pandemic on the potential demand for the Programmes.
- 4.2.6 Regarding the admission process, the Operator informed the Panel that all applicants are assessed with reference to their academic qualifications, and SHAPE and SHU work closely with the SHAPE Programme Coordinators authorised to act on behalf of SHU to conduct initial screening, and profiles of the qualified applicants are forwarded to SHU Collaborative Course Leader for approval of admission.
- 4.2.7 In consideration of the above, and based on the learning outcomes demonstrated from the samples of completed assessments (paragraph 4.1.3(ii)) and the performance of the students as illustrated from the passing rates in individual modules and distributions in award classifications (paragraphs 4.3.4 and 4.4.8(iii)), the Panel formed the view that the student admission process and the admission requirements can ensure that students enrolled in the Programmes have the knowledge and skills to undertake the learning activities of the Programmes.

4.3 Programme Structure and Content

The structure and content of the learning programme must be up-to-date, coherent, balanced and integrated to facilitate progression in order to enable learners to achieve the stated learning outcomes and to meet the programme objectives.

- 4.3.1 The Programmes are one-year full-time top-up degree programmes with 120 QF credits under the HKQF. At the start of the validity period, the Programmes had six 20-QF credit modules each, with three common modules and three specialist modules. In 2019/20, HKCAAVQ approved a substantial change that replaced two specialist modules of each Programme with one 40-QF credit module. The table below illustrates the structures of the Programmes and the change.

	2017/18 - 2018/19	2019/20 onwards
Common modules		
Strategic Management		
Academic and Professional Development		
Research Project		
Specialist Modules		
ELM	Learning through Mega and Major Events	
	Events and Leisure Business Simulation	Leisure and Events Business Simulation*
	International Events and Leisure Policy and Planning	
IHBM	Critical Approaches in Hospitality Marketing, Experiences and Analytics	
	Hospitality Business Solutions	Hospitality Management Consultancy*
	Leadership and Organisational Behaviour	
ITM	International Air Travel Management	
	Contemporary Challenges for Tourism	Tourism Consultancy Experience*
	Sustainable Tourism Planning	

*40-QF credit modules

4.3.2 The Panel noted that the introduction of the 40-credit modules was the result of a modification process conducted by SHU in November 2017 in which the currency of the programme structure and content were evaluated and reviewed. The Panel reviewed the following information and data regarding the content and structures of the Programmes:

- (i) Programme specifications of the Programmes;
- (ii) Module descriptors of all modules of the Programmes;
- (iii) Mappings of the modules of each Programme to the GLDs of the HKQF at Level 5;
- (iv) Grade distribution of all modules from 2017/18 to 2019/20;
- (v) Results of Module Evaluation Questionnaires (MEQs) of all modules delivered from 2017/18 to 2019/20; and
- (vi) Minutes of the Course Committee Meetings from 2017/18 to 2019/20.

4.3.3 The Panel noted from the programme specifications that the external reference point of the Programmes is the QAA Undergraduate Benchmarks for Hospitality, Leisure, Sport and Tourism. The Panel commented that the Programmes are coherent and facilitate

progression. For instance, the Panel noted that the Academic and Professional Development module is designed with the aims to develop, among others, the necessary research and writing skills ahead so that students can successfully engage with their studies in other modules. The Panel noted evidence of achieving this purpose from the student feedback recorded in the minutes of the Course Committee Meetings.

4.3.4 Regarding the modules of the Programmes, including the 40-credit modules, the Panel noted from the results of MEQs and students' feedback recorded in the Course Committee Meetings that students were generally satisfied with the modules, and the module grade distributions showed that the majority of the students had passed the modules.

4.3.5 In response to the Panel's question about the coverage on contemporary issues by the Programmes, the Operator indicated that teaching materials were refreshed each year to acknowledge the changing nature of the related industries, and presented some examples from individual modules to illustrate the coverage: there were projects on safety in international travel, sustainability and corporate social responsibility in the Tourism Consultancy Experience module; the concepts of sustainable marketing and ethical marketing for hospitality business such as greenwashing are covered in the Critical Approaches in Hospitality Marketing, Experiences and Analytics module; and the study of contemporary issues in the Research Project module such as the impact of the COVID-19 pandemic on restaurant operations. The Panel considered that the coverage is appropriate.

