



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**

**BSC (HONS) COMPUTING**

**March 2022**

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Appendix            HKCAAVQ Panel Membership

## **1. TERMS OF REFERENCE**

1.1 Based on the Service Agreement (No.: AA757), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (Cap. 592), was commissioned by School for Higher and Professional Education, Vocational Training Council and Coventry University (jointly as the Operator) to conduct a learning programme re-accreditation for BSc (Hons) Computing 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 for Higher and Professional Education, Vocational Training Council and Coventry University (the Operator) (Para. 2.1) meets the stated objectives and HKQF standards and can continue to be offered as an accredited programme; and

BSc (Hons) Computing  
Non-local Courses Registry, Registration Number: 252436

- (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 BSc (Hons) Computing (BScCOM) meets the stated objectives and QF standard at Level 5 and can continue to be offered as an accredited programme with a validity period of five 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 Programme are specified as follows:

<b>Name of Local Operator</b>	School for Higher and Professional Education, Vocational Training Council 職業訓練局 才晉高等教育學院
<b>Name of Non-local Operator</b>	Coventry University
<b>Name of Award Granting Body</b>	Coventry University
<b>Title of Learning Programme</b>	BSc (Hons) Computing
<b>Title of Qualification(s) [Exit Award(s)]</b>	BSc (Hons) Computing
<b>Primary Area of Study and Training</b>	Computer Science and Information Technology
<b>Sub-area (Primary Area of Study and Training)</b>	Computer Science and Information Technology
<b>Other Area of Study and Training</b>	Not applicable
<b>Sub-area (Other Area of Study and Training)</b>	Not applicable
<b>HKQF Level</b>	Level 5
<b>HKQF Credits</b>	140
<b>Mode(s) of Delivery and Programme Length</b>	Full-time, 1 year Part-time, 1 year and 2 months
<b>Start Date of Validity Period</b>	1 September 2022
<b>End Date of Validity Period</b>	31 August 2027

<b>Number of Enrolment(s)</b>	Full-time, one enrolment per year Part-time, one enrolment per year
<b>Maximum Number of New Students</b>	Full-time, 60 students per year Part-time, 60 students per year
<b>Address of Teaching / Training Venue(s)</b>	All Hong Kong Institute of Vocational Education (IVE)/ Hong Kong Design Institute (HKDI) Campuses:  <ol style="list-style-type: none"><li>1. Hong Kong Institute of Vocational Education (Sha Tin) 21 Yuen Wo Road, Sha Tin, New Territories <i>(Offering Site of BSc (Hons) Computing, full-time mode)</i></li> <li>2. Hong Kong Institute of Vocational Education (Chai Wan) 30 Shing Tai Road, Chai Wan, Hong Kong <i>(Offering Site of BSc (Hons) Computing, part-time mode)</i></li> <li>3. Hong Kong Institute of Vocational Education (Morrison Hill) 6 Oi Kwan Road, Wan Chai, Hong Kong</li> <li>4. Hong Kong Institute of Vocational Education (Kwun Tong) 25 Hiu Ming Street, Kwun Tong, Kowloon</li> <li>5. Hong Kong Institute of Vocational Education (Haking Wong) 702 Lai Chi Kok Road, Cheung Sha Wan, Kowloon</li> <li>6. Hong Kong Design Institute and Hong Kong Institute of Vocational Education (Lee Wai Lee) 3 King Ling Road, Tseung Kwan O, New Territories</li></ol>

