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

BSC (HONS) COMPUTING

FEBRUARY 2022

Table of Contents

Page

1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA749), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (AAVQO) (Cap. 592), was commissioned by Hong Kong Institute of Technology and Glyndŵr University (jointly as the Operator) to conduct a Learning Programme Accreditation with the following Terms of Reference:

(a) To conduct an accreditation test as provided for in the AAVQO to determine whether the BSc (Hons) Computing programme of the Operator meets the stated objectives and Hong Kong Qualifications Framework (HKQF) standard and can be offered as an accredited programme; and

BSc (Hons) Computing
Non-local Courses Registry (NCR) registration number: 253179

(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 restriction set out below, the BSc (Hons) Computing programme (the Programme) meets the stated objectives and HKQF standard at Level 5, and can be offered as an accredited programme with a validity period of four years.

2.2 Validity Period

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

2.3 The determinations on the Programme are specified as follows:

Name of Local Operator	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	BSc (Hons) Computing 電腦學（榮譽）理學士學位
Title of Qualification (Exit Award)	BSc (Hons) Computing 電腦學（榮譽）理學士學位
Primary Area of Study and Training	Computer Science and Information Technology
Sub-area (Primary Area of Study and Training)	Computer Science and Information Technology
Other Area of Study and Training	Not applicable
Sub-area (Other Area of Study and Training)	Not applicable
HKQF Level	Level 5
HKQF Credits	360
Mode of Delivery and Programme Length	Full-time, 3 years Part-time, 5 years
Start Date of Validity Period	1 September 2022
End Date of Validity Period	31 August 2026
Number of Enrolment	Two enrolments per year
Maximum Number of New Students	<u>2022/23</u> Year 1 - Full-time: 15, Part-time: 0 Year 2 - Full-time: 15, Part-time: 0 Year 3 - Full-time: 50, Part-time: 15 <u>2023/24</u> Year 1 - Full-time: 15, Part-time: 0 Year 2 - Full-time: 15, Part-time: 0 Year 3 - Full-time: 60, Part-time: 15

	<u>2024/25</u> Year 1 - Full-time: 15, Part-time: 0 Year 2 - Full-time: 15, Part-time: 0 Year 3 - Full-time: 70, Part-time: 15 <u>2025/26</u> Year 1 - Full-time: 15, Part-time: 0 Year 2 - Full-time: 15, Part-time: 0 Year 3 - Full-time: 80, Part-time: 15
Address of Teaching / Training Venue	213 Nam Cheong Street, Sham Shui Po, Kowloon 九龍深水埗南昌街 213 號

2.4 **Restriction**

Having considered the recommendation made by the Panel (para. 4.2.3), HKCAAVQ set the following restriction which is supported by the Panel:

2.4.1 The Operator is to provide detailed information of module-by-module mapping on admission of Year 2 entry and Year 3 entry to demonstrate that module-by-module mapping has been conducted rigorously and credibly in each intake to ensure that each student admitted to Year 2 or Year 3 has the necessary skills and knowledge to undertake the Programme.

The Operator is to submit reports containing relevant evidence and GU's approval records to HKCAAVQ for the fulfilment of the above restriction **on or before 29 April in each year during the validity period**. (para. 4.2.3)

2.5 **Recommendations**

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

2.5.1 The Operator should pay careful attention to ensure that its module-by-module mapping which will be conducted by both HKIT and GU for admission of students into Year 2 or Year 3 of the Programme with their relevant Associate Degree / Higher Diploma qualifications at HKQF Level 4, through either advanced standing or credit exemption, will be conducted rigorously and credibly, and will be

documented transparently and properly for future scrutiny. (para. 4.2.3)

2.5.2 The Operator should ensure that there will be sufficient and appropriate mathematics training in the Programme to facilitate students to achieve the stated learning outcomes and to meet the programme objectives. (para. 4.3.3)

2.5.3 The Operator should ensure that the Programme is sufficiently future-focused and that the currency of the Programme will be maintained with up-to-date content related to emerging technologies and with relevant contextualisation to fit into the local context. (para.4.3.4)

2.6 HKCAAVQ will subsequently satisfy itself whether the Operator remains competent to achieve the relevant objectives and the Programme continues to meet the standard to achieve the relevant objectives as claimed by the Operator by reference to, amongst other things, the Operator's fulfilment of any conditions and compliance with any restrictions stipulated in this Accreditation Report. For the avoidance of doubt, maintenance of accreditation status is subject to fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report.

3. INTRODUCTION

3.1 Hong Kong Institute of Technology (HKIT), formerly named as College of Info-Tech (CIT), was set up in 1997 by the International Education and Academic Exchange Foundation Company Limited (IEAEF). CIT has been renamed as HKIT since 2003.

3.2 Glyndŵr University (GU) was initially established under the 1988 Higher Education Reform Act in 1993 as the North East Wales Institute of Higher Education (NEWI). GU has been granted an university title with taught degree-awarding power by the Privy Council of the United Kingdom (UK) since 2008.