4.3.6 In consideration of the above, the Panel considered that Programmes have appropriate structures with up-to-date content that enable students to achieve the PILOs.

4.4 **Learning, Teaching and Assessment**

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

4.4.1 The Programmes employ various teaching and learning activities, including lectures, tutorials, seminars, workshops, fieldwork, project supervision and self-guided study. The learning and teaching

strategy and methods of individual modules are indicated in the module descriptors, and further details, including a weekly schedule of activities, are given in the module handbooks.

4.4.2 The Panel reviewed the following in relation to teaching and learning:

- (i) Module descriptors of all modules of the Programmes;
- (ii) Module handbooks of the three 40-credit modules;
- (iii) Results of MEQs of all modules delivered from 2017/18 to 2019/20; and
- (iv) Minutes of the Course Committee Meetings from 2017/18 to 2019/20.

4.4.3 Having reviewed the above information and discussed with representatives of teaching staff, students and graduates on the delivery of the modules, especially the 40-credit modules, the Panel considered that the teaching and learning of the Programmes are effective in general.

4.4.4 Regarding the delivery of the Programmes under the COVID-19 pandemic, the programme teams shared with the Panel the adjustments that had been made and measures that have been implemented, and students also shared their learning experiences. The Panel noted that Operator has made much effort to minimise the impact the COVID-19 pandemic has on the delivery of the Programmes.

4.4.5 The Panel also noted from the 2018 Report on Collaborative Periodic Review that students' feedback had indicated that the block delivery arrangement of the Programmes by SHU staff is too intensive, and the Panel asked whether there had been any follow-up actions. The Operator responded that due to the COVID-19 pandemic, delivery by SHU had to be adapted temporarily with block delivery not implemented in 2019/20 and 2020/21, and the Operator would collect further feedback from students to inform future practice.

4.4.6 The Panel noted that the ratio of contact hours to non-contact hours of the Programmes is 1:5. The Operator expressed that there were necessary pre- and post- class activities that support students' learning and quoted examples from several modules, such as conducting desktop research for a homework exercise in the Hospitality Management Consultancy module, and working on a case study progressively and recording outputs part by part for the Strategic Management module. The Panel considered that the Programmes have appropriate arrangements for self-guided study.

4.4.7 The Panel reviewed the following information about assessment:

- (i) Samples of marked assessments together with the assessment briefs and assessment rubrics of three selected modules of each Programme (paragraph 4.1.2(iii));
- (ii) Samples of formative assessment for the modules Strategic Management and International Air Travel Management;
- (iii) External Examiners' (EE) reports of each Programme during the validity period;
- (iv) Grade distribution of all modules from 2017/18 to 2019/20; and
- (v) Tables comparing the Programmes with home programmes in the distribution of award classifications for graduates of in the past three years.

4.4.8 Having reviewed the above information and discussed with representatives of the Operator's staff, students, recent graduates, and external examiners, the Panel had the following observations and comments:

- (i) The assessment tasks are properly designed, and the completed assessment demonstrates students' achievement of learning outcomes pitched at HKQF Level 5.
- (ii) The assessment rubrics provide adequate and appropriate information on the expected performance at different levels of attainment, which are properly reflected in the marked assessments.
- (iii) The passing rates of the Programmes have been high with the majority of graduates awarded second-class honours. The comparison of the distributions of award classifications showed that the performance of students of the Programmes was generally comparable with that of the home programmes. However, in terms of high-level attainment, the three Programmes had only one student awarded first-class honours in the past three years while the home programmes had eleven.
- (iv) The sample assessment indicated a lack of consistency in the feedback to students, with some feedback being brief and general and others detailed and specific. An external examiner report and students the Panel met also expressed the same view.

- (v) Not all modules have clear guidance on the timing to provide feedback on the formative assessment to ensure students receive the feedback before finalising the summative assessment.

4.4.9 Regarding the issues on assessment feedback, the Operator attributed the inconsistency to the different practices between the SHAPE tutors and SHU tutors, and informed the Panel the follow-up actions that had been taken and planned, including enhancing communication between the SHU and SHAPE tutors to ensure understanding on the expectations of feedback, and having a policy to standardise the practice in giving detailed feedback to students. To ensure improvement in the quality of assessment feedback, the Panel made the following recommendation.

