



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

ACCREDITATION REPORT

**HONG KONG INSTITUTE OF TECHNOLOGY
AND
GLYNDŴR UNIVERSITY**

LEARNING PROGRAMME ACCREDITATION

**BACHELOR OF ARTS (HONS) ACCOUNTING AND
FINANCE**

**BACHELOR OF ARTS (HONS) HOSPITALITY, TOURISM
AND EVENT MANAGEMENT**

AUGUST 2020

Table of Contents

	<u>Page</u>
1. TERMS OF REFERENCE.....	1
2. HKCAAVQ'S DETERMINATION	1
3. INTRODUCTION.....	6
4. PANEL'S DELIBERATIONS	7
4.1 <i>Programme Objectives and Learning Outcomes</i>	7
4.2 <i>Learner Admission and Selection</i>	11
4.3 <i>Programme Structure and Content</i>	14
4.4 <i>Learning, Teaching and Assessment</i>	19
4.5 <i>Programme Leadership and Staffing</i>	21
4.6 <i>Learning, Teaching and Enabling Resources/Services</i>	25
4.7 <i>Programme Approval, Review and Quality Assurance</i>	26
5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT	29

Appendix

HKCAAVQ Panel Membership

1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.:632), 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 Glyndŵr University (GU) and Hong Kong Institute of Technology (HKIT) (jointly as the Operator) to conduct a learning programme accreditation exercise with the following Terms of Reference:

(a) To conduct an accreditation test as provided for in the AAVQO to determine whether the following programmes of Glyndŵr University and Hong Kong Institute of Technology (the Operator) meet the stated objectives and HKQF standards and can be offered as accredited programmes;

(i) Bachelor of Arts (Hons) Accounting and Finance
會計及財務（榮譽）文學士
NCR Registration / Reference Number: 253020

(ii) Bachelor of Arts (Hons) Hospitality, Tourism and Event Management
款待、旅遊及活動管理（榮譽）文學士
NCR Registration / Reference Number: 253019

(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, subject to the fulfilment of the conditions set out below, the Bachelor of Arts (Hons) Accounting and Finance Programme (BAAF) and Bachelor of Arts (Hons) Hospitality, Tourism and Event Management Programme (BAHTEM) meet the stated objectives and HKQF standards at Level 5 and can be offered as accredited programmes with a validity period of four years from 1 January 2021 to 31 December 2024.

2.2 Validity Period

2.2.1 The validity period will, provided the Operator fulfils pre-conditions to the commencement of a validity period set out in Para. 2.4, 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 two programmes are specified as follows:

Name of Local Operator	Hong Kong Institute of Technology 香港科技專上書院	
Name of Non-local Operator	Glyndŵr University 格林多大學	
Name of Award Granting Body	Glyndŵr University 格林多大學	
Title of Learning Programme	Bachelor of Arts (Hons) Accounting and Finance 會計及財務（榮譽） 文學士	Bachelor of Arts (Hons) Hospitality, Tourism and Event Management 款待、旅遊及活動管理 （榮譽）文學士
Title of Qualification(s) [Exit Award(s)]	Bachelor of Arts (Hons) Accounting and Finance 會計及財務（榮譽） 文學士	Bachelor of Arts (Hons) Hospitality, Tourism and Event Management 款待、旅遊及活動管理 （榮譽）文學士
Primary Area of Study and Training	Business and Management	Services
Sub-area (Primary Area of Study and Training)	Accounting, Finance and Investment	Hotel and Tourism
Other Area of Study and Training	Not applicable	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable	Not applicable
HKQF Level	Level 5	Level 5
HKQF Credits	360	360

Mode(s) of Delivery and Programme Length	Full-time, 3 years Part-time, 4 years	Full-time, 3 years Part-time, 4 years
Start Date of Validity Period	1 January 2021	1 January 2021
End Date of Validity Period	31 December 2024	31 December 2024
Number of Enrolment(s)	Two enrolments per year	Two enrolments per year
Maximum Number of New Students	2020/21- 2023/24 Year 1 entry per year • Full-time: 10 • Part-time: 0 Year 2 entry per year • Full-time: 5 • Part-time: 0 Year 3 entry per year • Full-time: 15 • Part-time: 30	2020/21 Year 1 entry per year • Full-time: 10 • Part-time: 0 Year 2 entry per year • Full-time: 0 • Part-time: 0 Year 3 entry per year • Full-time: 32 • Part-time: 6 2021/22 – 2023/24 Year 1 entry per year • Full-time: 10 • Part-time: 0 Year 2 entry per year • Full-time: 10 • Part-time: 0 Year 3 entry per year • Full-time: 22 • Part-time: 6
Address of Teaching / Training Venue(s)	213 Nam Cheong Street, Sham Shui Po, Kowloon	

2.4 Condition

Pre-condition (for BAHTEM)

- 2.4.1 The Operator is to appoint the Programme Leader at HKIT with industry specific knowledge and skills in at least one area of hospitality, tourism or event management and relevant experience in programme management and implementation.

The Operator is to submit the CV of the HKIT Programme Leader to HKCAAVQ for the fulfilment of this pre-condition on or before 30 September 2020. (Para. 4.5.5)

Pre-conditions (for BAAF and BAHTEM)

- 2.4.2 The Operator is to provide the evidence of module-by-module mapping for graduates of sub-degree programmes seeking Year 2 and Year 3 entry with two examples of qualifications for each programme.