	<p>7. Hong Kong Institute of Vocational Education (Tsing Yi) 20 Tsing Yi Road, Tsing Yi Island, New Territories</p> <p>8. Hong Kong Institute of Vocational Education (Tuen Mun) 18 Tsing Wun Road, Tuen Mun, New Territories</p> <p>9. Hong Kong Institute of Vocational Education (Kwai Chung) 20 Hing Shing Road, Kwai Chung, New Territories</p>
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- 2.4 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 for Higher and Professional Education (SHAPE) was established in September 2003 as a member institution of the Vocational Training Council (VTC). In AY2021/22, SHAPE collaborates with 11 overseas university partners to offer 49 accredited top-up degree programmes at HKQF Level 5 covering a range of academic disciplines.
- 3.2 The Coventry University (CU) was given degree awarding status under the United Kingdom Further and Higher Education Act (1992). CU is also granted the authority to approve programmes conducted at an external institution.
- 3.3 The partnership between Coventry University (CU) and the Vocational Training Council (VTC) was first established 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 years of collaboration, CU and the School for Higher and Professional Education (SHAPE) of the VTC renewed the Programme Approval Agreement in August 2012 for a term of six years to July 2018 and renewed it again for another six years until July 2024. In AY2021/22, ten collaborative programmes accredited by HKCAAVQ are offered under this partnership in a range of disciplines including business administration, international marketing, graphic design, media, and human biosciences.

- 3.4 For this Learning Programme Re-accreditation exercise, HKCAAVQ formed an expert Panel (Panel Membership in Appendix). Due to the outbreak of the Coronavirus Disease-2019 (COVID-19) pandemic, the site visit was conducted via video-conferencing from 12-13 January 2022 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.
- 3.5 In consideration of the Operator's track record established from previous accreditation exercises, information on the following aspects of the BScCOM programme was not required in accordance with HKCAAVQ's Differentiation Approach:

<b>Accreditation Standard</b>	<b>Information Not Required</b>
LPA-5 Programme Leadership and Staffing	Information on Staff development
LPA-6 Learning, Teaching and Enabling Resources/ Services	Information on Financial resources, physical resources and student support services
LPA-7 Programme Approval, Review and Quality Assurance	Information on Institute-wide QA processes and mechanisms

#### **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 BSc (Hons) Computing (BScCOM) is hosted by the School of Computing, Electronics and Mathematics, Faculty of Engineering, Environment and Computing, CU, UK and operated by SHAPE, VTC, Hong Kong.
- 4.1.2 The Programme is positioned as an applied programme that is strongly vocationally driven by the current needs of the industry. The Programme aims to enable students to develop skills and knowledge in computer programming and software development for a range of applications, at a level sufficient to enter a relevant career locally and internationally or continue to postgraduate study, and to produce effective, self-starting problem-solvers with the abilities necessary to succeed in the global work market.
- 4.1.3 Since the last programme accreditation, an application of substantial change on the Programme Objectives (POs), Programme Learning Outcomes (PLOs) and programme structure with effect from Academic Year (AY) 2021/22 was approved by the HKCAAVQ in August 2021. These changes were resulting from the periodic review of the BScCOM programme by the host Faculty at CU in March 2018.
- 4.1.4 The Panel was provided with the comparison information on the followings:
- (a) POs (AY2018/19 to 2020/21) and current POs (since AY2021/22)
  - (b) PLOs (AY2018/19 to 2020/21) and Current PLOs (since AY2021/22)
- 4.1.5 The POs and PLOs to be continuously implemented from AY2022/23 are depicted as follows.

Programme Objectives

1. Research Inspired Teaching.
2. Embedded Employability.
3. Creativity and Enterprise.
4. Intercultural and International Engagement.
5. Community Contribution and Responsibility.
6. Innovation and Digital Fluency.

### Programme Learning Outcomes

1. Program at an advanced level using a range of modern languages and technologies.
2. Develop a range of high-quality software.
3. Implement networked web applications (including back and front ends).
4. Design and implement effective user experiences.
5. Understand and implement software quality assurance and testing.
6. Understand fundamentals of system administration and network security.
7. Understand and apply ethical and professional standards.
8. Apply transferrable skills including time management, team working, written and verbal communication, and critical reflection.

4.1.6 The Operator also provided the following information to the Panel to illustrate that the Programme continues to meet the QF standard at Level 5:

- (a) Mapping of PLOs to the POs;
- (b) Mapping of the modules to the PLOs;
- (c) Mapping of the PLOs to the Generic Level Descriptors (GLDs) at QF Level 5;
- (d) Mapping of the Modules to the GLDs at QF Level 5;
- (e) Mapping of the New Modules (from AY2022/23) to the PLOs;
- (f) Mapping of the New Modules (from AY2022/23) to the GLDs at QF Level 5; and
- (g) Sample marked assessment at high, average and low grades and their associated assessment rubrics.

