



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

ACCREDITATION REPORT

**SCHOOL FOR HIGHER AND PROFESSIONAL
EDUCATION, VOCATIONAL TRAINING COUNCIL**

AND

COVENTRY UNIVERSITY

LEARNING PROGRAMME RE-ACCREDITATION

**BA (HONS) INTERNATIONAL MARKETING
BA (HONS) MEDIA**

JUNE 2021

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Appendix HKCAAVQ Panel Membership

1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA688), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (AAVQO) (Cap. 592), was commissioned by the School for Higher and Professional Education (SHAPE), Vocational Training Council (VTC) and the Coventry University (CU), jointly as the Operator, to conduct a Learning Programme Re-accreditation (re-LPA) exercise with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the following programmes of School for Higher and Professional Education, Vocational Training Council and Coventry University (the Operator) meets the stated objectives and HKQF standards and can continue to be offered as accredited programmes; and

BA (Hons) International Marketing
Non-local Courses Registry Registration No: 252719

BA (Hons) Media
Non-local Courses Registry Registration No: 252720

- (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

2.1 HKCAAVQ has determined that the BA (Hons) International Marketing and BA (Hons) Media programmes 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	Coventry University	
Name of Award Granting Body	Coventry University	
Title of Learning Programme	BA (Hons) International Marketing	BA (Hons) Media
Title of Qualification(s) [Exit Award(s)]	BA (Hons) International Marketing	BA (Hons) Media
Primary Area of Study and Training	A03 Business and Management	A02 Arts, Design and Performance Arts
Sub-area (Primary Area of Study and Training)	A0305 General Business Management	A0202 Design and Other Creative Industries
Other Area of Study and Training	Not applicable	
Sub-area (Other Area of Study and Training)	Not applicable	
Industry	Not applicable	
Branch	Not applicable	
HKQF Level	Level 5	
HKQF Credits	120	
Mode(s) of Delivery and Programme Length	Full-time, 1 year	
Intermediate Exit Award(s)	Not applicable	
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	60 per year	80 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 offers the following recommendations for continuous improvement of the Programmes.

BAIM and BAM

- 2.4.1 The Operator should monitor the workload of the SHAPE PCs and provide necessary support and resources for effective delivery and continuous success of the Programmes. (para 4.5.7)
- 2.4.2 The Operator should strengthen the mechanisms to both communicate with and collect feedback from students, for continuous improvement of the Programmes. (para. 4.7.3)

2.5 Advice

HKCAAVQ offers the following advice for continuous improvement of the Programmes.

BAM only

- 2.5.1 The Panel ***advised*** the Operator to keep close monitor to the transition and implementation of the Programme and make appropriate changes for improvements when issues are identified in the interim period review in AY2022/23. (para. 4.1.9)
- 2.5.2 The Panel ***advised*** the Operator to closely monitor the English proficiency of students from non-feeder paths and render necessary supports to them if needed. (para. 4.2.6)

BAIM and BAM

- 2.5.3 The Panel ***advised*** the Operator to evaluate the effectiveness on various kinds of support to students for further enhancing career support or the signposting of such support to students of both Programmes for continuous improvements. (para. 4.6.6)
- 2.6 HKCAAVQ will subsequently satisfy itself whether the Operator remains competent to achieve the relevant objectives and that 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 SHAPE, established in September 2003, is a member institution of VTC. The establishment of SHAPE was driven by the collaborations between VTC and universities in the United Kingdom (UK), Australia, Mainland China and Hong Kong since 1999 in offering top-up degree study opportunities for VTC's Higher Diploma (HD) graduates. A wide range of tailor-made programmes are being offered in disciplines of accounting and finance, applied science, business and management, Chinese medicinal pharmaceuticals, computer science, design, engineering, hospitality and tourism, and marketing. SHAPE is registered as a non-profit organisation and named as VTC School for Higher and Professional Education (SHAPE) with a Chinese name “才晉高等教育學院” in October 2007. As of academic year 2020/21, SHAPE is offering 49 accredited top-up degree programmes covering a range of academic disciplines through collaboration with 12 universities.
- 3.2 CU was first established in 1843 as Coventry College of Design. In 1970, it amalgamated with Lanchester College of Technology and Rugby College of Engineering Technology. The resulting institution was called Lanchester Polytechnic. In 1987 the name changed to Coventry Polytechnic. CU was established under the Education Reform Act 1988 and granted degree awarding powers in accordance with the United Kingdom Further and Higher Education Act 1992. CU partners with over 70 academic institutions worldwide to provide graduates awarding bachelor's degrees via collaboration provision.
- 3.3 SHAPE, VTC and CU initiated the partnership in 2006, with a view to exploring collaboration opportunities, initially to provide articulation pathways for the increasing number of part-time Professional Diploma graduates. After six year of collaboration, SHAPE, VTC and CU renewed the Programmes Approval and Recognition Agreement twice for a term of six years from August 2012 to July 2018 and then from August 2018 to July 2024. Currently, under the Hong Kong Qualifications Register (HKQR), 10 accredited programmes are offered under this partnership.