The Operator is to submit the evidence documents used including GU's approval records to HKCAAVQ for the fulfilment of this pre-condition on or before 30 October 2020. (Para. 4.2.4)

- 2.4.3 The Operator is to review and revise the two programmes to ensure alignment between programme title, aims, Programme Intended Learning Outcomes (PILOs) and curriculum. The review should include the following:

- (a) the Programme Intended Learning Outcomes (PILOs) to ensure that they are same as UK's PILOs and aligned with the curriculum of the programme;
- (b) the mapping of the revised PILOs to the Programme Aims and Generic Level Descriptor (GLDs) to reflect the alignment;
- (c) the mapping tables of individual modules and the GLDs to ensure the alignment between the Module Intended Learning Outcomes (MILOs) and GLDs at relevant HKQF levels; and
- (d) the aims and MILOs of *Work Based Project* and *Dissertation* to ensure that they are subject specific in the context of the two programmes.

The Operator is to submit the documents including relevant approval records, revised module specifications of *Work Based Project* and *Dissertation*, and the alignment mapping tables to HKCAAVQ for the fulfilment of the above pre-condition on or before 30 October 2020. (Para. 4.3.8)

- 2.4.4 The Operator is to provide evidence of the completed approval process by GU on HKIT teaching staff to ensure that the two programmes have sufficient qualified teaching staff to support the maximum number of new enrolments in the 2020/21 academic year.

The Operator is to submit the approval from GU's relevant committee(s) and documents including the information on the expertise and qualifications of teaching staff for each module to HKCAAVQ for the fulfilment of this pre-condition on or before 30 October 2020. (Para. 4.5.5)

- 2.4.5 The Operator is to review and revise quality assurance documents, including the definitive programme specifications, module specifications and programme handbooks to ensure consistent understanding among different stakeholders.

The Operator is to submit the revised documents and approval records to HKCAAVQ for the fulfilment of this pre-condition on or before 30 October 2020. (Para. 4.7.3)

2.5 **Recommendations**

HKCAAVQ offers the following recommendations for continuous improvement of the two programmes.

For BAHTEM only

- 2.5.1 The Operator should consider including management accounting element in the BAHTEM programme to meet the learning needs of students in Hong Kong. (Para. 4.3.9)

For BAAF and BAHTEM

- 2.5.2 The Operator should specify clearly in programme handbooks and all relevant marketing materials that the two programmes, if successfully accredited, will lead to the single exit award of Bachelor (Hons) degree only. No other exit awards are accredited by HKCAAVQ. (Para. 4.4.4)
- 2.5.3 The Operator should closely monitor the effectiveness of directed and guided elements in the independent learning hours and support for students' independent learning and, if necessary, consider increasing contact hours, such as lectures, tutorials, practical and seminar hours. (Para. 4.4.6)

- 2.5.4 The Operator should have a staff development plan on how to enhance teaching staff's supervisory skills and up-to-date research competence to support the project and dissertation supervision. (Para. 4.5.6)
- 2.5.5 GU, as the award granting body for the two programmes, should regularly monitor the partnership to ensure that the programme-specific resources remain appropriate and adequate, and provide a comparable learning experience for students in Hong Kong compared with that at GU. The monitoring should pay particular attention to the library resources in the subject areas of the two programmes. (Para. 4.6.3)
- 2.6 HKCAAVQ will subsequently satisfy itself whether the Operator remains competent to achieve the relevant objectives and the two programmes continue to meet the standard to achieve the relevant objectives as claimed by the Operator. This will be 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 Glyndŵr University (GU) is a Higher Education Corporation, initially established under the 1988 Higher Education Reform Act in 1993 as the North East Wales Institute of Higher Education (NEWI), and was an associate college of the University of Wales. In 2004, NEWI became a full member of the University of Wales. The university title was granted by the Privy Council on 3 July 2008 to become Glyndŵr University with taught degree-awarding powers.
- 3.2 The Hong Kong Institute of Technology (HKIT) was set up in 1997 by a non-profit-making organisation International Education and Academic Exchange Foundation Company Limited (IEAEF). It was named as the Institute of Info-Tech before 2003, and HKIT is the business name of IEAEF.
- 3.3 GU and HKIT jointly as the Operator commissioned HKCAAVQ to conduct this Learning Programme Accreditation (LPA) of the

Bachelor of Arts (Hons) Accounting and Finance Programme and Bachelor of Arts (Hons) Hospitality, Tourism and Event Management Programme. HKCAAVQ formed an expert Panel for this LPA exercise (Panel Membership at Appendix). In view of the outbreak of the Coronavirus Disease-2019 (COVID-19), the site visit was conducted via video conferencing from 17 to 19 June 2020 to reduce social contact. HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework (Version 1.1, April 2019)* was the guiding document for the Operator and the Panel in conducting this accreditation exercise.

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 two programmes are conducted by the North Wales Business School under the Faculty of Social and Life Sciences of GU. The two home programmes were developed with reference to the UK Quality Assurance Agency for Higher Education's (QAA) Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland, with consideration of the Subject Benchmark Statement for Business and Management.

4.1.2 The Operator provided the Panel with the following information to show that the two programmes meet the HKQF standards at Level 5:

- (a) Mappings of the PILOs to the Generic Level Descriptors (GLDs) of the HKQF at Level 5;
- (b) Mappings showing the contributions of the PILOs to the PAs of the two programmes;
- (c) Mappings showing the contributions of the modules of the two programmes to the PAs;
- (d) Mappings of the modules to the GLDs of the HKQF at Level 4 and Level 5; and

(e) Module specifications.