4.1.7 To show the current needs for graduates of the BScCOM programme and the estimated articulation needs of learners for the Programme, the Operator presented the following findings and figures by the VTC and SHAPE.

### Manpower need

- (a) According to the VTC's 2018 Manpower Survey Report of the Innovation and Technology Sector, there were 3,231 IT vacancies, representing a vacancy rate of 3.3% of the existing total of 99,011 IT posts at the time of the survey. Compared with the 2016 survey findings, the vacancy rate had slightly increased from 2.9% (2,629 vacancies) to 3.3% (3,231 vacancies). Out of these 3,231 vacancies in the 2018

survey, the job demand concentrated on IT/ software development, such as programmer/software engineer and web designer/ developer.

- (b) The manpower demand was substantiated further by the VTC's 2020 Manpower Update Report of Innovation and Technology Sector (the 2020 Report). From desk research, 27% of the recruitment advertisements rested on programmer/ analyst programmer/ software engineer. The Operator analysed the qualification requirements stated in these job advertisements and found that quite a few numbers of them required a first degree from the job seekers. For example, 46.2% of the advertisements for programmer/ analyst programmer/ software engineer required a first degree and 69.9% for general IT management positions.
- (c) The same 2020 Report also revealed the finding of focus group meetings with industry experts, which served to understand the anticipated changes in manpower demand. The participants shared that the demand for positions related to data analytics, cyber security, user interface and programming was considerably high with job titles such as data scientist, business analyst, cyber security engineer, user experience/ user interface designer, programmer, and full-stack software engineer.
- (d) Based on the findings above, the Operator concluded that there is a strong manpower demand of the IT industry in Hong Kong for first-degree holders in computing.

#### Articulation needs of learners

- (e) Around 640 students are currently studying in the feeder programmes of BScCOM, and they will graduate from their study in the summer of 2022 and 2023 respectively. The Operator also informed that in the previous years, the feeder programme had produced about 650 graduates per year who are also potential applicants of the BScCOM programme. Together with the trend of applications and actual student intakes for the Programme from AY2018/19 to AY2021/22 summarised below, the Operator, therefore, anticipated that there would be ongoing demands for both full-time and part-time modes of top-up degrees such as the BScCOM programme.

<b>Academic Year</b>	<b>2018/19</b>		<b>2019/20</b>		<b>2020/21</b>		<b>2021/22*</b>	
<b>Mode of Study</b>	FT	PT	FT	PT	FT	PT	FT	PT
<b>Full-time (FT)/ Part-time (PT)</b>								
<b>Number of Applications</b>	92	53	62	49	86	55	74	103
* Figures as at 13 August 2021								

- 4.1.8 The Operator has also conducted Employment Survey for Graduates (Full-time Programme) during the validity period. According to the survey results, 84.2% (2019) and 85.7% (2020) of the graduates are employed in the field of computing and IT in job positions such as IT Engineer, Mobile Application Developer, Programmer, Web Developer and IT Support after graduation; and no graduate indicated that they have pursued further full-time study.
- 4.1.9 During the meeting with the representatives of the graduates' employers, the representatives shared that the graduates they employed are considered to possess more practical hard skills than some of their peer graduates from other local institutions. One employer commended that the graduates he hired are capable of completing most of the entry level tasks at his company from the day they started work with minimal guidance and assistance.
- 4.1.10 After considering the above information, the Panel considered that the POs address community, education and/ or industry needs, and the PILOs meet the relevant HKQF standards.

