



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 OF CONTINUING AND PROFESSIONAL
EDUCATION, CITY UNIVERSITY OF HONG KONG**

AND

DE MONTFORT UNIVERSITY

LEARNING PROGRAMME RE-ACCREDITATION

**BA (HONS) PUBLIC ADMINISTRATION AND
MANAGEMENT**

FEBRUARY 2022

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Appendix HKCAAVQ Panel Membership

1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA734), 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 of Continuing and Professional Education, City University of Hong Kong (CityU SCOPE) and De Montfort University (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 programme of School of Continuing and Professional Education, City University of Hong Kong and De Montfort University (jointly as the Operator) meets the stated objectives and Hong Kong Qualifications Framework (HKQF) standard and can continued to be offered as an accredited programme.

BA (Hons) Public Administration and Management
Non-local Courses Registry Registration Number¹: 450284

- (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) Public Administration and Management programme (the Programme) meets the stated objectives and HKQF standard at Level 5 and can continue to be offered as an accredited programme 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

¹ NCR Registration / Reference number: the number assigned by the Non-local Courses Registry (NCR) under the Non-local Higher and Professional Education (Regulation) Ordinance, to registered / exempted courses respectively.

of the validity period. Applications will be considered on a case-by-case basis.

2.3 The determinations on the Programme are specified as follows:

Name of Local Operator	School of Continuing and Professional Education, City University of Hong Kong 香港城市大學專業進修學院
Name of Non-local Operator	De Montfort University
Name of Award Granting Body	De Montfort University
Title of Learning Programme*	BA (Hons) Public Administration and Management 公共行政及管理榮譽文學士
Title of Qualification [Exit Award]*	BA (Hons) Public Administration and Management 公共行政及管理榮譽文學士
Primary Area of Study and Training	Social Science
Sub-area (Primary Area of Study and Training)	Social and Behavioural Sciences
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
HKQF Level	Level 5
HKQF Credits	Full-time (Year 1 entry): 360 credits Full-time (Top-up entry): 180/195/210 credits Part-time (Top-up entry): 180/195/210 credits
Mode(s) of Delivery and Programme Length	Full-time (Year 1 entry): 3 years Full-time (Top-up entry): 1 year Part-time (Top-up entry): 2 years
Start Date of Validity Period	1 August 2022

End Date of Validity Period	31 July 2026
Number of Enrolment(s)	One enrolment per year
Maximum Number of New Students	Full-time (Year 1 entry): 80 per year Full-time (Top-up entry): 90 per year Part-time (Top-up entry): 180 per year
Address of Teaching / Training Venues²	(1) City University of Hong Kong, Tat Chee Avenue, Kowloon Tong, Kowloon (2) CityU SCOPE Tsim Sha Tsui East Learning Centre, UG2/F & UG3/F Chinachem Golden Plaza, 77 Mody Road, Tsim Sha Tsui East, Kowloon

2.4 Recommendations

HKCAAVQ offers the following recommendations for continuous improvement of the Programme.

- 2.4.1 The Operator should conduct a regular review of the market situation and consider a more proportionate projection of intended enrolment based on recent and current enrolment data (para. 4.2.6).
- 2.4.2 The Operator should undertake a close review of the curriculum with regard to research methods teaching and learning to ensure coherence and that its focus is appropriate to industry needs for evidence-informed critically reflective practitioners (para. 4.4.3).
- 2.4.3 The Operator should undertake some broad curriculum review to ensure that teaching, learning and assessment optimise opportunities to promote critical thinking and reflective practice (para. 4.4.9).
- 2.4.4 The Operator should review their staffing plan and develop a regular review mechanism to consider an appropriate proportion of full-time/part-time (FT/PT) teachers in order to provide the needed range of teaching and learning supports to students (para. 4.5.4).

² All classes of the Programme will only be conducted in these premises which meet the approved premises criteria under section 5 of Cap. 493B

- 2.4.5 The Operator should review the staff development plan to ensure that teaching staff have the opportunity to not only enhance their practical teaching skills but develop their intellectual capacities through scholarly activities as well, in order to ensure the academic quality of the teaching is well-maintained in the long run (para. 4.5.5).

2.5 **Advice**

HKCAAVQ also offers the following advice for continuous improvement of the Programme.

- 2.5.1 The Panel advised the Operator to review the existing programme structure and content and consider if any relevant module(s) can be adjusted to address the element of international relations (para. 4.3.2).

- 2.6 HKCAAVQ will subsequently satisfy itself whether the Operator remains competent to achieve the relevant objectives and the Programme continues 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 of Continuing and Professional Education, City University of Hong Kong (CityU SCOPE) is an academic unit of the City University of Hong Kong (CityU) but operating on a self-financing basis serving the lifelong learning needs of the community. Since 1992, CityU SCOPE has been offering top-up degree programmes in collaboration with non-local universities.
- 3.2 De Montfort University (DMU) was established in the 1870s as a college of art and technology in the United Kingdom (UK) and was granted the university title and degree-awarding power in 1992 under the *Further and Higher Education Act* (1992) of the UK.