BAAF

- 4.1.3 The BAAF programme aims to provide students with a solid understanding of accounting and financial principles, preparing them with the knowledge and skills needed.

Programme Aims (PAs)

Aim 1	To equip students wishing to enter the world of finance with a broad, integrated understanding of key aspects of accounting and financial management and the changing environment in which businesses operate.
Aim 2	To provide students with the most up-to-date knowledge of accounting and financial management skills that will enable the professional development of future financial leaders.
Aim 3	To provide students with a stimulating, rigorous, challenging and enjoyable learning experience that develops their capacity to be independent thinkers and influencers.
Aim 4	To provide high quality education in theoretical and practical knowledge and skills in various aspects of accounting and financial management for those who wish to pursue or further advance their careers in business.

Programme Intended Learning Outcomes (PILOs)

Upon completion of the programme, students will attain the following sets of learning outcomes for this programme:

PILO1	Explain, apply and critically evaluate principles, theories, concepts and techniques learned from the modules in the programme.
PILO2	Demonstrate the capability in logical reasoning, analytical and problem solving skills.
PILO3	Demonstrate the interpersonal and communication skills required for the study of the programme and career preparation.
PILO4	Become an autonomous learner.
PILO5	Build confidence in character as befit a career in accounting and finance related area and lifelong development.

BAHTEM

- 4.1.4 The BAHTEM programme aims to develop practical skills alongside vital knowledge required for a career in the hospitality, tourism and event management field.

Programme Aims (PAs)

Aim 1	To equip students wishing to enter the hospitality, tourism and event management industry with a broad, integrated understanding of key aspects of this industry and the changing environment in which it operates.
Aim 2	To provide students with the most up to date knowledge of hospitality, tourism and event management industry skills that will enable the professional development of future financial leaders.
Aim 3	To provide students with a stimulating, rigorous, challenging and enjoyable learning experience that develops their capacity to be independent thinkers and influencers.
Aim 4	To provide high quality education in theoretical and practical knowledge and skills in various aspects of hospitality, tourism and event management for those who wish to pursue or further advance their careers in this sector.

Programme Intended Learning Outcomes (PILOs)

Upon completion of the programme, students will attain the following sets of learning outcomes for this programme:

PILO1	Undertake an independent research project which develops a depth of understanding in hospitality, tourism & event management.
PILO2	Synthesise key sources of information and present it in a meaningful and constructive format.
PILO3	Critically assess theories and real-life business scenarios and formulate plausible and defensible conclusions.
PILO4	Apply problem solving and decision-making skills using appropriate tools to identify, formulate and solve hospitality, tourism & event management issues as well as create, identify and evaluate options.
PILO5	Undertake an independent research project from which they develop their study skills, fieldwork and research skills within a defined area of hospitality, tourism & event

	management.
PILO6	Showcase the value of research in enhancing current thinking.

- 4.1.5 The Panel found that different PILOs are used in HKIT and GU. The BAAF PILOs 2, 3, 4 used in HKIT are generic while PILOs in the programme specification at GU are more specific. In addition, the PILOs of BAHTM used in Hong Kong are only those at the Level 6 Honours Degree Intended Learning Outcomes. The Operator explained that the PILOs used in HKIT are same in substance as those at GU. During the site visit, the Operator provided the Panel with the GU's confirmation showing that the PAs and PILOs in the programme handbooks used by HKIT were approved and have been taken directly from GU's definitive programme specifications. This reflects the same set of PILOs at GU was expected to be adopted in Hong Kong.
- 4.1.6 The Panel held the view that the full set of GU's PILOs at UK Quality Assurance Agency for Higher Education (QAA)'s Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland Level 6 and Level 6 Honours Degree, which align with the curriculum of the two programmes, should be used at HKIT. BAAF PILOs in GU have the specific elements in accounting and finance. For example, one of the PILOs in GU requires students to undertake an independent research project, which develops a depth of understanding in accounting and finance. The Level 6 and Level 6 Honours Degree PILOs of BAHTM should be adopted to align with the curriculum. GU representatives agreed with the Panel that it was more accurate and appropriate to use all the Level 6 PILOs to define and align with the curriculum. The Panel stipulated the pre-condition in relation to PILOs of the two programmes (see Para 4.3.8).
- 4.1.7 The Operator used various sources of data to substantiate the need for the two programmes, including relevant government policies and statistics. For example, the Operator cited the 2018 Career Survey published by the Hong Kong Institute of Certified Public Accountants and the Government Manpower Projection Report 2019 to substantiate the market need of the two programmes. The Operator also provided the Panel with CPA Australia's approval showing that it has accredited HKIT and GU's BAAF programme. When meeting with external stakeholders during accreditation, the Panel was also informed that there was strong demand for the two programmes.

- 4.1.8 After reviewing the above information, the Panel held the view the PAs and PILOs of the two programmes presented in GU programme specifications are considered to be aligned and pitched at HKQF Level 5. Moreover, the launch of the two programmes would help to address Hong Kong's industry needs.