## 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 CU's admissions policy is set out in the CU's Regulations for the delivery of CU Undergraduate (Mode E) awards at SHAPE. The minimum admission requirements for the BScCOM programme remain unchanged from AY2022/23 with some updates on the listed feeder programmes as follows:

<b>Minimum Admission Requirements</b>	Graduates from relevant VTC Higher Diploma (HD) programmes or equivalent
	1. <u>Accreditation of Prior Learning</u> Graduates of the following feeder VTC programmes: <ul style="list-style-type: none"> <li>• HD in IT for Business*</li> <li>• HD in Game Software Development*</li> <li>• HD in Computer Systems Administration*#</li> <li>• HD in Software Engineering*#</li> <li>• HD in Telecommunications and Networking*#</li> <li>• HD in Mobile Computing*</li> <li>• HD in Network Applications*#</li> <li>• HD in Information and Network Security*</li> <li>• HD in Information and Communications Technology*#</li> <li>• HD in Web Design and Development*</li> <li>• HD in Mobile Applications Development*</li> <li>• HD in AI and Mobile Applications Development*^</li> <li>• HD in Cloud and Data Centre Administration*</li> <li>• HD in Network and Mobile Computing#</li> <li>• HD in Systems Development and Administration#</li> <li>• HD in Mobile and Internet Games Development#</li> <li>• HD in Computing and Information Security#</li> <li>• HD in Information Technology for Business (Commercial Applications) #</li> <li>• HD in Information Technology for Business (Web Design &amp; Development) #</li> <li>• HD in Data Science and Analytics*^</li> <li>• HD in Cybersecurity*^</li> <li>• HD in AI and Smart Technology*^</li> </ul>
	2. <u>English Language Entry Requirements</u> Holders of VTC HD taught and assessed in English.
<b>Applicants from Non-Feeder Programmes</b>	3. <u>Entry Requirements of Mathematics</u> All candidates must be able to demonstrate competence equivalent to a Hong Kong Certificate of Education Examination (HKCEE) Grade E or Hong Kong Diploma of Secondary Education Examination (HKDSE) Level 2 in Mathematics. Applicants from the approved VTC feeder programmes are considered to have met this requirement.
	Non-feeder applicants holding equivalent qualifications or experience will be considered on a case-by-case basis. Applicants who are not from the approved VTC feeder programmes should have successfully completed a HD, 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 International English Language Testing System (IELTS) score of 6.5 or equivalent.
	Applicants must be able to demonstrate competence equivalent to an HKCEE Grade E or HKDSE Level 2 in Mathematics.
<b>* HD programmes using HKDSE results or equivalent as general admission requirements.</b>	
<b># HD programmes using HKCEE / Hong Kong Advanced Level Examination (HKALE) results or equivalent as general admission requirements.</b>	
<b>^ New feeder programmes since AY2021/22.</b>	

- 4.2.2 The Panel noted that the listed feeder programmes have been updated from 30 to 22 programmes in total, including deletions, revision of existing ones and newly added. The Operator provided the Panel with the mapping documents of the new feeder programmes and informed the Panel that graduates of the listed feeder programmes are deemed to have sufficient prior knowledge and academic competence in attaining the recently revised PLOs (Paragraph 4.1.5). The Operator also provided the relevant approval documents on this update by the responsible parties of CU.
- 4.2.3 The Operator informed the Panel that the actual yearly student intake since the last accreditation (% out of the maximum numbers of new students per year approved by the HKCAAVQ) were 26-53 (43-88%) for the full-time mode and 22-54 (37-90%) for the part-time mode.
- 4.2.4 The Operator also provided estimation of the articulation needs of learners for the BScCOM programme. More information can be found in Paragraph 4.1.7 (e).
- 4.2.5 In the coming five academic years from 2022/23, the Operator is to maintain the maximum number of new students per year at 60 for the full-time and part-time modes individually and with one enrolment per year per study mode.
- 4.2.6 For non-feeder applications (full-time and part-time modes) during the validity period, the Operator informed the Panel that since the relevant admission decisions could be made based on the applicants' academic background alone, they had not conducted any admission interviews. Notwithstanding this, the Operator had made telephone inquiries to assess the applicants' motivation for the part-time mode. Having met with the programme management team, the Panel observed that the existing mechanism could enable the

Operator to make informed admission decisions on the non-feeder applications.