- 3.4 The Operator commissioned HKCAAVQ to conduct a Learning Programme Re-accreditation (re-LPA) for the BA (Hons) International Marketing (BAIM) and BA (Hons) Media (BAM) programmes which were first accredited in 2017. 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), the site visit was conducted via video-conference from 15 to 16 April 2021 to reduce social contact. HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under HKQF (Version 1.2, November 2020)* was the guiding document for the Operator and the Panel in conducting this exercise.
- 3.5 In consideration of the Operator's track record established from previous accreditation exercises, information on the following aspect of the BAIM and BAM programmes was not required in accordance with HKCAAVQ's Differentiation Approach:

Accreditation Standard	Information Not Required
Learning, Teaching and Enabling Resources/Services	Information on student support services in general is not required. But the specific student support services, if any, for the programmes should be provided.

4. PANEL'S DELIBERATIONS

4.1 Programme Objectives and Learning Outcomes

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

- 4.1.1 The BAIM programme is hosted by the School of Marketing and Management, Faculty of Business and Law of CU. The BAM programme is hosted by the School of Media and Performing Arts, Faculty of Arts and Humanities of CU.
- 4.1.2 Under the 6-year cycle of Collaborative Periodic Review of CU, the Partnership Approval and Review Panel (PARP) undertook a review

on the provision of the collaborative BAIM programme at SHAPE in July 2016 and approved for the launch of the Programme in September 2017. Another full periodic review of the Programme will be due no later than Academic Year (AY) 2022/23. Whereas, the PARP undertook a review on the provision of the collaborative BAM programme at SHAPE in November 2020. The next full periodic review of the Programme will be due no later than AY2026/27.

4.1.3 The current BAIM and BAM Programme Objectives (POs) and Programme Learning Outcomes (PLO) are:

BAIM

PO1	To develop a range of transferable skills of value in employment and career development;
PO2	To reflect on marketing thought and practice within the international context and with an emphasis, where appropriate, on the application of theory to practice;
PO3	To equip students with linguistic proficiency aimed towards practical application within the external environment;
PO4	To provide an international marketing education that encourages students to effectively manage their own learning; and
PO5	To enable students to develop, or enhance, careers in international marketing and international business.

and

On successful completion of the Programme, students should be able to:

PLO1	Critically apply the principles of marketing in an international context;
PLO2	Demonstrate knowledge and a critical understanding of how international organisations develop marketing strategy in response to a challenging international business and ethically demanding environment;
PLO3	Identify and apply appropriate marketing information and research techniques to support marketing decision-making;
PLO4	Work effectively using critical thinking to solve complex international marketing problems;
PLO5	Show a professional level of transferable practical and

	digital skills to resolve a range of international business and marketing challenges; and
PLO6	Act as independent learners, communicate to an audience effectively in a variety of different electronic formats to demonstrate effective interpersonal skills to work in a team.

BAM

To equip students to:

PO1	Understand the contemporary media and art and design landscapes;
PO2	Be disciplined and rigorous thinkers and producers with a critical contextual engagement in everything they do;
PO3	Operate as a creative practitioner to produce regular professional-standard work;
PO4	See Technology as an important tool, not to be simply learnt but as a means of starting to develop their own voice; and
PO5	Experience and evaluate the business of the creative industries and belong to a community of practice locally, nationally and internationally.

and

On successful completion of the Programme, students should be able to:

Knowledge and Understanding (KU)

KU1	Articulate and synthesise their knowledge and understanding, attributes and skills of professional media and design processes in effective ways in the contexts of creative practice, employment, further study, research;
KU2	Critically interrogate the media artist's or designer's relationship with audiences, clients, markets, users, consumers, participants, co-workers and co-creators, and apply such insights to their own practical, project work;
KU3	Source and research relevant material, assimilating and articulating relevant findings;
KU4	Articulate ideas and information comprehensibly in

	visual, oral and written forms.
KU5	Produce and present professional ideas and work to media audiences in a range of situations;
KU6	Critically analyse and apply the views of creative practitioners in the development or enhancement of their work; and
KU7	Apply, consolidate and extend knowledge of media technology and design to inform their own work and their own professional development.

Cognitive Skills (CS)

CS1	Analyse information and experience, formulate independent judgements, and articulate reasoned arguments through reflection, review and evaluation of visual media practices;
CS2	Formulate reasoned responses to the critical judgements of media practitioners and academics; and
CS3	Identify personal strengths and needs, and reflect on personal development in creative industries.