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 GU is responsible for making the final decision on admissions to ensure that students admitted meet GU requirements. During the site visit, the Operator provided its revised minimum admission requirements as follows:

Year 1	HKDSE 15 points in five subjects (Level 1 = 1 point and Level 5** = 7 points) with a minimum Level 3 in English, Level 2 in Mathematics, and no subjects are at Level 1; or equivalent. (For Mainland Qualification Holder: 參加全國普通高等學校統一招生考試，成績須達到二本綫或以上)
Year 2	Holders of an Associate Degree (AD)/ Higher Diploma(HD) at HKQF Level 4 in a relevant discipline from recognised local educational institutions, or equivalent qualifications.
Year 3	(i) Holders of an Associate Degree (AD) / Higher Diploma (HD) at HKQF Level 4 in a relevant discipline from recognised local educational institutions or equivalent qualifications; and (ii) Completion of an adequate number of relevant modules in related areas during the study for the qualification in (i) so that the applicant is eligible to apply for exemption that amounts to the first two years of study of the programme.

Language Proficiency Requirement	
Year 1 Entry	A minimum Level 3 in English, or equivalent qualifications. For Mainland Qualification Holder: 高考英語成績須至少達到 100 分或以上（以滿分 150 計）
Year 2 or 3 Entry	The qualification at HKQF Level 4 (i.e. AD/HD) used to gain admission to the programme was taught and assessed in English.

- 4.2.2 In the response to Panel's initial comments, the Operator confirmed that there are no exit awards for Year 2 students who complete 180 credits and GU usually does not accept applicants who do not meet English proficiency requirements. During the site visit, the Operator also confirmed that its Chinese class of the BAHTM programme was put on hold. Thus, the Panel was not required to review Chinese delivery for the BAHTM programme in this accreditation exercise.
- 4.2.3 For Year 2 and Year 3 entry, in the response to Panel's initial comments, the Operator explained that all exemptions granted will be through subject to subject mapping. The Operator also quoted examples of AD/HD graduates from relevant disciplines in accounting and finance for BAAF and hospitality and tourism for BAHTM. The number of exempted modules would depend on the relevant qualification students took before. The final decision on exemptions offered will follow GU's formal procedure. The Operator also stated that a mechanism is in place for the Recognition of Prior Learning (RPL) process to ensure that any student who is granted exemption for admission to various levels, there is an appropriate match in terms of curriculum content, level and volume of study based on the evidence of students' prior study or experience.
- 4.2.4 When the Panel asked for the evidence of the process for module-by-module mapping of exemption for students holding Hong Kong HD or AD for the two programmes, only the documents on the RPL policy and process were provided during the site visit. In the absence of the evidence of the mapping table required, the Panel expressed concern whether the module-by-module mapping system was effectively implemented to ensure students, who are admitted to Year 2 or Year 3 entry, have the prerequisite knowledge and skills to undertake the programmes. The Panel, therefore, stipulated the pre-condition:

Pre-condition (for BAAF and BAHTM)

The Operator is to provide the evidence of module-by-module mapping for graduates of sub-degree programmes seeking Year 2 and Year 3 entry with two examples of qualifications for each programme.

The Operator is to submit the evidence documents used including GU's approval records to HKCAAVQ for the fulfilment of this precondition on or before 30 October 2020.

- 4.2.5 The Recognition of Prior Experiential Learning (RPEL) is defined as the process by which appropriate un-certificated learning is given academic recognition. This is a non-standard entry. The Operator adopts the admission policy that applicants falling short of the minimum entrance requirements or other acceptable equivalent qualifications can be admitted on special considerations, but should not account for more than 5% of the total intake of the programme basis, and not more than 3% on an institutional basis.

Maximum Number of New Students

- 4.2.6 The two programmes will have two intakes per academic year. During the site visit, the Operator confirmed that the two programmes will be offered in late January 2021, instead of September 2020. The Operator proposed the following maximum number of new students for the two programmes:

BAAF

[illegible]

BAHTEM

Proposed maximum number of new students								
	2020/21		2021/22		2022/23		2023/24	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Year 1 Entry	10	0	10	0	10	0	10	0
Year 2 Entry	0	0	10	0	10	0	10	0
Year 3 Entry	32	6	22	6	22	6	22	6
	42	6	42	6	42	6	42	6

4.2.7 The Panel noted that the proposed number of students was approved by GU. GU was also satisfied with resources at HKIT that will be available prior to the commencement of the two programmes. Considering the GU's approval and external members' support for the two programmes, the Panel considered that the proposed number of students for the two programmes is justifiable.

4.2.8 In consideration of the above information, the Panel considered that the revised minimum admission requirements are clearly outlined and the proposed numbers of students are justifiable.

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 two programmes consist of 360 HKQF credits with a total of 552 contact hours each. The two programmes are structured into Levels 4, 5 and 6 of the UK Quality Assurance Agency for Higher Education (QAA)'s Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland. The normal duration of the two programmes is three years for a full-time mode and four-year for a part-time mode. The Operator provided the following to illustrate content and structure:

- (a) Module specifications which list module aims, intended learning outcomes, syllabus outlines, assessment, learning and teaching strategies of individual modules;
- (b) Programme specifications; and
- (c) Sample teaching and learning materials.