Recommendation

The Operator should monitor the mechanism for assessment feedback to ensure that feedback is consistent in the level of details and is provided in a timely manner.

4.4.10 The Panel also reviewed the Collaborative Course Improvements Plans of the Programmes and noted that weakness in English was considered the principal cause for the students' lower attainment level compared with students of the home programmes. The Operator informed the Panel that it had recently developed a Student Attainment Operations Group to identify attainment gaps and develop skills and language initiatives in 2021/22, and would consider adopting current optional student support for academic and language skills as compulsory elements of the Programmes. The Panel considered that the actions taken are appropriate in general and offered an advice on the language support (paragraph 4.6.3).

4.4.11 In consideration of the above, the Panel considered that the learning, teaching and assessment activities of the Programmes are effective in the delivery of programme content and assessment of learning outcomes.

4.5 **Programme Leadership and Staffing**

The Operator must have adequate programme leader(s), teaching/training and support staff with the qualities, competence, qualifications and experience necessary for effective programme management, i.e. planning, development, delivery and monitoring of the programme. There must be an adequate staff development

scheme and activities to ensure that staff are kept updated for the quality delivery of the programme.

- 4.5.1 The SHU Collaborative Course Leaders (CCLs) provide academic leadership for the respective Programmes, and the SHAPE Programme Coordinators are responsible for managing and monitoring the programme operation at SHAPE and liaising with the CCLs.
- 4.5.2 The Programmes are delivered jointly by SHU and SHAPE teaching staff, with the former responsible for delivering all 12 hours of lectures and 6 hours of seminar, and the latter responsible for 18 hours of seminar (per a 20-QF credit module and except the 40-QF credit module and the Research Project module) and supervision for the Research Project module. During the validity period, each Programme involved six to seven SHAPE teaching staff. Having reviewed the student numbers, the number of teaching staff, and the arrangement of project supervision during the validity period, as well as the following plan on staff numbers to support the proposed maximum numbers of new students (paragraph 4.2.5), the Panel considered that there are adequate teaching staff for the delivery of the Programmes.

	SHAPE teaching staff	SHU teaching staff
ELM	11	12
IHBM	9	10
ITM	9	10

- 4.5.3 Regarding the qualifications and experience of the teaching staff, the Panel reviewed their profiles, and the teaching staff shared with the Panel how they had made use of their experiences and network in the industry, as well as their research in the delivery of the modules. The Panel considered that the teaching staff have appropriate qualifications and adequate industry experiences to teach the Programmes.
- 4.5.4 Regarding staff development, the Panel reviewed the staff development plan for 2020/21 and 2021/22 and lists of activities individual SHAPE teaching staff participated from 2017/18 to 2019/20. The Panel considered that there are adequate activities for the teaching staff to update their knowledge on subject disciplines and development in the industry, and to enhance their pedagogical skills.

- 4.5.5 In consideration of the above, the Panel concluded that there are adequate and qualified staff and adequate staff development activities to support the quality delivery of the Programmes.

4.6 **Learning, Teaching and Enabling Resources/Services**

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

- 4.6.1 The offering site of the Programmes is the Hong Kong Institute of Vocational Education (IVE) (Chai Wan) at 30 Shing Tai Road, Chai Wan, Hong Kong.
- 4.6.2 On financial resources, the income and expenditure statements for 2018/19 and 2019/20 and the budget estimation for 2020/21 to 2022/23 of the Programmes indicate that the Programmes ran a surplus in each of the past two years and are expected to continue to have a surplus in the coming three years.
- 4.6.3 On student services, the Operator informed the Panel that it recognised the need to continue to provide support to students to address their weakness in English (paragraph 4.4.10). The Panel noted that SHAPE organises the English Enhancement Programme (EEP) which composes of English Workshops, English Consultation Sessions, and Self-access Language Learning Courses and English Corners at Learning and Resources Centres. The Operator informed the Panel that in 2018/19 to 2019/20, it had delivered a total of about eight hundred sessions of EEP for students of the Programmes, and training materials of the English Workshops had incorporated subject content and technical language relevant to the Programmes. In light of the importance of the English language support to the performance of the students in the Programmes, the Panel **advised** the Operator to keep under review the English language support services and possibility strengthen them to ensure that the level of attainment by the students is not hindered by their proficiency in English.
- 4.6.4 During the site visit, the Operator demonstrated the online materials of the Programmes and relevant library resources to the Panel. The Panel considered that they are adequate and appropriate in general. However, the Panel noted that many of the reference texts listed in the module descriptors and module handbooks are dated, although

the Operator expressed that they are subject to regular reviews. The Panel considered that the review process should be strengthened and made the following recommendation.