Practical Skills (PS)

PS1	Apply, consolidate and extend their learning in different contextual frameworks and situations, both within and beyond the field of visual media;
PS2	Generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or as self-initiated activity;
PS3	Select, test, and make appropriate use of material, processes and environments;
PS4	Develop creative ideas through to outcomes that confirm their ability to select and use materials and processes; and
PS5	Develop production skills to identify and sustain creative solutions to meet the requirements of briefs.

Transferable Skills (TS)

TS1	Be resourceful and entrepreneurial;
TS2	Study independently, set goals, manage their own workloads and meet deadlines;
TS3	Anticipate and accommodate change, unfamiliarity and uncertainty;

TS4	Source, navigate, select, retrieve, evaluate, manipulate and manage information from a variety of sources;
TS5	Select and employ communication and information technologies; and
TS6	Interact effectively with others through collaboration, collective endeavour and negotiation.

4.1.4 The Operator presented the following information to the Panel to demonstrate that the Programmes continue to meet the HKQF standard at Level 5:

- (a) Current Programme Specifications;
- (b) Mappings of current POs against PLOs;
- (c) Mappings of current PLOs against Generic Level Descriptors (GLDs) at HKQF Level 5;
- (d) Module Specifications of current Modules;
- (e) Mappings of current Modules against PLOs; and
- (f) Mappings of current Modules against GLDs at HKQF Level 5.

4.1.5 To further demonstrate the PLOs and assessment standard have been achieved since the last accreditation, the Operator provided the following documents to the Panel:

- (a) External Examiner's Reports from AY2017/18 to AY2019/20;
- (b) Samples of marked students' scripts of high, medium and low performance from *Global Marketing*; *Academic English for International Business (Stage 3:1)* and *Globalisation and Emerging Markets* modules for BAIM programme as well as *Final Major Project*; *Professional Practice* and *Academic English for Media and Performing Arts* modules for BAM programme, with the associated assessment rubrics and written feedback from module tutors; and
- (c) Result Summaries of Graduates' Employment Survey in 2018 and 2019.

- 4.1.6 After reviewing the information above, the Panel is of the view that there is an effective partnership between SHAPE and CU which gives confidence as to the Programme's overall management and oversight of the Programme. The Panel noted from the summary information on the Employment Surveys that the employment rates have been on the high side. The employment rates are 84.0% and 100.0% in 2018 and 2019 respectively for BAIM programme with graduates work in positions of marketing executives, marketing officers, marketing supervisors, retail sales, digital marketing executives, marketing trainee, sales co-ordinators, etc. The employment rates are 93.8% and 85.7% in 2018 and 2019 respectively for BAM programme with graduates work in positions of film & video pre-production assistants, producers, senior editors, multimedia officers production executives, etc.

BAM only

- 4.1.7 The Panel learnt from the Operator of a new set of POs and PLOs following the periodic review of the home programme on a cyclical basis to evaluate the management and quality assurance of the Programme for continuous enhancement and sustainable development purpose. The home programme was reviewed and approved in November 2020 for implementation in the UK starting from AY2021/22. The Programme had sought approval of implementation at SHAPE in AY2021/22. The new Programme is revised and developed with reference to the QAA Subject Benchmarks for Communication, Media, Film and Cultural Studies (2019) and Art and Design (2017). The new set of POs and PLOs are:

PO1	To encourage an active and imaginative approach to learning through the practice of media;
PO2	To equip students with an understanding of the nature of media within contemporary global and local situations as well as within a historical context;
PO3	To promote knowledge and understanding of the roles of digital communication systems, modes of representation and systems of meaning;
PO4	To develop a studentship which is embedded with strong principle of media professionalism and ethos of transferable and highly adaptable skills and knowledge;
PO5	To develop and encourage critical engagement with artistic, theoretical and intellectual paradigms appropriate to relevant areas of media;

PO6	To foster a detailed understanding of contemporary patterns of, especially digital production and consumption and circulation of media and cultural objects;
PO7	To facilitate opportunities and work which demonstrates effective manipulation of interfaces, the visual, sound and the written word;
PO8	To develop an understanding of, and practical skills in, a wide variety of research methods appropriate to the field of study; and
PO9	To support the students' personal and professional development, and their ability to affect change in the wider media landscape.

and

PLO1	Develop a range of technical, creative and critical skills that will enable them to contribute creatively to the media environment;
PLO2	Produce informed responses and creative outcomes, appropriate to a specific audience, context and purpose in response to challenging media briefs;
PLO3	Understand current media practice and the potential of technological developments on future practice, and be able to respond in an agile manner to changing media landscapes;
PLO4	Produce work to a standard that is self-reflexive, globally aware and that enhances their position as global citizens;
PLO5	Organise, plan, executive and evaluate their own and collaborative creative practice; and
PLO6	Define their own work within media practice identify potential career paths and produce a body of work to facilitate entry into a community of practice.