BAAF

- 4.3.2 BAAF comprises 15 core modules and three elective modules, out of which students choose one elective to study. The allocation of contact hours and credits of core and elective modules are shown below:

Year	Modules	Core/ Elective	Contact hours	HKQF Credits
Year 1				
1	Marketing Essentials	Core	36	20
2	Data Analytics and Understanding Big Data	Core	36	20
3	Business, Finance and Technology Management	Core	36	20
4	Introduction to Financial Accounting	Core	36	20
5	Business Communication Skills	Core	36	20
6	Economics	Core	36	20
Year 2				
7	Competitive Intelligence Research	Elective*	30	20
8	Business Law	Core	30	20
9	Taxation and Business Planning	Core	30	20
10	Engaging and Leading People	Elective*	30	20
11	Advanced Management Accounting	Core	30	20
12	HRM for Business	Elective*	30	20
13	Work Based Project	Core	60	40
Year 3				
14	Strategic Thinking	Core	24	20
15	Financial Strategy	Core	24	20
16	Advanced Financial Management	Core	60	40
17	Audit and Assurance	Core	24	20
18	Dissertation	Core	24	20
		Total	552	360

Note:

*Students need to choose either *Engaging and Leading People* or *HRM for Business*.

BAHTEM

- 4.3.3 BAHTEM comprises 14 core modules and 4 elective modules, out of which students choose two electives to study. The allocation of contact hours and credits of core and elective modules are shown below:

	Modules	Core/ Elective	Contact hours	HKQF Credits
Year 1				
1	Economics	Core	36	20
2	Business Communication Skills	Core	36	20
3	Business Environment	Core	36	20
4	Data Analytics & Understanding Big Data	Core	36	20
5	Marketing Essentials	Core	36	20
6	Creating Events	Core	36	20
Year 2				
7	Engaging & Leading People	Elective*	30	20
8	HRM for Business	Elective*	30	20
9	Event Management & Execution	Core	30	20
10	Competitive Intelligence Research	Elective*	30	20
11	Customer Service Excellence	Elective*	30	20
12	Visitor Attraction Management	Core	30	20
13	Work Based Project	Core	60	40
Year 3				
14	Strategic Thinking	Core	24	20
15	Food & Drink Tourism	Core	24	20
16	Dissertation	Core	60	40
17	Strategic Marketing	Core	24	20
18	Contemporary Issues in Hospitality Management	Core	24	20
		Total	552	360

Note:

*Students need to choose either *Engaging and Leading People* or *HRM for Business*.

- 4.3.4 With reference to *the Operational Guidelines on Use of Credit* promulgated by the Government, the majority of credits in a learning programme must be at the claimed HKQF Level (exit level) of the programme. The Panel noted that the majority of HKQF credits in the two programmes are not at the claimed HKQF Level 5. The Mapping of Modules to GLDs of the two programmes shows that all Year 1 and Year 2 modules are pitched at HKQF Level 4

and there are only five modules at HKQF Level 5. The Panel expressed concern on how the two programmes meet the exit HKQF Level 5. The Operator explained that some components in HKQF Level 4 modules can be pitched at HKQF Level 5 and about 60% to 70% of modules can be pitched at QF Level 5.

- 4.3.5 When reviewing the module specifications, the Panel found that students in the HKQF Level 4 module, *Advanced Management Accounting*, are required to develop critical thinking and analytical skills in the management accounting context. Students in the HKQF Level 4 module, *Visitor Attraction Management*, are required to evaluate the critical challenges of visitor attraction development and design. Given that students are required to apply their knowledge and skills to difficult and complex problems, the Panel considered that these are advanced modules which, therefore, could be pitched at a higher HKQF level. GU agreed with the Panel to further review the mapping to ensure alignment between the Module Intended Learning Outcomes and GLDs at relevant HKQF levels.
- 4.3.6 The Panel noted that the two programmes consist of nine business-related modules and six to seven specialised modules in specific subject disciplines. But the BAAF programme title and Aims 1 and 2 focus on accounting and finance. And the BAHTEM programme title and PILO 1, PILO 4 and PILO 5 require students to develop a depth of understanding in hospitality, tourism and event management. The Panel expressed concerns on how the curriculum covers sufficient depth and breadth of the subject knowledge in specific areas to align with the programme titles, aims and PILOs. The programme teams, who met the Panel, explained that graduates of the two programmes need to have broad-based knowledge and skills in business areas to enhance employability. In addition, topics in the *Work Based Project* and *Dissertation* emphasise subject specific knowledge. The BAAF programme also meets the degree requirements of CPA Australia while industry specific examples will be used in the BAHTEM generic modules, such as *Strategic Marketing* and *Strategic Thinking*.
- 4.3.7 The Panel considered that subject specific knowledge and skills are required to be further strengthened to better align with programme titles, aims and PILOs. In addition, the *Work Based Project* and *Dissertation* are important capstone modules to enhance and integrate the students' subject knowledge and skills in the context of the programmes. But the aims and MILOs in the module specifications are generic and business-oriented. To ensure all stakeholders to have same level of understanding to integrate

students' subject knowledge and skills in the two capstone modules, there is a need to review and revise the aims and MILOs to reflect its subject specific requirements in accounting and finance for the BAAF programme and hospitality, tourism, and event management for the BAHTEM programme.

- 4.3.8 Considering the above observations (see Para. 4.3.4 to Para.4.3.7) and the PILOs (see Para. 4.1.6), the Panel stipulated the following pre-condition:

Pre-condition (for BAAF and BAHTEM)

The Operator is to review and revise the two programmes to ensure alignment between programme title, aims, Programme Intended Learning Outcomes (PILOs) and curriculum. The review should include the following:

- (a) the Programme Intended Learning Outcomes (PILOs) to ensure that they are same as UK's PILOs and aligned with the curriculum of the programme;
- (b) the mapping of the revised PILOs to the Programme Aims and Generic Level Descriptor (GLDs) to reflect the alignment;
- (c) the mapping tables of individual modules and the GLDs to ensure the alignment between the Module Intended Learning Outcomes (MILOs) and GLDs at relevant HKQF levels; and
- (d) the aims and MILOs of *Work Based Project* and *Dissertation* to ensure that they are subject specific in the context of the two programmes.