- 3.3 The CityU SCOPE-DMU collaborative partnership started in 1995 initially with a top-up degree in Public Administration and Management (BAPAM). The Programme was first accredited by HKCAAVQ in 2014 for a validity period of four years was later developed into a full-time 3-year degree programme starting in 2018. After successful re-accreditation in 2018, CityU SCOPE currently admits students to the Programme through 3 routes: a full-time 3-year degree, a full-time 1-year top-up degree, and a part-time 2-year top-up degree entries.
- 3.4 The Operator commissioned HKCAAVQ to conduct a Learning Programme Re-Accreditation (re-LPA) for the Programme. HKCAAVQ formed an expert Panel for this re-LPA exercise (Panel Membership at **Appendix**). In view of the Coronavirus Disease (COVID-19) outbreak, the site visit was conducted via video conference from 16 to 17 December 2021 to reduce social contact. HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework (Version 1.2, November 2020)* was the guiding document for the Operator and the Panel in conducting this exercise.

4. PANEL'S DELIBERATIONS

The following presents the Panel's deliberations on a range of issues pertinent to its major findings. For aspects of the accreditation standards where no observations are made they are considered to be appropriately addressed by the Operator.

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 Panel noted that the Programme Objectives (POs) and Programme Intended Learning Outcomes (PILOs) remain unchanged since the Programme was re-accredited in 2018. The Programme is designed for students to obtain detailed knowledge and a critical understanding of key issues associated with public administration and management, including the linkage between political developments at the global, national and local levels and the

implication of managing these pressures in the public administration arena.

4.1.2 The Programme Objectives (POs) are as follows:

PO1	To provide students with a critical understanding of the key issues and concerns in the study of public administration and management;
PO2	To develop the analytical, critical communication and presentational skills of students to an appropriate level in the context of their study of public administration and management;
PO3	To provide a challenging learning environment which enables students to develop and apply their own perspectives to their studies in the context of the elements of the programme studied;
PO4	To enable students to develop specialist knowledge in specific areas relating to the broad themes of the programme;
PO5	To enhance students' transferable skills and, thereby, their future employment prospects.

4.1.3 Upon completion of the Programme, students are expected to achieve the following Programme Intended Learning Outcomes (PILOs):

Knowledge and Understanding (KU)

KU1	Demonstrate knowledge and a critical understanding of the significance of politics and public administration.
KU2	Recognise how to apply concepts, theories and methods used in the study of politics and public administration to public policy making and the efficient management and delivery of public services.
KU3	Demonstrate knowledge and understanding of different political and administrative systems, the nature and distribution of power in them; the social, economic, historical and cultural contexts within which they operate, and the relationships between them.
KU4	Through placement and academic study, understand the integration of theoretical and practical perspectives in public administration and management.

Cognitive Skills (CS)

CS1	Demonstrate research skills. This will involve being able to identify assumptions and evaluate statements in terms of evidence to detect false logic or reasoning, identify implicit values, define terms adequately and to generalise appropriately.
CS2	Demonstrate analytical skills. This will involve being able to undertake reviews of relevant literature and to synthesise the evidence collected.
CS3	Display evaluative skills. This will involve being able to construct fair, coherent and convincing arguments utilising relevant literature.
CS4	Perform problem-solving skills. This will involve being able to address problems and identify appropriate solutions in a systematic, creative and constructive manner and to demonstrate originality in tackling and solving problems.

Subject Specific Skills (SS)

SS1	Identify, locate and compile information from a wide range of sources in a coherent manner and provide references according to accepted academic conventions.
SS2	Use methods and theoretical approaches to analyse and critique the study of public administration and management.
SS3	Undertake independent investigation in planning and undertaking tasks.
SS4	Use relevant skills in your employment, further study and daily life.

Key Skills (TS)

KS1	Communicate effectively, both orally and writing, using a range of approaches relevant to the study of public administration and management, such as presentations and essays.
KS2	To be able to work independently with increasing self-confidence and to reflect upon the process of learning and to be able to work within a group, to learn from others and to lead an activity.
KS3	Display an ability to engage in self-directed study, to manage time effectively and to evaluate the performance of oneself and others.
KS4	Apply analytical, critical and communication skills so as to be able to convey ideas and to sustain arguments effectively both orally and in written form.

- 4.1.4 In response to the recommendation from the Panel in the 2018 re-LPA exercise, stating that “*The Operator should conduct a competitor analysis to analyse and compare similar programmes offered in Hong Kong in order to identify the market niche of the Programme.*”, the Operator has made a comparison between the Programme and two other similar top-up programmes offered by the Hong Kong Baptist University and the Hong Kong Metropolitan University. The Operator indicated that the Programme is leading ahead in terms of competitiveness built on the brand name, students’ word of mouth, public recognition and scale of operation.
- 4.1.5 From the accreditation documents and discussion with the Senior Management, the Panel noted that the Operator had secured the following professional recognition of the Programme:
- (a) Graduates of housing specialisation are eligible to apply for the Charter Institute of Housing (CIH) Chartered Membership subject to fulfilment of relevant professional experience requirement;
 - (b) Students can become student members of Hong Kong College of Community Health Practitioners (HKCCHP) and advance to Associate Fellowship upon graduation; and
 - (c) Students can also apply to become Associates of the Hong Kong College of Health Service Executives (HKCHSE) and have access to all seminars, workshops and activities of the HKCHSE.
- 4.1.6 The Operator provided the following documents to demonstrate that the Programme continues to meet the HKQF standard at Level 5:
- (a) Mapping of the modules and the PILOs;
 - (b) Mapping of the PILOs and the Generic Level Descriptors (GLD) at HKQF Levels 4 and 5; and
 - (c) *Module Specification* of each module including summary information such as module description, indicative content, learning outcomes, expected methods of delivery, indicative reading list, and assessment methods and their weightings.
- 4.1.7 In response to the Panel’s request, the Operator provided the following documents and information to demonstrate the

effectiveness of the achievement of learning outcomes and the assessment standard:

- (a) The External Examiner reports for (i) overall programme and (ii) housing modules from 2017/18 to 2019/20;
- (b) Samples of assessment rubrics and marked assessment at the high, medium and low performance of three modules;
- (c) The Annual Programme Reports from 2017/18 to 2019/20; and
- (d) Reports of Graduate Surveys for full-time (top-up entry) and part-time (top-up entry) students of the Programme from 2017/18 to 2019/20.