4.1.8 To demonstrate that the new set of POs and PLOs of the Programme can be achieved by the graduates and that the Programmes also met the HKQF standard at Level 5, the Operator provided the following information to the Panel:

- (a) Rationale for the proposed changes in POs and PLOs;
- (b) New Programme Specification starting from AY2021/22;

- (c) Mapping of New POs against New PLOs starting from AY2021/22;
- (d) Mapping of New PLOs against GLDs at HKQF Level 5 from AY2021/22;
- (e) Module Specifications of New Modules from AY2021/22;
- (f) Mapping of New Modules against New PLOs; and
- (g) Mapping of New Modules against GLDs at HKQF Level 5.

4.1.9 The Panel had a concern on the transition arrangements for the phase-in and phase-out of the current and new curriculum and considered that there might have impact to the delivery of the Programme on deferred student and/or student who may have withdrawn from the Programme during the year but wish to complete study in the next academic year. The Operator explained that the transitional arrangement and further elaborated the new curriculum does not differ extensively from the current one and there will be some crossover in content. The Panel also noted the interim periodic review in AY2022/23 as a health check due to the changes and **advised** the Operator to keep close monitor to the transition and implementation of the Programme and make appropriate changes for improvements when issues are identified in the interim period review in AY2022/23.

4.1.10 After considering the above, the Panel had the view that the Programmes had achieved their current POs and PLOs as a whole, the HKQF Level 5 has been met, and the evidence presented reflected that the Programmes addressed the needs of the community. Notwithstanding the advice, the Panel also considered that the new POs addressed community and education needs, and the new PLOs corresponded 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 Panel noted that the admission of students to the Programmes is governed by the Programme Specifications and CU's Academic Regulations. In the CU-SHAPE collaboration of the Programme, the objectives underlying the admission procedures are (a) to ensure that students who are admitted to the Programmes are appropriately qualified; (b) a common policy is maintained for the admission of students at SHAPE and the home country; and (c) the CU Director of International Partnerships (DIP) and Deputy Director of International Partnerships (DDIP) for BAIM and CU Link Tutor for BAM retain final control and approval for entry to the Programmes.
- 4.2.2 The Panel noted that for applicants who are graduates of the feeder programmes, SHAPE undertakes to admit them to the Programmes with due consideration of the admissions requirements stated below. Curriculum mapping exercises had been carried out by CU to ensure that the learning experience on the feeder programmes was at an appropriate level for articulation into the top-up degree programmes. Applicants from non-feeder programmes who hold alternative qualifications equivalent to the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) Level 5 qualification are considered on a case-by-case basis by CU. Non-feeder applicants should also meet the English language requirements as stipulated. For BAIM programme, the CU DIP/DDIP will make the final decision in admitting applicants holding non-feeder qualifications. For BAM programme, CU Link Tutor will access evidence provided by applicants and approved by CU on a case-by-case basis.
- 4.2.3 The minimum admission requirements for the programmes are outlined in the tables below:

BAIM

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 feeder VTC programmes: • HD in Advertising and Brand Management* • HD in Advertising and Marketing Communications* • HD in Digital Marketing and Media Communications* • HD in Event Marketing and Promotion*

	• HD in Marketing Management* • HD in Public Relations and Media Business* • HD in Retail and Merchandising Management* • HD in Retail and e-Tail Management**^ • HD in Digital Marketing**^ * <i>HD programmes using Hong Kong Diploma of Secondary Education (HKDSE) results or equivalent as general admission requirements.</i> ^ <i>New feeder programmes since AY2020/21.</i>
	2. <u>English Language Entry Requirements</u> Holders of VTC Higher Diploma taught and assessed in <i>English</i>.
Non-Feeder Programmes / Special / Alternative Admission Requirements and Arrangements	Non - feeder applicants holding equivalent qualifications or experience will be considered on a case by case basis. Applicants who are not from the approved feeder VTC programmes should have successfully completed a Higher Diploma or Associate Degree, taught and assessed in English from a recognised institution in Hong Kong or equivalent, or alternatively they should have attained a minimum overall International English Language Testing System (IELTS) score of 6.5 or equivalent.