The Operator is to submit the documents including relevant approval records, revised module specifications of *Work Based Project* and *Dissertation*, and the alignment mapping tables to HKCAAVQ for the fulfilment of the above pre-condition on or before 30 October 2020.

- 4.3.9 The Panel considered that management accounting is one of important elements for the BAHTEM programme. The external members who met the Panel also shared the view that it would be beneficial to include management accounting element in the BAHTEM programme in Hong Kong. The Panel, therefore, made the following recommendation:

Recommendation (for BAHTEM)

The Operator should consider including management accounting element in the BAHTEM programme to meet the learning needs of students in Hong Kong.

- 4.3.10 In consideration of the above information, the Panel formed the view that a further review and revision is required to ensure that the structure of the two programmes can enable students to achieve the stated learning outcomes and required standards.

4.4 Learning, Teaching and Assessment

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

- 4.4.1 The Panel was provided with the following information:
- (a) GU Academic Regulations;
 - (b) GU Academic Partnership Handbook;
 - (c) GU Academic Partnerships: Partner Staff Guide;
 - (d) HKIT Student Handbook; and
 - (e) Sample assessment papers with respective assessment rubrics and marking schemes.
- 4.4.2 The two programmes employ various teaching and learning activities, including lectures, tutorials, activity-based sessions, group work, and guided independent study. Assessment methods include essays, portfolios, coursework, examinations, reports, case studies, and proposals. The medium of instruction of the two programmes is English. The specific learning and teaching strategies and assessment tasks of individual modules are given in the module specifications. The maximum class size is 100 for lectures, 25 for seminars, 29 for tutorials and activity-based sessions.
- 4.4.3 On assessment, the Panel noted the following from *GU Academic Partnership Handbook* and *GU Academic Partnerships: Partner Staff Guide*:
- (a) The GU retains ultimate responsibility for the academic standards of all awards made in its name.

- (b) The two programmes delivered by HKIT, which lead to an award of GU, will be governed by the GU Academic Regulations.
- (c) All aspects of the assessment process are subject to the regulations, policies and procedures as outlined in the GU's Academic Regulations.
- (d) HKIT must adhere to all regulations, policies and procedures.
- (e) GU has a two-tier system of Assessment Boards. A Module Assessment Board confirms the individual module results and ensures that the marks awarded are appropriate and maintain appropriate standards of assessment. An Awards/Progression Assessment Board considers the full profile of each student's modular marks and determines each student's progress.
- (f) External Examiners for the two programmes are identified by the GU's Programme Leader and appointed by GU.

4.4.4 The GU Academic Regulations state that an Honours Degree requires 360 credit points at Levels 4, 5 and 6, of which no credit points shall be below Level 4, and a maximum of 120 must be at Level 4 and 120 must normally be at Level 5 and 120 at Level 6. Different exit awards are stated in the programme specifications. In the response to Panel's initial comments, the Operator confirmed that graduates of the two programmes will be awarded a Bachelor of Arts (Hons) Accounting and Finance or a Bachelor of Arts (Hons) Hospitality, Tourism and Event Management. But they would receive no other awards stated in the programme specifications. To protect students' interests and ensure they have entire clarity, the Panel made the following recommendation:

Recommendation (for BAAF and BAHTM)

The Operator should specify clearly in programme handbooks and all relevant marketing materials that the two programmes, if successfully accredited, will lead to the single exit award of Bachelor (Hons) degree only. No other exit awards are accredited by HKCAAVQ.

4.4.5 The Panel noted from Section 17 of the Academic Regulations that Deans of Faculties and Associate are responsible for ensuring the appropriate standards of the two programmes and internal moderation is a central process of GU whereby a group of teaching staff reviews a sample of assessed student work. The sample of marked scripts selected for moderation is 10% of class size or minimum five scripts. External Examiners will review and approve a minimum of 25% of all assessment tasks. The Panel considered that there is a clear moderation policy.

- 4.4.6 The Panel noted that the ratio of contact hours to independent learning hours is 1:6.4 for the two programmes. The Operator explained that such a ratio is at a progressive basis to enable students to become autonomous learners. The number of contact hours and independent learning hours in Hong Kong programmes is the same as provided in the home programmes at GU. There are directed and guided elements embedded in the self-learning process. Teaching staff will provide relevant materials for students to study, such as lecture materials. Case study or extra materials will be shared by Module Leaders. The Panel noted that the ratio relates to the level of advancement through the two programmes. Considering students' learning needs in Hong Kong, the Panel made the following recommendation:

Recommendation (For BAAF and BAHTM)

The Operator should closely monitor the effectiveness of directed and guided elements in the independent learning hours and support for students' independent learning and, if necessary, consider increasing contact hours, such as lectures, tutorials, practical and seminar hours.

- 4.4.7 GU confirmed that assessments, including examinations, are the same as those in the UK. Timings of examinations will be synchronised between the UK and Hong Kong to protect the integrity of the process. The Operator uses Turnitin to detect plagiarism. The Panel reviewed sample teaching materials and sample assessment tasks with accompanying assessment rubrics and considered the design of the sample materials are appropriate.
- 4.4.8 In consideration of the above, the Panel held the view that the learning, teaching and assessment activities designed for the two programmes are appropriate.

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.