Recommendation

The Operator should strengthen the process of reviewing module descriptors and module handbooks to ensure that their reference lists are up-to-date.

- 4.6.5 In consideration of the above, the Panel was of the view that the Operator has adequate resources and provides appropriate and adequate services to support the delivery of the Programmes.

4.7 Programme Approval, Review and Quality Assurance

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

- 4.7.1 Regarding on-going monitoring and review of the Programmes, the Panel reviewed the following information and documents:

- (i) Results of MEQs of all modules delivered from 2017/18 to 2019/20;
- (ii) Minutes of the Course Committee Meetings from 2017/18 to 2019/20;
- (iii) Collaborative Course Improvement Plans of each Programme for 2018/19 and 2019/20;
- (iv) EE reports of each Programme during the validity period;
- (v) Results of the Graduate Employment Surveys of each Programme in 2017/18 and 2018/19; and
- (vi) 2018 Report on Collaborative Periodic Review.

- 4.7.2 Having reviewed the above documents and discussed with the internal and external stakeholders, the Panel noted that there is evidence that the Programmes have been subject to on-going monitoring and periodic review, including taking actions on feedback collected from different channels and resulting in improvements of the Programmes. For instance, based on feedback from teaching staff, the English Workshops (paragraph 4.6.3) have been rescheduled to regular school period resulting in an increase in students' participation, and the assessment guidelines of the

International Air Travel Management module has been refined and assessment samples provided to students in response to the students' request for more guidance on the assessment.

- 4.7.3 Regarding the evaluation of graduates' attainment of PLOs, the Panel noted that the Operator had relied mainly on the data obtained from the Graduate Employment Surveys. The Panel considered that there is room for improvement, such as conducting employer surveys, and made the following recommendation.

Recommendation

The Operator should consider improving the method of evaluating graduates' attainment of PLOs by collecting more detailed information beyond employment data.

- 4.7.4 The Panel noted a significant drop in the response rates of the MEQs from around 70% on average over the previous two years to about 20% in 2019/20, which was caused by changing to conduct the MEQs online. The Operator informed the Panel that it had already made some attempts to address the problem, such as sending reminders to students to complete the MEQs. As the Panel considered that MEQs is an important channel to collect students' feedback, the Panel made the following recommendation.

Recommendation

The Operator should devise effective measures to improve the response rate of the MEQs.

- 4.7.5 In consideration of the above, the Panel concluded that the quality assurance procedures have been effective in the on-going monitoring and review of the Programmes.

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 HKQF 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 <https://www.hkqr.gov.hk> for recognition under the HKQF. 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.

Ref: 100/16/11
15 March 2021
JoH/SF/ELi/smt

Appendix

**School for Higher and Professional Education, Vocational Training
Council and Sheffield Hallam University**

**Learning Programme Re-accreditation for
(i) BSc (Hons) Events and Leisure Management;
(ii) BSc (Hons) International Hospitality Business Management; and
(iii) BSc (Hons) International Tourism Management**

3 – 5 February 2021

Panel Membership

Panel Chair

Professor Paul GRIFFITHS

Educational Consultant

Former Dean and Chief Executive
Faculty of Education and Sport
University of Brighton Academies Trust
UNITED KINGDOM

* Panel Secretary

Dr Eric LI

Registrar

Academic Accreditation and Assessment
Hong Kong Council for Accreditation of
Academic and Vocational
Qualifications
HONG KONG

Panel Members

Mr Gerhard AICHER

General Manager

Holiday Inn Golden Mile Hong Kong
HONG KONG

Dr Kuan-Huei LEE

Associate Professor

Singapore Institute of Technology
SINGAPORE

Dr Karin WEBER

Associate Professor

School of Hotel and Tourism Management
The Hong Kong Polytechnic University
HONG KONG

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