BAM

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 feeder VTC programmes: • HD in Animation and Visual Effects* • HD in Creative Media* • HD in Film, Television and Photography* • HD in Transmedia* 2. <u>English Language Entry Requirements</u> • Holders of VTC Higher Diploma taught and assessed in English. * <i>HD programmes using HKDSE results or equivalent as general admission requirements.</i>

Non-Feeder Programmes / Special / Alternative Admission Requirements and Arrangements	Non-feeder applicants holding equivalent qualifications or experience will be considered on a case-by-case basis. Applicants who are not from the approved feeder VTC programmes should have successfully completed a Higher Diploma, Associate Degree or Professional Diploma, taught and assessed in English from a recognised institution in Hong Kong or equivalent, or alternatively they should have attained a minimum overall IELTS score of 6.0 or equivalent. Admission will also be subject to a review of the applicant's portfolio of work and an admission interview conducted by SHAPE and CU staff together.
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4.2.4 As reported by the Operator in the accreditation document, there will be no change to the minimum admission requirements and the list of feeder HD programmes for BAIM in AY2021/22. No change has also been made to the maximum number of new students admitted to the full-time mode of the programme.

4.2.5 The Panel noted that for applicants who are graduates of the feeder programmes, SHAPE undertakes to admit them to the Programme with due consideration of the admission requirements stated above. Regarding applicants from non-feeder programmes who hold alternative qualifications equivalent to the FHEQ Level 5 qualification are considered on a case-by-case basis. The CU DIP/DDIP for BAIM programme and Link Tutor for BAM programme will make final decision in admitting applicants holding non-feeder qualifications.

BAM only

4.2.6 The Panel noted of a change for the minimum overall IELTS score from 6.5 to 6.0 or equivalent to the alternative English Language entry requirement for non-feeder applicants of BAM programme. The Panel had a concern if this might be a challenge for student to take up the Programme. With clarifications from the Operator, the Panel learnt that, (1) this is not a university-wide arrangement but an exceptional arrangement under the Faculty of Arts and Humanities to boost recruitment for the home course; (2) it is necessary for the Programme to align with this arrangement; (3) measures would be in place to support students on English academic writing, e.g. the *Academic English for the Arts* as a core module, English

Enhancement Programme provided by SHAPE; and (4) limited recruitment from the non-feeder path, etc. The Panel considered the change acceptable but **advised** the Operator to closely monitor the English proficiency of students from non-feeder paths and render necessary supports to them if needed.

- 4.2.7 The maximum number of new students per year approved from AY2017/18 to AY2020/21 was 60 (full-time mode) for BAIM programme, and 80 (full-time mode) and 40 (part-time mode) for BAM programme. The Panel noted the admission statistics of the Programmes since the last accreditation in the following tables.

BAIM

Academic Year	2017/18	2018/19	2019/20	2020/21
Maximum Student Number Approved by the HKCAAVQ	60	60	60	60
Number of Applications	141	88	70	111
Actual Yearly Student Intake (Number of Student Admitted not via the Feeder Entry, Inclusive)	36 (1)	21 (1)	16 (0)	41 (1)

BAM

Academic Year	2017/18		2018/19		2019/20		2020/21	
Full-time (FT) /Part-time (PT) mode	FT	PT	FT	PT	FT	PT	FT	PT
Maximum Student Number Approved by the HKCAAVQ	80	40	80	40	80	40	80	40
Number of Applications	36	6	52	17	98	21	204	0
Actual Yearly Student Intake (Number of Student Admitted not via Feeder Entry, inclusive)	23 (3)	0 (0)	33 (3)	0 (0)	50 (11)	0 (0)	42 (3)	0 (0)

- 4.2.8 The Panel learnt from the accreditation document that part-time mode will not be offered for BAM programme because of the low application number. The Operator proposed to maintain the maximum number of new students per year for the upcoming five academic years as summarised in the table below:

Programme	Mode of Study and Maximum Number of New Students Per Year (2021/22 to 2025/26)
BAIM	Full-time, 60 students
BAM	Full-time, 80 students

- 4.2.9 In consideration of the above, the Panel considered that the minimum admission requirements and student selection process of the Programme continued to be effective in recruiting students with the necessary knowledge and skills to undertake the Programme.

4.3 Programme Structure and Content

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

- 4.3.1 The Programmes are offered at SHAPE as one-year-top-up programmes which mirror the structure of the final year of the home programme in the UK. The top-up Programme operated by SHAPE in Hong Kong comprises a total of 120 HKQF credits, equivalent to 1,200 notional learning hours (NLHs).
- 4.3.2 The Panel noted the current curriculums which are summarised in the tables below. The current curriculum comprises seven and 5 compulsory modules for BAIM and BAM respectively. Students must complete the 120 QF credits and pass all modules to gain the degree award.