Staffing

- 4.5.1 The Panel noted the following staffing arrangement from the *Memorandum of Agreement, GU Academic Partnerships: Partner Staff Guide* and *Academic Partnerships Handbook*:
- (a) The GU Academic Link (who can also be a Programme Leader) is responsible for liaison with staff in HKIT on all academic matters to ensure that HKIT delivers programmes / modules in accordance with the required quality and standards of GU.
 - (b) The Programme Coordinator (also acting as the HKIT Programme Leader) is responsible for the general academic leadership of the programme and coordinating the delivery and management of the programme. HKIT Programme Coordinator will foster regular communication with the GU Programme Leader and GU Academic Link for academic delivery related matters.
 - (c) All staff deployed in the delivery of the two programmes are subject to agreements and approval by GU, including checks on CVs and certificates before the commencement of their duties.
- 4.5.2 During the site visit, the Operator confirmed that the minimum criteria for staff appointments to the two programmes are a master's degree in a relevant discipline, and one to two years of teaching experience at post-secondary level. Dissertation or project supervisors are also required to have one to two years supervisory experience at post-secondary level. Staff who are new to teaching should pass a class visit held by HKIT Vice Principal, and teaching evaluation will be monitored closely in the first year of teaching. GU representatives, who met the Panel, expressed that HKIT's appointment criteria in Hong Kong is comparable to those in GU. A PhD qualification or working toward at GU is applicable, but not a necessary condition.
- 4.5.3 HKIT teaching staff will teach the two programmes in Hong Kong. The Operator also provides its staffing plan for the two programmes as follows:

	BAAF		BAHTEM	
	Full-time	Part-time	Full-time	Part-time
Existing number of teaching staff	3	2	1	6
2020/21	3	2	2	6
2021/22	3	2	2	6
2022/23	3	4	2	6
2023/24	3	4	2	6

4.5.4 After reviewing a list of potential teaching staff and information on which module they may be responsible for teaching in Hong Kong, the Panel noted that there is currently only one potential teaching staff, who has specialised in financial knowledge. The Panel expressed concern about the sufficiency of teaching staff to support students' work-based project and dissertation which may focus on doing research on specialised finance-related topics. The Panel also noted that the HKIT Programme Leader for BAHTEM specialises in marketing and accounting with no apparent relevant industry experience. HKIT senior management member expressed that a Programme Leader and an additional teaching staff in the areas of hospitality and tourism will be recruited and the potential candidates have already been identified.

4.5.5 When meeting with GU representatives, the Panel was informed that GU staff are willing to provide more support for the Hong Kong programmes via Zoom meetings. Moreover, GU will review and approve all teaching staff prior to the commencement of their duties. The approval will be granted a minimum of one month before the commencement of the two programmes. The Panel held the view that it is important that GU monitors the suitability of teaching staff in Hong Kong and ensures that the HKIT Programme Leader is appropriately qualified in hospitality, tourism and event management to ensure the effective implementation of the two programmes. The Panel therefore stipulated the following pre-conditions:

Pre-condition (For BAHTEM)

The Operator is to appoint the Programme Leader at HKIT with industry specific knowledge and skills in at least one area of hospitality, tourism or event management and relevant experience in programme management and implementation.

The Operator is to submit the CV of the HKIT Programme Leader to HKCAAVQ for the fulfilment of this pre-condition on or before 30 September 2020.

Pre-condition (For BAAF and BAHTM)

The Operator is to provide evidence of the completed approval process by GU on HKIT teaching staff to ensure that the two programmes have sufficient qualified teaching staff to support the maximum number of new enrolments in the 2020/21 academic year.

The Operator is to submit the approval from GU's relevant committee(s) and documents including the information on the expertise and qualifications of teaching staff for each module to HKCAAVQ for the fulfilment of this pre-condition on or before 30 October 2020.

Staff Development

- 4.5.6 The Panel was provided with a list of planned staff development activities in the 2020/21 and 2021/22 academic years showing that various training activities will be conducted. Induction to new teaching staff is conducted by HKIT every semester. Teaching staff who met the Panel also indicated that they were given staff development opportunities and they would complete Continuing Professional Development (CPD) programmes for their respective professional qualifications to ensure the quality of teaching. GU representatives expressed that GU will conduct training to HKIT staff during their visit and provide support for HKIT teaching staff to strengthen their research competence. In addition, the GU Academic Link will liaise with HKIT programme team to facilitate the programme delivery. Considering the importance of research elements in the two programmes, the Panel made the recommendation:

Recommendation (for BAAF and BAHTM)

The Operator should have a staff development plan on how to enhance teaching staff's supervisory skills and up-to-date research competence to support the project and dissertation supervision.

- 4.5.7 Having considered the information provided and discussed with the Operator, the Panel considered that GU has a mechanism in place to ensure adequate qualified teaching staff to support the two programmes in Hong Kong. In addition, GU showed its support to strengthen HKIT teaching staff's research competence.

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.

Financial Resources

- 4.6.1 The Panel was provided with a statement of projected income and expenditure of the two programmes from the 2020/21 to 2024/25 academic years. From the financial projections, the Panel noted that there is a surplus in the coming years. Based on the information provided, the Panel considered that the Operator has financial resources to support the two programmes.