4.2.7 The Panel reviewed the profiles of students admitted to the Programme during the validity period and noted that no student was admitted on a non-standard basis.

4.2.8 In consideration of the above information, the Panel formed the view that the minimum admission requirements are clearly outlined for staff and prospective learners. The requirements and the learner selection processes effectively recruit learners 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 BScCOM is a top-up programme offering at SHAPE with 140 HKQF credits in total. The Programme has two modes of delivery, full-time (FT) and part-time (PT), with the normal programme length of one year and one year and two months respectively.

4.3.2 The revised POs and PLOs (Paragraph 4.1.5) resulted in a revised programme structure and content taking effect since AY2021/22. The Operator informed the Panel that there are further changes to the Programme from the Annual Programme and Module Review by the host School of the Programme with details as follows.

(a) A new option of a Group-based Project with two new modules, namely Group-based Project Preparation and Group-based Project, were introduced;

(b) re-alignment of assessment tasks with the module learning outcomes of the Web API Development module; and

(c) the learning and teaching hours for individual teaching methods were adjusted for better delivery of modules.

4.3.3 These changes have been implemented in the home programme since AY2021/22. The same changes will be implemented in the Programme at SHAPE from AY2022/23.

- 4.3.4 The current (AY2021/22) and the revised programme structure to be implemented from AY2022/23 are depicted below.

Programme Structure (AY2021/22)

<b>Module Title (All Modules are Mandatory)</b>	<b>QF Credits</b>	<b>Contact Hours</b>	<b>Non- Contact Hours</b>	<b>Total Notional Learning Hours (NLHs)*</b>
Data Science for Developers	20	42	158	200
Individual Project Preparation	10	8	92	100
Individual Project	20	5	195	200
Mobile App Development	20	42	158	200
Web API Development	20	42	158	200
Security	20	42	158	200
User Experience Design	20	42	158	200
Academic Writing 3: Writing Skills for Dissertation and Research Project	10	21	79	100
Sub-total:	140	244	1156	1400
*The credit of a CU programme is equivalent to the HKQF credit that one credit consists of 10 NLHs.				

Revised Programme Structure (from AY2022/23)

<b>Module Title</b>	<b>Mandatory (M) / Optional (O) <sup>Note</sup></b>	<b>QF Credits</b>	<b>Contact Hours</b>	<b>Non- Contact Hours</b>	<b>Total Notional Learning Hours (NLHs)*</b>
Data Science for Developers	M	20	44	156	200
Mobile App Development	M	20	66	134	200
Web API Development	M	20	55	145	200
Security	M	20	66	134	200
User Experience Design	M	20	44	156	200
Academic Writing 3: Writing Skills	M	10	21	79	100

for Dissertation and Research Project					
Individual Project Preparation	O	10	22	78	100
Individual Project	O	20	22	178	200
Group-based Project Preparation	O	10	22	78	100
Group-based Project	O	20	22	178	200
Total for Graduation:		140	340	1060	1400
<p><u>Note:</u> To fulfil the graduation requirements, students should complete and have a pass in the following modules:</p> <p>(1) All mandatory modules; (2) <i>Individual Project Preparation</i> or <i>Group-based Project Preparation</i>; and (3) <i>Individual Project</i> or <i>Group-based Project</i>.</p> <p>Students who have taken the <i>Group-based Project Preparation</i> module can choose to take the <i>Individual Project</i> or <i>Group-based Project</i> module. Students who have taken the <i>Individual Project Preparation</i> module should take the <i>Individual Project</i> module.</p>					

- 4.3.5 The module delivery sequences (AY2021/22) of the full-time and part-time modes are summarised in the tables below. The newly added *Group-based Project Preparation* and *Group-based Project* modules will share the same delivery order as the *Individual Project Preparation* and *Individual Project* modules.