Current curriculums to be offered at SHAPE:

BAIM

Semester	Module Title	QF Credits	Contact Hours	Non-Contact Hours	Total NLHs
1	Global Marketing	20	48	152	200
	Academic English for International Business (Stage 3:1)	10	26	74	100
	Academic English for International Business (Stage 3:2)	10	26	74	100
	Brand and Corporate Communications	20	48	152	200
2	Marketing Strategy	20	48	152	200
	Contemporary Marketing Issues	20	48	152	200
	Globalisation and Emerging Markets	20	48	152	200
	Sub-total:	120	292	908	1200

BAM

Semester	Module Title	QF Credits	Contact Hours	Non-Contact Hours	Total NLHs
1	Creative Development	30	120	180	300
	Understanding Visual Media	20	39	161	200
	Academic English for Media and Performing Arts	10	52	48	100
2	Professional Practice	20	50	150	200
	Final Major Project	40	73	327	400
	Sub-total:	120	334	866	1200

4.3.3 The Panel noted the revised and new curriculum of BAIM and BAM programmes respectively which are summarized in the tables below. For BAIM programme, there will be changes on two modules starting from AY2021/22. For BAM programme, the new curriculum comprises six compulsory modules and will be offered at SHAPE

from AY2021/22. Students must complete the 120 QF credits and pass all modules to gain the degree award.

Revised curriculum for BAIM programme to be offered at SHAPE:

Semester	Module Title	QF Credits	Contact Hours	Non-Contact Hours	Total NLHs
1	Global Marketing	20	48	152	200
	Academic English for International Business (Stage 3:1)	10	26	74	100
	Academic English for International Business (Stage 3:2)	10	26	74	100
	Brand and Corporate Communications	20	48	152	200
2	Strategic Marketing Planning	20	48	152	200
	Contemporary Services and Retail Marketing	20	48	152	200
	Globalisation and Emerging Markets	20	48	152	200
	Sub-total:	120	292	908	1200

New curriculum for BAM programme to be offered at SHAPE:

Semester	Module Title	QF Credits	Contact Hours	Non-Contact Hours	Total NLHs
1	Exploring Media Practice 1	20	53	147	200
	Media in Context	20	28	172	200
	Media Project Research and Development	10	14	86	100
	Academic English for the Arts	10	22	78	100
2	Major Media Project	40	50	350	400
	Exploring Media Practice 2	20	53	147	200
	Sub-total:	120	220	980	1200

- 4.3.4 From the submission of information by the Operator, the Panel learnt that contextualisation of core materials was done for both programmes to more appropriately represent the Hong Kong situations. For BAIM programme, most of the contents and concepts covered are not cultural and/or societal-specific owing to the underlying international perspective of the programme. For BAM programme, the contextualised materials are prepared by SHAPE Tutors and endorsed by the CU Link Tutor to ensure that the materials align with the module and programme learning outcomes for implementation and delivery. During discussions with the teaching staff, students and graduates, the Panel learnt that interactions and collaborations between SHAPE and CU students benefitted student learning and cultural exchange, strengthened their sense of belonging to the collaborative degree programmes which were highly treasured by the students and graduates.
- 4.3.5 The Panel noted from the minutes of the Staff-Student Liaison Meetings (SSLMs), notes of Students' Forum and sharing with students and graduates that they were generally satisfied with the curriculums of the Programmes.
- 4.3.6 Following the review of the documentation provided and discussion with staff, students, graduates and external stakeholders, the Panel formed the view that the structure and content of the Programmes are coherent, current and effective in enabling students to achieve the stated PLOs and to meet the POs.

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 Panel was informed of the various learning and teaching methods to facilitate students' achievement of the POs and PLOs. The learning and teaching methods include lectures, tutorials and seminars, etc. For BAIM programme, students also spend their self-study hours for guided study by module tutors and self-guided study. They are encouraged to become proficient at directing their own learning and self-development. For BAM programme, student will also be required to work individually and in groups to complete module tasks and assessment. The teaching staff will maintain an

overview of the assessment tasks set to ensure that there are a range of tasks and/or combination of individual and group work.

- 4.4.2 The maximum class size for each class, based on size of students, capacity of teaching venues, and learning and teaching methods, is shown below:

Learning and Teaching Methods	Maximum Number of Students	
	BAIM	BAM
Lecture	120	120
Seminar	n/a	30
Tutorial	30	10
Workshop	n/a	30

- 4.4.3 The Panel raised a concern on the learning and teaching activities for BAIM programmes which were limited to lectures and tutorials but not wider adoptions of modern pedagogic methods. The Operator explained that learning and teaching activities are categorised as lectures and tutorials for consistency in terminology and they include other approaches to adopt modern pedagogic methods, e.g. lectures can encompass guest and/or interactive lectures.
- 4.4.4 To fairly assess and differentiate for modules' assessment reliant on group work / projects for the BAM programme, the Operator explained to the Panel that students are required to submit reflections to identify clearly their roles in the group, discuss any issues that arose in the team and explain how they resolved those issues. Marks will be scored for students to provide strong reflection on the issues that arose and the steps taken to address and deal with those issues.
- 4.4.5 In terms of assessment, both formative and summative assessments are developed to ensure MLOs and PLOs are achieved. A range of assessment methods has been adopted in the Programmes, including coursework assignments presentation, and examinations are used in the BAIM programme; and presentation, dissertation, reflective report, project and written report are used in the BAM programme. The pass mark for all modules is 40% which may comprise more than one component.
- 4.4.6 During the site visit when students and graduates were met, the Panel received positive feedback from students and graduates that the Programmes adapted well to the challenges of COVID-19 with flexible practices in support were adopted.