Physical Resources

- 4.6.2 The Panel noted that the two programmes will be offered at Sham Shui Po Campus. The Operator stated that its utilisation rate of lecture theatres and classrooms was 62% to 67% during day time and 58% to 68% at night when the two programmes operate. However, after reviewing the list of library holdings, the Panel found that several of the listed textbooks are obsolete. The Panel was informed that there are acquisition plans comparable to those in the UK available before the commencement of modules. The Operator will order two copies of the acquisition list and keep resources up-to-date on an on-going basis. Additional copies will be acquired based on textbook utilisation statistics.
- 4.6.3 The Memorandum of Agreement states that HKIT will provide and equip the premises to a standard appropriate for the delivery of the programmes that is up to the standard at least equivalent to that of GU. In the response to Panel's initial comments, the Operator stated that GU was satisfied with HKIT's library resources available for students. GU's Virtual Learning Environment, Moodle, is accessible to students in the two programmes. Considering the agreement and current resources at HKIT, the Panel made the following recommendation:

Recommendation (For BAAF and BAHTEM)

GU, as the award granting body for the two programmes, should regularly monitor the partnership to ensure that the programme-specific resources remain appropriate and adequate, and provide a comparable learning experience for students in Hong Kong compared with that at GU. The monitoring should pay particular attention to the library resources in the subject areas of the two programmes.

4.6.4 The Panel also noted the following major support services HKIT provides to students:

- (a) Counseling services to assist students in whole-person development and self-awareness, and help students in addressing family or emotional problems.
- (b) Scholarships for students who have financial difficulties, but have good academic results.
- (c) Career services including individual career counseling sessions, training programmes in job-hunting skills and cultivating good workplace attitudes, recruitment seminars, and career talks.

4.6.5 Notwithstanding the recommendation above, the Panel noted the utilisation rate and considered that the Operator has resources to operate the two programmes.

4.7 Programme Approval, Review and Quality Assurance

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

4.7.1 The Panel reviewed the following in regard to the quality assurance of the two programmes:

- (a) Memorandum of Agreement;
- (b) GU Academic Regulations;
- (c) GU Academic Partnership Handbook;
- (d) GU Academic Partnerships: Partner Staff Guide; and
- (e) HKIT's Quality Assurance Manual.

- 4.7.2 The Panel obtained the following information in regard to the quality assurance of the two programmes:

Programme Development

- (a) GU is responsible for the programme development and its overall management for the two programmes.
- (b) The FHEQ and QAA's Subject Benchmark Statements are used as the external benchmarks for programme development. GU Academic Regulations is internal reference when developing the programmes.
- (c) The delivery of the two programmes in Hong Kong was approved by the GU's Academic Board.

Programme Management and Review

- (d) HKIT Programme Coordinator, who should foster regular communication with GU's Academic Link/Programme Leader, will be appointed to coordinate the delivery and management of the programme.
- (e) HKIT carries out annual programme reviews for the two programmes where the findings are considered by the Programme Development Committee. The findings are shared with GU via Academic Link and GU's annual monitoring visits.
- (f) Surveys and meetings are used as the means to collect students' feedback. Every programme must provide the opportunity for students to comment on the quality of their learning experience through Student Voice Forum (SVF) meetings in which the Academic Link will join either in person or remotely.
- (g) The authority to make changes to the two programmes rests with GU.
- (h) GU Academic Link will normally conduct at least one annual visit to HKIT and will complete an annual report which summarises any issues and the success of measures taken. A record of these reports will be maintained by the Partnerships Manager. The annual Academic Link reports are

summarised within the annual risk management report and considered by Academic Partnerships Committee (APC) and appropriate action will be identified.

- (i) HKIT Programme Leader is required to submit a reflective report in consultation with other members of HKIT and GU Academic Link.
- (j) The programmes will be subject to programme validation, periodic review, modification and closure, every five years.

4.7.3 The Panels observed that there is discrepancy of information in the quality assurance documents, such as programme specifications, programme handbooks and module specifications. For example, in the response to the Panel's initial comments, the Operator stated that the modules *Taxation and Business Planning* and *Work Based Project* are compulsory modules in Hong Kong, but the programme specifications and module specifications indicated that they are optional modules. The admission requirements shown in the programme specifications are different from the ones confirmed during the site visit (see Para. 4.2.1). The Panel held the view that the Operator has the responsibility to exercise its duty of care in the provision of accurate, current, complete and consistent information to different stakeholders. As such, the Panel therefore stipulated the following pre-condition:

Pre-condition (For BAAF and BAHTM)

The Operator is to review and revise quality assurance documents, including the definitive programme specifications, module specifications and programme handbooks to ensure consistent understanding among different stakeholders.

The Operator is to submit the revised documents and approval records to HKCAAVQ for the fulfilment of this pre-condition on or before 30 October 2020.

4.7.4 Notwithstanding the above pre-condition, the Panel considered that quality assurance mechanisms are in place to approve, monitor and review the quality delivery of the two programmes. But there is a need to review the documents to ensure consistent information provided for different stakeholders.

5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT

5.1 Variation and withdrawal of this Accreditation Report

5.1.1 This Accreditation Report is issued pursuant to section 5 of the AAVQO, and contains HKCAAVQ's substantive determination regarding the accreditation, including the validity period as well as any conditions and restrictions subject to which the determination is to have effect.

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

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

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

5.2 Appeals

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

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

5.3 **Qualifications Register**

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

Hong Kong Institute of Technology and Glyndŵr University

**Learning Programme Accreditation for
Bachelor of Arts (Hons) Accounting and Finance and
Bachelor of Arts (Hons) Hospitality, Tourism and Event Management**

17 – 19 June 2020

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