4.1.8 Having reviewed the above information and the comments of the external examiners, the Panel made the following observations and comments:

- (a) For full-time (top-up entry), the graduation rate was 90% for students admitted in the 2017/18 cohort and 100% for students admitted in the 2018/19 cohort. For part-time (top-up entry), the graduation rate was 95% for students admitted in the 2017/18 cohort, and 84% for students admitted in the 2018/19 cohort.
- (b) The Graduate Survey Reports of full-time (top-up entry) and part-time (top-up entry) students conducted in October 2018 and October 2019 focused on top-up entry routes only. The October 2019 report indicated that the employment rate of the graduates of the full-time (top-up entry) and the part-time (top-up entry) was 73% (including full-time and part-time employment) and 88%, respectively. They are mainly employed in the fields of social community services, welfare, public relations and property management. Two full-time (top-up entry) and two part-time (top-up entry) graduates of the Programme pursue further studies for master's degrees or other degree programmes. Due to the outbreak of pandemic, the response rates for 2020 graduates of both full-time (top-up entry) and part-time (top-up entry) were at a record low, with just about 1 out of 19 students and 20 out of 136 students, respectively.
- (c) The external examiner confirmed in the reports that (i) the Programme meets the expectations set out in the Frameworks for Higher Education Qualifications (FHEQ) and the Politics

and International Studies Benchmark statement; (ii) the Programme provides appropriate educational content that is comparable to that found in equivalent provision. Students are provided with a range of learning opportunities through which they can develop their knowledge, understanding and skills, and these are tested through an appropriate range of assessments; (iii) the Programme is a solid and well-developed programme that works effectively for Hong Kong public service professionals or those wishing to join the service.

- (d) The assessment tasks and the associated marking schemes were appropriate for assessing the learning outcome.
- (e) The marked assessment demonstrated the attainment of learning outcomes at HKQF Level 5.

4.1.9 From the discussion with the students and graduates during the site visit, the Panel noted, for example, that one graduate, who has completed the full-time (360 credits) programme, found the Programme helpful as a good investment for his future career as a civil servant. Other students considered the Programme useful in preparing them with public services and administration knowledge. During the discussion with external stakeholders, one external employer commended that graduates are equipped with policy-making skills and could tackle problems in public sectors with good communication and research skills. Another employer also said most of the graduates could apply their management skills in the field of property management.

4.1.10 In consideration of the above information, the Panel formed the view that the Programme has achieved its POs and PILOs as a whole, the relevant QF standards have been met, and the evidence presented on graduate pathways reflects that the Programme is in general fit for purpose in the Hong Kong context.

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 minimum admission requirements of the Programme as follows:

Year 1 entry (Full-time)

- (a) Applicants with a total score of 15 or above in five HKDSE subjects, including the English Language at Level 3 and no subject below Level 2; or
- (b) Applicants successfully completed the “the Diploma in International Degree Foundation³ offered by CityU SCOPE; or
- (c) Equivalent qualifications.

Top-up entry (Full-time and Part-time)

Route 1 (180 credits)

- (a) Associate Degree/ Higher Diploma in Public Administration and Management, Social Science or equivalent qualification;

Route 2 (195 / 210 credits)

- (b) Associate Degree/ Higher Diploma in disciplines other than Public Administration and Management, and Social Science or equivalent.

- 4.2.2 The Panel noted from the accreditation documents that the following admission requirements apply to different applicants:

- (a) Applicants with sub-degrees from non-social science backgrounds will enter Route 2 (195/ 210 credits). Admitted students will be required to take one or two additional (bridging) modules offered by CityU SCOPE to lay the necessary foundation to proceed onto the Programme. Students who have studied research methods in their Associate Degree/ Higher Diploma (AD/HD) studies are required to take one bridging module, *PAMG2412 Fundamentals of Public Administration: Theory* (195 credits), and for those who have not studied research methods before, they have to take *PAMG2412* together with *PAMG2513 Political Research in Action* (210 credits).

³ The “Diploma in International Degree Foundation” programme targets to admit HKDSE holders with at least five subjects at Level 2 including English Language or equivalent qualifications. The programme is recognised as HKQF Level 4. For more details, please see <http://www.scope.edu/DIDF>.

- (b) For admission to Housing Specialisation of BAPAM top-up degree programme (part-time only), apart from satisfying the general admission requirements, applicants must fulfil the academic requirements of practitioner membership of Chartered Institute of Housing. Equivalent qualifications will also be considered on a case-by-case basis.
- (c) Applicants with a post-secondary qualification and at least three years of relevant work experience will be considered on a case-by-case basis for admission to the top-up degree programme.
- (d) In all cases, students are required to have an overall IELTS score of 6.5 or equivalent. However, this requirement is waived for students who hold sub-degree qualifications which were taught in English.