<b>Full-time mode</b>	
<b>Semester (Period)</b>	<b>Modules</b>
1  (September 2021- January 2022)	Data Science for Developers
	Individual Project Preparation
	Mobile App Development
	Academic Writing 3: Writing Skills for Dissertation and Research Project

2  (February 2022- May 2022)	Individual Project
	Web API Development
	Security
	User Experience Design

<b>Part-time mode</b>		
<b>Semester (Period)</b>	<b>Modules</b>	
1  (August 2021 – December 2021)	Data Science for Developers	
	Individual Project Preparation	
	Academic Writing 3: Writing Skills for Dissertation and Research Project	
2  (January 2022 – May 2022)	Mobile App Development	Individual Project  (January 2022 – September 2022)
	Web API Development	
3  (May 2022 – September 2022)	Security	
	User Experience Design	

4.3.6 The Panel also reviewed the following information provided by the Operator.

- (a) CU-SHAPE Programme Handbook (AY2021/22)
- (b) Descriptors (AY 2021/22) of the following modules:
  - Data Science for Developers
  - Individual Project Preparation
  - Individual Project
  - Mobile App Development
  - Web API Development
  - Security
  - User Experience Design
  - Academic Writing 3: Writing Skills for Dissertation and Research Project
- (c) Descriptors of the new/ revised Modules (AY2022/23 and onwards) of the followings:
  - Group-based Project Preparation (New)
  - Group-based Project (New)
  - Web API Development (Revised)
- (d) Overview of learning and teaching methods
- (e) Overview of assessment methods and corresponding weightings
- (f) The set of information mentioned in Paragraph 4.1.6

- 4.3.7 Arising from a recommendation from the last re-accreditation on “To (i) continue to review the effectiveness of Android Applications Development module...and (ii) consider the potential to develop a module which will focus on the principles of mobile applications development instead of specific implementation platforms”; the Panel noted from the accreditation documents that the effectiveness of the module in concern was properly reviewed through a number of channels including Student Feedback Questionnaires, Staff-Student Liaison Meeting and staff comments collected at the Programme Committee meetings. And the Operator also updated the Panel that CU has developed a new module, namely *Mobile App Development*, with more emphasis on the principles of mobile application development to replace the module in concern. The new module was launched in the home and Hong Kong programme in AY2020/21 and AY2021/22 respectively.
- 4.3.8 Based on the above information, the Panel formed the view that the structure and content of the learning programme are 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.

#### 4.4 **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 With the guidance of CU’s Learning and Teaching Strategy provided in the Education Strategies of the University, the design of the BScCOM programme is underpinned by the six pillars of transformative learning (the same as the POs) as follows.
- (a) Research Inspired Teaching
  - (b) Embedded Employability
  - (c) Creativity and Enterprise
  - (d) Intercultural and International Engagement
  - (e) Community Contribution and Responsibility
  - (f) Innovation and Digital Fluency
- 4.4.2 The BScCOM Programme employs a range of learning and teaching methods and the maximum class sizes for individual methods are 120 for lectures, 30 for tutorials/ seminars/ laboratories/ workshops.

The project supervisions will be conducted either in groups for Group-based Project or individually for Individual Project.

- 4.4.3 In alignment with one of the pillars mentioned, namely Embedded Employability, the Programme ensures that the design of different modules enables the development of soft skills such as presentation, communication and teamwork. For example, the laboratory sessions of the modules *Web API Development*, *Mobile App Development* and *User Experience Design* provide collaboration opportunities for students to practice such soft skills.
- 4.4.4 The Operator provided to the Panel the information on programme structure and delivery sequences already mentioned in Paragraph 4.3.4 and 4.3.5.
- 4.4.5 The Programme is jointly delivered by CU and SHAPE teaching staff. CU teaching staff deliver 36 hours out of the total teaching hours and the remaining hours are delivered by the SHAPE teaching staff. The Operator informed the Panel that the CU teaching team has provided samples of teaching materials and assessments for reference purposes to the SHAPE teaching team, which set out the agreed standard for them to adapt and deliver in the Hong Kong context. The SHAPE teaching team is also responsible for the contextualisation of the teaching materials to suit the local context, if necessary, with samples of teaching materials provided by CU.
- 4.4.6 With regard to the assessment of the Programme, the Operator provided to the Panel the followings:
- (a) CU's Assessment Strategy 2015 to 2021;
  - (b) SHAPE Student Handbook (AY2021/22);
  - (c) External Examiner Reports; and
  - (d) Sample marked assessments at high, average and low grades and their associated assessment rubrics / criteria of courses, including the capstone course.
- 4.4.7 The pass mark for all modules is 40%.
- 4.4.8 The graduation requirement for the BScCOM programme at SHAPE is an achievement of 140 QF credits and a pass in the following modules:
- (a) All mandatory modules (Paragraph 4.3.4);
  - (b) Individual Project Preparation or Group-based Project Preparation; and