- 4.4.7 The Panel was provided with the assessment scheme and samples of marked student scripts and student projects of the Programmes. The Operator also provided to the Panel the grade distribution of individual modules, award classification of graduates and reports by External Examiners (EEs). Overall, the Panel was of the view that student performance in the Programmes was of acceptable quality, and the Panel noted the mechanisms in place to ensure appropriate and consistent marking.
- 4.4.8 To facilitate continuous enhancement of the learning and teaching activities, students are asked to complete a Student Feedback Questionnaire (SFQ) at the end of each module, and the Panel was provided with the SFQ evaluations for AY2017/18 to AY 2019/20. The Operator provided to the Panel the average scores of quantitative questions and a summary of students' written feedback of all individual modules of the Programme.
- 4.4.9 In view of the above information, the Panel considered that the learning, teaching and assessment activities designed for the Programme are appropriate and can maintain proper delivery of programme content and assessment of the PLOs.

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 CU retains the overall responsibility for the management of the Programme delivered with SHAPE. The management staff of the Programmes include the respective SHAPE Programme Coordinators (PCs) and CU DIP/ DDIP (for BAIM programme) and Link Tutor (for BAM programme). They work together to ensure effective operation of the Programmes.
- 4.5.2 The SHAPE PCs of respective Programmes are responsible for managing the daily operation and monitoring the quality of programme delivery and acts as the main liaison with the CU DIP / DDIP (for BAIM programme) and Link Tutor (for BAM programme).

- 4.5.3 Both CU and SHAPE teaching staff members work together to provide programme delivery. At the programme level, the Programme Committee Meetings (PCM) were held to discuss and review the operation of the Programme. The SHAPE PCs of respective Programmes also communicate the results of student survey and views from the CU DIP/DDIP (for BAIM programme) and Link Tutor (for BAM programme) and External Examiners (EEs) regarding teaching quality and learning support to teaching staff concerned for review and identifying areas for further improvement.
- 4.5.4 The Programmes are delivered jointly by CU and SHAPE teaching staff. For BAIM programme, CU teaching staff deliver 34 hours of teaching and the rest of the teaching hours are delivered by SHAPE teaching staff. For BAM programme, based on a 40/60- basis, CU teaching staff are responsible for delivering content through lectures, seminars and workshops as well as project supervision and/or tutorials (as appropriate) in the block teaching week . The number of teaching staff members required to support the maximum number of students proposed in the coming years are listed below. Moreover, SHAPE teaching staff of both Programmes are responsible for contextualisation of the teaching materials to suit local context. All assessment briefs and marking schemes, and samples of marked student scripts will be vetted and moderated by CU.

	BAIM	BAM
Proposed Maximum Yearly Student Intakes from AY2021/22 to AY2025/26	60	80
Number of CU Teaching Staff	3	2
Number of SHAPE Teaching Staff	4	6

- 4.5.5 The Panel learnt from the accreditation document that mechanisms are in place to ensure that the staff have up-to-date knowledge to deliver the modules. Staff development opportunities are offered to SHAPE teaching staff to ensure they have sufficient knowledge and understanding of the operation of the collaborative degree Programmes. Staff induction meetings are arranged by the CU DIP (for BAIM programme) and Link Tutor (for BAM programme) and/or the SHAPE PCs at the commencement of the academic year for both new and serving SHAPE teaching staff to provide an overview of requirements and expectation of CU.

- 4.5.6 The Panel noted that the SHAPE PCs of respective Programmes arranged academic visits to classes conducted by SHAPE teaching staff during the academic year. Both SHAPE PCs also conduct annual staff appraisals for SHAPE teaching staff towards the end of the academic year. They are also required to collect feedback on module delivery from other channels, such as the Programme Committee Meetings (PCMs) and Staff-Student Liaison Meetings (SSLMs) for continuous enhancement of teaching quality.
- 4.5.7 After meeting with teaching staff, students and graduates, the Panel noted the wide ranged and multiple-roles performed by both the SHAPE PCs on academic, administrative and student advising issues. Even though they did not indicate any workload issue, the Panel had a concern on this and **recommended** that the Operator should monitor the workload of the SHAPE PCs and provide necessary support and resources for effective delivery and continuous success of the Programmes.
- 4.5.8 After considering the above information and notwithstanding the recommendation and advice, the Panel considered that there are adequate and qualified teaching staff for 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 sites of the Programmes are located in the IVE (Sha Tin) (for BAIM programme) and HKDI and IVE (Lee Wai Lee) (for BAM programme) campus. The Panel was provided with information on general and specialised learning facilities and support available at the offering sites of the Programmes. As the site visit was conducted via video-conferencing, the Operator delivered a virtual tour together with a PowerPoint presentation of the facilities and online learning resources available at CU and SHAPE to the Panel. Based on the information provided in the accreditation documents and the presentation, the Panel found that the learning and teaching resources provided to the students are adequate and accessible.
- 4.6.2 On financial resources, the Panel was provided with Statements of Income and Expenditure 2018/19 and 2019/20 and estimations for