4.2.3 The local admission team, consisting of the Programme Leader, Deputy Programme Leader and Programme Officer, is responsible for initial screening the applicants to assess whether they meet the minimum entry requirement according to the admission criteria and process approved by DMU. Marginal/ non-standard applicants have to attend an admission interview to assess their English proficiency, personal attitude, motivation and knowledge in current affairs. Admission tutors at CityU SCOPE will make recommendations to the DMU programme leader, reviewing the recommendations and commenting on the admissions to ensure consistency in the recruitment standards for students studying in the UK and Hong Kong. All admissions have to be reviewed and approved by DMU. The Panel reviewed the profiles and considered students admitted from 2018 to 2020 met the admission standards. The Operator confirmed that (a) no marginal or non-standard admission case had been passed to DMU for final approval since the last accreditation and (b) the maximum number of new students admitted via non-standard route would be capped at 5% on a programme level and 3% on an institutional level.

4.2.4 According to the DMU's undergraduate regulations⁴, the Operator indicated that the approval arrangement of accreditation of prior achievement (APA) remains the same as in the previous re-LPA in 2018. However, the Panel noted a new arrangement of credit transfer of CityU SCOPE certificate for the Programme. Holders of a newly

⁴ <https://www.dmu.ac.uk/about-dmu/quality-management-and-policy/academic-quality/academic-regulations-assessment-boards/the-rpl-process.aspx>

introduced 30-hour Certificate for Module in the Basics of Public Administration and Management (the Certificate) can apply for credit transfer for the module *PAMG2412 Fundamentals of Public Administration: Theory* if they proceed onto the BAPAM top-up degree (195- or 210-credit route). The Operator explained that the introduction of this Certificate is in response to feedback from students and the public sectors, which express a desire for a short course that provides solid training on public administration and management for their staff. In a written response to the Panel's request for justification of using this Certificate for credit transfer to the bridging module *PAMG 2412*, the Operator provided (a) mapping of the Certificate with the module *PAMG2412*, which has been scrutinised and approved by the DMU module leader and external examiner (EE) for their comparability; and (b) the DMU approval record on the RPL on the Certificate in February 2021. The Panel reviewed the mapping and the approval document and considered the arrangement is acceptable.

- 4.2.5 The Operator provided to the Panel the yearly student intake of the Programme since the last accreditation and the proposed maximum numbers of new students in the coming five academic years. The Operator also indicated that the breakeven and the minimum number of students for the Programme remains unchanged.

Yearly student intake since the last accreditation

Academic Year	2018/19	2019/20	2020/21
Year 1 (Full degree programme)	15	15	N/A
Full-time top-up	22	19	22
Part-time top-up	154	159	135
Note: FTE – Full-Time Equivalent			
Total	191	193	157

Proposed maximum of new students in the coming five academic years.

Academic Year	Current year (2021/22)	2022/23	2023/24	2024/25	2025/26
Year 1 (Full degree)	80	80	80	80	80
Full-time Top-up	90	90	90	90	90
Part-time Top-up	180	180	180	180	180
Total	350	350	350	350	350

- 4.2.6 The Panel noted that the proposed maximum numbers of new students for each entry route remain the same since the last accreditation. However, the Operator did not operate the full degree programme in the academic year of 2020/21 and has temporarily stopped admitting students for 2021-22. The Operator explained that no admission for full-time year one students for 2020/21 and 2021/22 was due to a decrease in HKDSE student population and keen competition from University Grants Committee (UGC) degree programmes for a shrinking pool of applicants. CityU SCOPE's financial consideration in running the BAPAM full degree programme in view of the reduced acceptance ratio also led to the scheme's temporary suspension. At the site visit, the Panel requested the Operator to share their plans to handle under-enrolment in the future. The Panel also asked if the Operator had any intention to scale down the full-time student enrolment quota from 80 and 90 students for full degree and full-time top-up entry-routes, respectively. During the discussion with senior management, DMU representatives re-emphasised that they have been closely monitoring the application and enrolment progress. They considered student enrolment (no matter which entry-route) of the Programme as a whole, and DMU's commitment to the Programme remains firm as they believe the part-time top-up entry-route could still attract a sizable pool of applicants. They also considered that the new arrangement regarding additional professional recognition, mentioned in Paragraph 4.1.5, could expand the market by attracting more students working in or hoping to join the health and social care field. The Operator also emphasised adopting new marketing strategies in the coming academic years. The Panel noted that CityU SCOPE and DMU have mutually agreed on the minimum numbers of students for commencement of new cohorts and have a mechanism to deal with under-enrolment as outlined in para 4.6.4. While understanding the Operator's commitment to conduct on-going review of their marketing strategies to improve the application and enrolment situation, the Panel was still of the view that the recruitment situation reflected the existence of the market demand of the Programme and opined that scaling down the intake number of full-time (for both Year 1 entry and top-up entry) should be considered. The Panel **recommended** that the Operator should conduct a regular review of the market situation and consider a more proportionate projection of intended enrolment based on recent and current enrolment data.
- 4.2.7 Notwithstanding the above recommendation, the Panel formed the view that the minimum admission requirements are effective for recruiting students with the necessary skills and knowledge 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 full Programme consists of 360 credits. Students admitted via Year 1 entry are required to complete 360 credits in a full-time mode for three years. Students admitted via top-up entry are required to complete 180 to 210 credits depending on the exemptions approved in a full-time mode for one year or part-time mode for two years. The Programme structure, with all modules, remains unchanged since the last re-accreditation, is as follows:

Module title	Core/ Elective	Contact hours	UK/ QF Credit	Full degree module	Top-up module	HKQF level
PAMG1104 Introduction to Politics	Core	78	30	✓		4
PAMG1105 Introduction to Globalisation	Core	78	30	✓		4
PAMG1106 Local Government and Politics	Core	78	30	✓		4
PAMG1107 Introduction to Public Administration and Management	Core	39	15	✓		4
PAMG1108 Introduction to Work and Organisations	Core	39	15	✓		4
Total no. of credits for DMU level 4 modules			120			
PAMG 2402 Governance	Core	78	30	✓		4
PAMG 2412 Fundamentals of Public Administration: Theory	Core	39	15	✓		5
PAMG 2513 Political Research in Action	Core	39	15	✓		5
PAMG 2424 Experiential Workshops	Core	36	15	✓	✓	5
PAMG 2501 Political Thought and Analysis	Core	39	15	✓	✓	5
PAMG 2506 Government and Business	Core	39	15	✓	✓	5
PAMG 2509 The Making of a Global World	Core	39	15	✓	✓	5
Total no. of credits for DMU level 5 modules			120			

PAMG3401 Public Policy Making	Core	78	30	✓	✓	5
PAMG3423 Managing the Public Sector	Core	39	15	✓	✓	5
PAMG3402 Public Sector Strategic Management	Core	39	15	✓	✓	5
Students take two of the following elective modules (a total of 60 credits)						
PAMG3420 Government and Policy in China	Elective	78	30	✓	✓	5
PAMG3504 Managing the Environment	Elective	78	30	✓	✓	5
PAMG3000 Dissertation	Elective	24	30	✓	✓	5
PAMG3406 Health Strategy and Management	Elective	78	30	✓	✓	5
Housing Specialisation (only available for part-time top-up students, students need to take all four modules below)						
PAMG3005 Housing Policy Making	Core for Housing specialisation	39	15		✓ (PT top-up only)	5
PAMG3501 Property Management and Real Estate		39	15			5
PAMG3502 Finance and Housing Markets		39	15			5
PAMG3503 Planning and Sustainability		39	15			5
Total no. of credits for DMU level 6 modules			120			
Total no. of UK/QF credits: 360 UK/QF credits						

* Note: AD/ HD holders from non-social science background (Route 2, 195/ 210 credits) will be required to complete additional modules on public administration (PAMG2412 Fundamentals of Public Administration: Theory), social research (PAMG2513 Political Research in Action).

4.3.2 In the meeting with the external stakeholders, one external examiner indicated the growing importance of international relations to the disciplinary field of administration and management in a global world. Concurring with the external examiner's view, the Operator is **advised** to review the existing programme structure and content and consider if any relevant module(s) can be adjusted to address the element of international relations.

4.3.3 In consideration of the accreditation documents and the discussion at the site visit, the Panel held the view that the structure and content of the Programme remain effective in enabling students to achieve the stated learning outcomes and meet the programme objectives.

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 Programme employs a range of teaching and learning activities, such as lectures, seminars/ tutorials, class discussion, projects, case studies and experiential exercise. The medium of instruction of the Programme is English. The maximum class size for a typical lecture and a typical tutorial is 200 students and 30 students, respectively. The Operator provided the *Module template*, which includes summary information such as module descriptions, indicative contents, learning outcomes, expected delivery methods, assessment methods and their weightings and an indicative reading list, of each module to the Panel.
- 4.4.2 The modules delivered in the Programme are contextualised to fit the Hong Kong situation well but remain comparable to those validated at DMU in every other respect. While many of the recommended texts are international in nature (including the UK), local case studies and examples are included in delivering relevant modules.
- 4.4.3 The Panel noted that several modules claimed to have research elements. However, in the module *PAMG2513 Political Research in Action*, the connection of research with administration and management is not apparent; and (b) the module content of *PAMG2402 Governance* includes research, but this is not reflected in the indicative content. Also, the dissertation module seemed not well articulated in relation to these other modules containing research teaching. The Panel considered that the delivery of research methods teaching and learning is variously located across the curriculum and **recommended** the Operator should undertake a close review of the curriculum with regard to research methods teaching and learning to ensure coherence and that its focus is appropriate to industry needs for evidence-informed critically reflective practitioners.
- 4.4.4 In response to the recommendations made in the HKCAAVQ Accreditation Report (2018) for continuous improvement of the Programme, the Operator had taken the following actions:
 - (a) Introduce a Dissertation Handbook to provide students with systematic guidelines on preparing and assessing a

dissertation to ensure comparability among students and clear direction for supervisors and students;

- (b) Standardise the module templates and provide students with essential and consistent information of each module by using module handbooks for all modules; and
- (c) Strengthen the DMU involvement in the Programme by appointing a Link Tutor and facilitating some module teaching. The Operator informed the Panel that DMU has helped in (i) providing module materials, e.g. *PAMG 2402 Governance*, (ii) discussion and sharing among DMU and local module leaders.

4.4.5 The Programme adopts various assessment methods, such as essays, portfolios, case studies, projects, presentations, tests and examinations to assess students' attainment of the intended learning outcomes. The assessment methods of each module are shown in the *Module template*. The Panel noted that assessment decisions are made in accordance with predefined assessment criteria. Consistency and fairness in marking are achieved through internal and external moderation processes. All assessment marks and results are provisional until confirmed by the Assessment Board. The Panel considered that there are clear policies for modification of assessments and moderation of assessment outcomes.