(c) Individual Project or Group-based Project.

- 4.4.9 In response to another recommendation from the last re-accreditation on developing documentation to facilitate a common understanding between students and Project Supervisors on their expected roles and responsibilities in the Individual Project, the Panel was provided with a Study Guide (the Guide) for the Individual Project module which was implemented in AY2019/20. The Guide includes information such as the project requirements, guidelines to complete the project, project schedule and milestones, proposal template, ethics approval checklist and the marking scheme. The Guide is updated annually and also reviewed and approved by CU. The Panel has reviewed the Study Guide for AY2020/21.
- 4.4.10 For the new options of Individual Project and Group-based Project to be implemented from AY2022/23, the Operator presented the sample Project Brief and Assessment Rubrics for each option to the Panel. Having reviewed the information provided, the Panel considered that the Operator had taken appropriate follow-up actions in response to the recommendation mentioned.
- 4.4.11 The Panel formed the view that the learning, teaching and assessment activities designed for the Programme effectively deliver the programme content and assess the 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 The BScCOM is managed by the two respective SHAPE Programme Coordinators (PC), one for each delivery mode, and one CU Link Tutor who all work together to oversee the quality of programme delivery.
- 4.5.2 A team of 16 part-time (PT) SHAPE teaching staff (current and potential) and six full-time (FT) current CU teaching staff in total will share the teaching of the Programme in the next validity period, of

which six current and one potential of teaching staff of SHAPE and six of CU are to teach in the FT Programme while 10 current and three potential teaching staff of SHAPE and six of CU are to teach in the PT Programme. The Panel reviewed the curricula vitae of the programme management team and teaching staff and considered that they have relevant qualifications and experience to manage and teach the Programme.

- 4.5.3 Each SHAPE teaching staff delivers one to two modules per semester. Staff who also act as a project supervisor normally supervises no more than 10 students in the capstone project module. And their individual maximum teaching load per week, including project supervision, is eight hours for FT staff and seven hours for PT staff.
- 4.5.4 Having met with the teaching staff, students and graduates, the Panel observed that the teaching team is dedicated and committed to the students and that the students recognise this and are appreciative of the teaching staffing being attentive and responsive to their questions during and outside classes; and are willing to provide a prompt response through different means of communication such as email and social media applications.
- 4.5.5 Given the Operator's track record established from previous accreditation exercises and in accordance with HKCAAVQ's Differentiation Approach, the Programme is considered to have adequate staff development schemes and activities to ensure that the staff are being kept up-to-date for delivering the Programme with quality.
- 4.5.6 The Panel considered that the Operator has adequate programme leaders, teaching and support staff with the qualities, competence, qualifications and experience necessary for effective programme management. And there are adequate staff development schemes and activities to ensure that staff are kept updated for the quality 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 Considering the Operator's track record established from previous accreditation exercises and in accordance with HKCAAVQ's Differentiation Approach, the Programme is considered to have met the Financial Resources, Physical Resources and Student Support Services aspects of the Domain of Competence.
- 4.6.2 The Operator provided to the Panel information on teaching and learning resources for the Programme, including the list of specialised facilities and the utilisation rates of the facilities; and library holdings and e-resources and information on the e-learning platform of CU and SHAPE.
- 4.6.3 The Operator also gave via video-conferencing a PowerPoint presentation and a video tour to the Panel introducing the campus and facilities and equipment, general and programme specialised, of the offering sites at Sha Tin (Full-time programme) and Chai Wan (Part-time programme). The Panel commended the various computer laboratories available for students at SHAPE, such as the Cyber Security Lab. The students and graduates whom the Panel met also commented positively on the overall resources/ services provided in the Programme.
- 4.6.4 The Panel is 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 With respect to the monitoring and reviewing of the development and performance of the Programme, the Operator provided the following information with regard to the quality assurance of the Programme:
- (a) Extracts of Minutes of the following Committees/ Meeting held during the validity period:
- Discipline Academic and Quality Assurance Committee for Collaborative Degree Programmes - Information Technology Discipline of VTC