2020/21 to 2022/23 of the Programmes. The Panel noted that the Programmes had run a surplus in each of the past two years and is expected to continue to have surplus in the coming three years.

- 4.6.3 On the commencement of an academic year, CU provides induction sessions for students where information on the Programmes and academic regulations are communicated to the students. The induction also includes development of academic study skills, introduction to the University's online learning and library resources, and the Assessment Regulations and Policies. Students are also provided with the SHAPE Student Handbook and the CU-SHAPE Programme Handbook for the Programmes that presents the general information and regulations of the Programmes.
- 4.6.4 The Panel also noted the use of AULA, a new online learning platform offered to both the CU and SHAPE BAM students, to facilitate sharing of learning materials between the home programme and the Programme offered by SHAPE. As explained by the Operator, AULA is still in its pilot stage and it will not be offered to other programmes.
- 4.6.5 On the English language learning support services provided to students at SHAPE, the Panel was informed of a wide variety of learning support activities to cater to students' needs in English enhancement including a comprehensive English Enhancement Programme which covers areas on academic writing and study skills, in the forms of web-based courses, individual consultation sessions and workshops. Students can also visit the Centre for Independent Language Learning (CILL) and Independent Learning area of Language Centre at IVE/HKDI with comprehensive language resources for self-learning. SHAPE also provides students with 24-hour instant English support through the tool *Grammarly PREMIUM* to minimise errors in their writing.
- 4.6.6 The Panel learnt from the accreditation document and further clarifications from the Operator for the activities on career support offered to both the BAIM and BAM students. These included Workshops on CV Writing Skills and Job Interview Skills as well as career counseling provided by the Student Development Office which were available to SHAPE students in general. In addition, there are programme specific activities on career support, e.g. possible job opportunities and career talks received from the industry for BAIM students and the requirement to produce online portfolio in the Professional Practice module and Industries Guest Speaker's Talks for BAM students. During the meeting with student

representatives in the site visit, students reflected that they would like to have more support on career development. The Panel **advised** the Operator to evaluate the effectiveness on various kinds of support to students for further enhancing career support or the signposting of such support to students of both Programmes for continuous improvements.

- 4.6.7 In consideration of the above, the Panel had the view that the provision of learning, teaching and enabling resources by the Operator for the Programmes are adequate and appropriate.

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 The Panel noted the mechanisms to monitor and review the quality of the Programmes. The quality standard of the Programmes is monitored through various indicators such as number of applicants, number of enrolments, retention rate, graduate rate, final award classifications, etc. Based on statistics provided by the Operator on the above-mentioned indicators in the accreditation documents, the Panel considered that the relevant indicators reflect a satisfactory operation of the Programmes.
- 4.7.2 The Panel also reviewed the following information and documents with regard to on-going monitoring and review of the Programmes:
- (a) Minutes of Programme Committee Meetings;
 - (b) Minutes of Staff-Student Liaison Meetings;
 - (c) External Examiners' Reports for AY2017/18 to AY2019/20;
 - (d) Collaborative Course Quality Enhancement and Monitoring (CCQEM) Reports for 2018 and 2019;
 - (e) Summary of Employment Survey for Graduates for 2018 and 2019; and

(f) Student Feedback Questionnaire (SFQ) Results for
AY2017/18 to AY2019/20.

- 4.7.3 The Panel noted that various measures and opportunities, both formally and informally, were in place to collect feedback from students. When meeting with student representatives during the site visit, the Panel learnt that some of them were unaware of such mechanisms and opportunities. Student voice is a central component to ensure the overall quality and continuous improvement of the Programmes. The Panel **recommended** that the Operator should strengthen the mechanisms to both communicate with and collect feedback from students, for continuous improvement of the Programmes.
- 4.7.4 Notwithstanding the above recommendation, the Panel considered that the Operator has monitored and reviewed the development and performance of the Programmes on an on-going basis to ensure effectiveness of the programme contents, activities, assessments and relevant activities.

**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: 100/19/12
24 June 2021
JoH/SF/WmW/et

Appendix

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

**Learning Programme Re-accreditation for
BA (Hons) International Marketing
BA (Hons) Media**

15 - 16 April 2021

Panel Membership

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