4.4.6 The Operator provided the Panel with the pass rate, average score and grade distribution of each module in 2018, 2019 and 2020. In response to Panel's request, the Operator also provided samples of marked student coursework and examination scripts of high, medium and low performance from three modules: (i) *PAMG 2424 Experiential Workshops*, (ii) *PAMG 3401 Public Policy Making and* (iii) *PAMG 3000 Dissertation* along with the associated assessment papers and marking scheme/ assessment rubrics.

The Panel was informed that the Programme uses extensive moderation procedures, which involve a second marking procedure, and final recommendations will be sent to the DMU programme leader to ensure consistency of standards between students at CityU SCOPE and those at DMU. Assessment will also be passed to external examiners to ensure the standards are consistent with equivalent degrees operating at other institutions.

4.4.7 The weighting of assessment components of all modules remain unchanged since the last accreditation. The Assessment Scheme of the whole Programme is listed below.

Module Code	Module Title	Assessment					
		Method 1	%	Method 2	%	Method 3	%
PAMG1104	Introduction of Politics	Essay	20	Presentation	30	Unseen Examination	50
PAMG1105	Introduction to Globalisation	Essay 1	35	Essay 2	35	Journal	30
PAMG1106	Local Government and Politics	Group Essay	50	Individual Report	50	-	-
PAMG1107	Introduction to Public Administration and Management	Group Essay	50	Unseen Examination	50	-	-
PAMG1108	Introduction to Work and Organisations	Multiple Choice Test	40	Individual Essay	60	-	-
PAMG2402	Governance	Seminar with Presentation	10	Essay	50	Unseen Examination	40
PAMG2513	Political Research in Action	Multiple Choice Test	50	Individual Research Report	50	-	-
PAMG2412	Fundamentals of Public Administration: Theory	Reflective Journal	40	Essay	60		
PAMG2501	Political Thought and Analysis	Essay	50	Unseen Examination	50	-	-
PAMG2509	The Making of a Global World	Essay	50	Unseen Examination	50	-	-
PAMG2424	Experiential Workshops	Reflective Paper	30	Case Study	70		
PAMG2506	Government and Business	Essay	50	Unseen Examination	50	-	-
PAMG3401	Public Policy Making	Essay	45	Course Work	10	Group Work	45
PAMG3423	Managing the Public Sector	Essay	50	Unseen Examination	50	-	-
PAMG3402	Public Sector Strategic Management	Essay	50	Unseen Examination	50	-	-
PAMG3420	Government and Policy in China	Essay	50	Unseen Examination	50	-	-
PAMG3504	Managing the Environment	Essay	30	Present and Report	20	Unseen Examination	50
PAMG3000	Dissertation	Progress Report	20	Dissertation	80	-	-
PAMG3406	Health Strategy and Management	Group Presentation and Individual Report	15	Essay	35	Unseen Examination	50

PAMG3501	Property Management and Real Estate	Report	50	Essay	50	-	-
PAMG3502	Finance and Housing Markets	Report	50	Essay	50	-	-
PAMG3503	Planning and Sustainability	Report	50	Group Essay	50	-	-
PAMG3005	Housing Policy Making	Report	50	Reflective Assignment	50	-	-

4.4.8 To assure and enhance the quality of teaching and learning, an online *Teaching and Learning Questionnaire (TLQ)* was used to collect feedback from students. The Operator provided to the Panel a sample of TLQ, a summary of student feedback scores for 2017/18, 2018/19 and 2019/20, and the measures in place to increase the response rate of TLQ. The aggregate scores of the TLQ for the past three years were around 5.59 to 5.71 out of 7.

4.4.9 From the External Examiners' reports and the discussion with external examiners, the Panel noted that those students achieving lower classification in their marked assignments generally had less developed analytical skills; and their knowledge in applying skills in critical thinking is limited. Although the accreditation document has highlighted the use of group essay assignments to encourage students' engagement in (i) defining the topic area; (ii) doing research, (iii) writing parts of the assignment; (iv) checking over and editing the assignment for consistency and coherence; and teachers also emphasised in the site visit that extra efforts had been made in helping students to be equipped with skills in critical thinking, the Panel considered (a) more attention could be directed to this aspect in the early months of learning so that students develop appropriate mental habits across their studies; and (b) more group work activities can be a useful medium for the development of constructive critical skills. The Panel **recommended** that the Operator should undertake some broad curriculum review to ensure that teaching, learning and assessment optimise opportunities to promote critical thinking and reflective practice.

4.4.10 Notwithstanding the recommendations above, the Panel considered that the learning, teaching and assessment activities of the Programme have been effective in delivering the programme content and assessing students' attainment of the intended 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 There are 20 CityU SCOPE teaching staff (two full-time and 18 part-time) currently teaching the Programme⁵. The maximum teaching hours for each full-time academic staff are 15-16 hours per week for two semesters with 13 weeks per semester. The Panel reviewed the profiles of the teaching staff and noted that they all possess master's degrees, and 12 of them have doctoral qualifications.
- 4.5.2 The Panel was provided with the minimum appointment criteria and the profiles of the management and teaching staff of the Programme at different ranks for the local and non-local Operators. The Panel was informed that the appointment of the teaching staff is subject to the final approval of DMU. Having reviewed the profiles of the management and teaching staff, the Panel considered that they have relevant qualifications and experience to manage and teach the Programme.
- 4.5.3 During the site visit, the Panel also met and discussed with the Programme Management team and teaching staff from CityU SCOPE and DMU on their roles and responsibilities in the Programme, as well as their collaboration in developing the module content and delivering the learning and teaching activities. The Panel noted that except for the module Experiential Workshop, which involves DMU staff in some sessions, all the teaching, learning and assessment activities are conducted by the CityU SCOPE teachers. Teachers' teaching performance is reviewed by class observation and assessed by TLQ scores. CityU SCOPE submits feedback on teaching staff to DMU during the Programme Management Board meetings, and DMU provides corresponding staff development and enhancement support to staff if necessary.
- 4.5.4 In a written response, the Operator indicated that, although the full-time/ part-time teacher ratio in 2021/22 is 3:18 as compared to that