- Academic Committee for Collaborative Degree Programmes of SHAPE
  - Quality Assurance Committee for Collaborative Degree Programmes of SHAPE
  - Management Committee for Collaborative Degree Programmes of SHAPE
  - Standing Advisory Group on Collaborative Provision of CU
  - Faculty Collaborative Provision Committee
  - Faculty Approval Panel Meeting
  - Programme Committee Meeting
  - Staff-Student Liaison Meeting
- (b) Reports/ findings of the followings:
- Collaborative Course Quality Enhancement and Monitoring (CCQEM) Reports
  - Self-Evaluation Document of the BScCOM programme (30 January 2018)
  - External Examiners' Reports
  - Samples of Academic Visit Report
  - Student Feedback Questionnaire (SFQ) Summary Results at module and programme level.
  - Employment Survey for Graduates

4.7.2 Having reviewed the above documents and discussed with internal and external stakeholders of the Programme, the Panel had the following observations and comments:

- (a) The quality assurance procedures for monitoring and reviewing the performance of the Programme are complied with and conducted on an ongoing basis.
- (b) There were records showing that sufficient channels (informal & formal) are available for feedback from different stakeholders internally and externally.
- (c) The Operator has taken remedial/ follow-up actions in response to the feedback mentioned in (b).
- (d) The Operator has continuously monitored and reviewed the development and performance of the Programme so as to ensure that it is kept up-to-date and in line with industry standards and expectations.

- (e) The following performance indicators of both study modes were monitored during the validity period. No major issue has been reported.
- Numbers of applications;
  - Numbers of enrolments;
  - Retention rate;
  - Module grade distribution and award classification; and
  - Employment rates of graduates.
- 4.7.3 The Panel is well aware of the recent review (Paragraph 4.1.3) conducted to the Programme by CU and changes made to the Programme which aim to provide a more cutting-edge curriculum relevant to the IT employment market. The Panel **ADVISES** the Operator to regularly review the impact of the newly implemented changes to the Programme, such as through admission rates, completion rates, students' satisfaction and employability, to ensure that the changes made are also applicable in the Hong Kong context.
- 4.7.4 In the meeting with representatives of current students and graduates of the Programme, the Panel noted that the students prefer providing their feedback on the Programme through informal channels such as communicating with their teachers and project supervisors. Although some of the students are aware of the formal channels, they felt that they have already been well supported and served through the informal channels. Therefore, the Panel **ADVISES** the Operator to continuously encourage the students to use the formal feedback channels available for providing feedback to the Programme so that more relevant QA records can be kept as references for programme improvement and enhancement purposes in the future.
- 4.7.5 In conclusion, based on the documentation reviewed and the discussions with various stakeholders during the site visit, the Panel considered that the development and performance of the Programme has been monitored and reviewed on an on-going basis to ensure that the Programme remain current and valid and that the learning outcomes, learning and teaching activities and learner assessments are effective to meet the relevant programme objectives.

## **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 QF. The Operator should apply separately to have their quality-assured qualifications entered into the QR.
- 5.3.2 Only learners who commence the study of the named accredited learning programme during the validity period and who have graduated with the named qualification listed in the QR will be considered to have acquired a qualification recognised under the HKQF.

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16 March 2022  
JoH/SF/VT/vt/asc

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

**Learning Programme Re-accreditation for BSc (Hons) Computing**

**12 - 13 January 2022**

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