⁵ Refer to the revised Appendix 11 of the accreditation documents.

of 6:17 in 2018 due to staff retirement, the current programme is manageable. They did not find that the current ratio has disadvantaged students based on their TLQ scores. Instead, they considered the engagement of part-time teachers, with the majority as practitioners in the industry, in teaching is beneficial to the exposure and development of students. Although the student and graduate representatives concurred with the benefit at the site visit, the Panel expressed that heavy reliance on the part-time teaching staff for the delivery of the Programme might adversely affect the consistency of implementing the original programme objectives. In response, the Operator restated their emphasis on academic training of the Programme, and their programme objectives remain unchanged and reassured the Panel that they would have a regular review of the staffing plan according to the recruitment situation and deploy additional staff, like hiring a full-time coordinator, to maintain the quality delivery of the Programme. Considering the importance of providing adequate tutorial support to all students, especially if intake increases after the planned marketing strategies, the Panel **recommended** that the Operator should review their staffing plan and develop a regular review mechanism to consider an appropriate proportion of FT/PT teachers in order to provide the needed range of teaching and learning supports to students.

- 4.5.5 The Panel reviewed the staff development plan for 2021/22 and lists of activities individual CityU SCOPE teaching staff participated in from 2017/18 to 2021/22. The Panel was told that CityU SCOPE staff were encouraged to participate in the teaching development and learning events conducted by DMU. 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 enhance their pedagogical skills. When the Panel asked teaching staff's engagement in scholarly activities, the Operator said full-time academic staff of CityU SCOPE are provided with funding for self-initiated professional development activities and attending conferences. CityU SCOPE does not have a mandatory policy on teachers' engagement in scholarly activities, and individual teachers engage in these activities voluntarily. The Panel considered that it is essential for teaching staff to develop their intellectual capacities via scholarly activities and not just focus on improving practical teaching skills. The Panel **recommended** that the Operator should review the staff development plan to ensure that teaching staff have the opportunity to not only enhance their practical teaching skills but develop their intellectual capacities through scholarly activities as well, in order to ensure the academic quality of the teaching is well-maintained in the long run.

- 4.5.6 Notwithstanding the above recommendations, the Panel was of the view that the Operator has staff with appropriate qualifications, experience and expertise necessary for effective management and delivery of the Programme.

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 delivery of the Programme utilises facilities located in two campuses, namely City University of Hong Kong main campus and CityU SCOPE Tsim Sha Tsui East Learning Centre. As the site visit was conducted via video conference, instead of having a physical visit to the campuses, the Operator prepared virtual tour links for both campuses, highlighting the facilities and online learning resources available at CityU SCOPE to the Panel. The Panel noted that during the COVID-19 pandemic, classes were conducted via the online platform, and all exams had to be replaced by individual assignments considered and approved by DMU Link Tutor and External Examiners. Teachers provided sufficient time and guidance to students to complete their assignments.
- 4.6.2 To enhance learning, CityU SCOPE provides a wide variety of learning support services, such as a personal tutor system, student orientation and handbook, study skill training, English Language Enhancement Programme to CityU SCOPE students. In addition, the Student Development Unit also provides (a) six domains of services to students, including personal development; career and employment; student counselling; student scholarships; students activities; physical education and sports; as well as school-based reward and incentive; and (b) two training schemes: leadership development scheme and student career scheme to enhance their personal and social growth. During the discussion with some student and graduate representatives of the Programme, the Panel noted that their views towards their learning experience and the Operator's learning resources and support services are generally positive.
- 4.6.3 Regarding the provision of library services and other physical facilities, the Operator stated that students have access to both libraries of CityU and DMU and can access CityU's Computing Service Centre and Express Terminals in CityU Campus. The

programme team also updates the reading book lists after discussing with the DMU Link Tutor. In the meeting with students, the Panel was alerted to the possibility that part-time (top-up entry) students do not have equal access to tutorial support and library resources as their full-time counterparts. The Operator clarified that all students of the Programme have the same access rights to CityU and DMU library resources. However, their access rights are different from the students studying local UGC-funded degrees in CityU.

4.6.4 From the accreditation and documents and discussion with the senior management at the site visit, the Panel noted that DMU and CityU SCOPE have mutually agreed on the minimum number of students to commence new cohorts. They have a mechanism to deal with under-enrolment; they reserve the right to cancel the classes for insufficient enrolment, which is stipulated clearly in the related correspondences to the students. In any case, DMU and CityU SCOPE are dedicated to ensuring all continuing students would not be affected by the cancellation of any new cohorts throughout their normal study period. In the event of total closure of a programme, the programme would continue during a 'teach out', as described in the De Montfort University and City University of Hong Kong Collaboration Agreement (Reference No: 20190901B) between DMU and CityU SCOPE.

4.6.5 In consideration of the information above and the discussions at the site visit, the Panel was of the view that the Operator provided appropriate and sufficient resources for the learning, teaching and assessment activities of the Programme.

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 Operator provided to the Panel the following information to demonstrate that the Programme is monitored and reviewed on an on-going basis:

- (a) Flow diagrams and charts indicating the accountabilities for quality assurance (QA) under the collaboration between CityU SCOPE and DMU;

- (b) Samples of meeting minutes of the twice-yearly DMU meetings (Programme Management Board meetings) with students in July and November 2018, July and November 2019, and July and December 2020;
- (c) Summary of QA activities of the Programme;
- (d) Student feedback scores of the Teaching and Learning Questionnaire (TLQ) from November 2017 to October 2020;
- (e) Graduate Survey Results in 2018, 2019 and 2020;
- (f) Pass rate, average score of each module for full degree, full-time (top-up entry) and part-time (top-up entry) programmes in 2018-2021;
- (g) Retention rate, graduation rate, and award classification for graduates in 2017/18, 2018/19 and 2019/20;
- (h) Reports from the External Examiners for 2017/18, 2018/19 and 2019/20;
- (i) Annual Programme Reports (APR) by CityU SCOPE for 2017/18, 2018/19 and 2019/20;
- (j) Programme Appraisal and Enhancement (PAE) Forms by DMU for 2018/19 and 2019/20;
- (k) Collaborative Review Full Report by DMU in 2019; and
- (l) Review of UK Transnational Education in Hong Kong (Special Administration Region of China): DMU and CityU SCOPE by the Quality Assurance Agency (QAA) for Higher Education in the UK in 2018.

4.7.2 The Panel noted that the collaborative contract between CityU SCOPE and DMU for the Programme was approved to be updated and renewed up to 2023 after the Programme Collaborative Review conducted by DMU in April 2019. The review covered student admission, curriculum, teaching and learning, assessment and student performance, student support and guidance, quality assurance, resources and facilities, staffing and staff development. The Panel was also informed that both DMU and CityU SCOPE programme teams have close and regular communication through email communication, video-conference and Programme Management Board meetings. The Programme is reviewed periodically by the Department of Academic Quality (DAQ) and the Collaborative Periodic Review of DMU, Periodic Review by the Quality Assurance Agency (QAA) for Higher Education in the UK, and the Quality Assurance Team of CityU SCOPE. The Panel noted that before the COVID-19, DMU staff and students had regular visits to CityU SCOPE. The Panel noted that feedback processes are well established with multiple opportunities for students to provide their views, and the quality assurance processes are well-structured to ensure the academic standards of the Programme are comparable

to the home programmes at DMU. Besides, the Panel was told that CityU SCOPE programme leaders engaged fully in the Programme Appraisal and Enhancement (PAE) process and actions identified in the PAE would be monitored by the Link Tutor.

- 4.7.3 In consideration of the above information and the discussions at the site visit, the Panel considered that the Operator has monitored and reviewed the development and performance of the Programme on an on-going basis.

5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT

5.1 Variation and withdrawal of this Accreditation Report

- 5.1.1 This Accreditation Report is issued pursuant to section 5 of the AAVQO, and contains HKCAAVQ's substantive determination regarding the accreditation, including the validity period as well as any conditions and restrictions subject to which the determination is to have effect.
- 5.1.2 HKCAAVQ may subsequently decide to vary or withdraw this Accreditation Report if it is satisfied that any of the grounds set out in section 5 (2) of the AAVQO apply. This includes where HKCAAVQ is satisfied that the Operator is no longer competent to achieve the relevant objectives and/or the Programme no longer meets the standard to achieve the relevant objectives as claimed by the Operator (whether by reference to the Operator's failure to fulfil any conditions and/or comply with any restrictions stipulated in this Accreditation Report or otherwise) or where at any time during the validity period there has/have been substantial change(s) introduced by the Operator after HKCAAVQ has issued the accreditation report(s) to the Operator and which has/have not been approved by HKCAAVQ. Please refer to the '*Guidance Notes on Substantial Change to Accreditation Status*' in seeking approval for proposed changes. These Guidance Notes can be downloaded from the HKCAAVQ website.
- 5.1.3 If HKCAAVQ decides to vary or withdraw this Accreditation Report, it will give the Operator notice of such variation or withdrawal pursuant to section 5(4) of the AAVQO.

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

5.2 Appeals

- 5.2.1 If the Operator is aggrieved by the determination made in this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of this Accreditation Report.
- 5.2.2 If the Operator is aggrieved by a decision to vary or withdraw this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of the Notice of Withdrawal.
- 5.2.3 The Operator should be aware that a notice of variation or withdrawal of this Accreditation Report is not itself an accreditation report and the right to appeal against HKCAAVQ's substantive determination regarding accreditation arises only from this Accreditation Report.
- 5.2.4 Please refer to Cap. 592A (<http://www.legislation.gov.hk>) for the appeal rules. Details of the appeal procedure are contained in section 13 of the AAVQO and can be accessed from the QF website at <http://www.hkqf.gov.hk>.

5.3 Qualifications Register

- 5.3.1 Qualifications accredited by HKCAAVQ are eligible for entry into the Qualifications Register ("QR") at <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.

**School of Continuing and Professional Education, City University of Hong Kong
and De Montfort University**

**Learning Programme Re-accreditation for
BA (Hons) Public Administration and Management**

16 - 17 December 2021

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