3.3 HKCAAVQ formed an expert Panel (the Panel) for this accreditation exercise (Panel Membership in **Appendix**). In view of the outbreak of the Coronavirus Disease 2019 (COVID-19), the site visit was conducted via video conference on 18-19 November 2021 to reduce social contact. HKCAAVQ's *Manual for the Four-stage Quality*

Assurance Process under the Hong Kong Qualifications Framework was the guiding document for the Operator and the Panel in conducting this exercise.

4. PANEL'S DELIBERATIONS

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

4.1 Programme Objectives and Learning Outcomes

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

4.1.1 The Programme is a non-local programme from the UK awarded by GU, and will be jointly offered by HKIT and GU in Hong Kong. The Programme basically mirrors the objectives, intended learning outcomes and curriculum of the respective home programme currently delivered in the UK. The objectives and intended learning outcomes of the Programme are set out as follows:

Programme Objectives (PO)

The Programme aims to:

PO 1	provide students with knowledge and understanding of the fundamental principles and technologies which underpin the discipline of computing
PO 2	produce independently learning, workplace ready practitioners with a strong set of communication and employment skills who are cognisant of their career trajectory and personal and professional development goals
PO 3	provide a rigorous and scientifically-based course of study, informed by research, which successfully balances practical vocational skills with theoretical understanding
PO 4	produce versatile and resourceful practitioners fostering innovation, enterprise and enthusiasm for excellence in the discipline of computing

PO 5	develop capability in the exploration, critical analysis and evaluation of technical, business and professional issues and concepts, including an awareness of ethical and environmental factors
PO 6	provide students with an awareness of the roles and responsibilities of a professional working within the computing profession

Programme Intended Learning Outcomes (PILOs)

Upon completion of the Programme, students are expected to be able to:

PILO 1	demonstrates confidence and reveals a clear understanding of the boundaries of existing and emerging technology and the limits of its application, and of the range of conventional design methods and the types of judgement employed by computing professionals
PILO 2	confidence and flexibility in applying a range of programming tools for the creation of applications for selected business problems, and in the application of knowledge and skills appropriate to their solution
PILO 3	critical and reflective about the use of software testing, design and evaluation methodologies and tools, with full understanding of the associated risks, controls and potential impact
PILO 4	reflect upon own practices and conduct in carrying out a substantive project and discuss the social, legal, ethical, moral, economic and sustainability issues that are relevant to the project
PILO 5	consistently show confidence and independence in understanding and modelling efficient data structures and algorithms to address real world problems
PILO 6	integrates learned theory and techniques with practical experience to analyse problems, identify requirements and propose and critically evaluate alternative solutions for computer software systems with informed understanding
PILO 7	confidently applies a range of specialist numerical/ mathematical and literacy skills as appropriate to the specialist subject area
PILO 8	carries out confident and accurate selection and application of principles and procedures to the solution of a range of computing situations and problems, working autonomously

PILO 9	effective self-management in terms of time; ability to conduct research independently or as a team, into legal, professional, moral, social and ethical issues. Able to inform and adapt their work to satisfy these issues. Demonstrates an ability to carry out research and critical thinking
PILO 10	the ability to apply appropriate research methods to collate facts/ ideas/ elements in support of a well-structured argument; design solutions to problems and evolve new concepts, working autonomously
PILO 11	select and evaluate own use of IT project management methods and tools in a self-led and managed project
PILO 12	specify and write computer programs or software in response to loosely defined problem scenarios and evaluate the quality of the solution
PILO 13	independently integrate big data sets and analytics into specific projects and/or consider their appropriateness in emerging technology scenarios
PILO 14	provide professional levels of information through a variety of verbal and non-verbal communication mediums and reflect upon own interaction and ability to support own opinions and arguments for a variety of audiences
PILO 15	interacts effectively within learning or professional groups; demonstrates appropriate negotiating, role, leadership and group-support skills to an advanced level
PILO 16	uses and accesses a limited selection of more specialist IT skills related to subject specific software for analysing business data. Conducts effective searches for information to identify potential computing resources for a specific purpose and critically evaluate their merit
PILO 17	with minimal guidance, manages own learning using a wide range of resources appropriate to the IT profession; seeks and makes effective use of feedback. Self-reflection and criticality including self -awareness, openness and sensitivity to diversity in terms of people, cultures, business, management and marketing issues
PILO 18	demonstrates the ability to take the perspective of others; articulate the strengths and weaknesses of the suggestions of arguments posed; recognize the underlying agendas and motivations of individuals and groups involved in a given situation

4.1.2 The Panel observed that the Programme has 18 PILOs in total, which appears to be quite a long list. In response to the Panel's comments, the Operator advised that the Programme was developed in the UK with reference to the Subject Benchmark Statements of the UK Quality Assurance Agency for Higher Education (QAA) and the Level Descriptors of the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ), and programme intended learning outcomes for honours degrees in the UK under the purview of the QAA are usually articulated under four general domains (i.e. Knowledge and Understanding, Cognitive Skills, Practical Skills, and Transferable Skills / Professional Competences) and each of these domains would incorporate into a number of intended learning outcomes. In response to the Panel's comment on whether the objectives of the Programme should include development of students' problem-solving skills and an awareness of legal factors in the evaluation of technical, business and professional issues, the Operator explained with examples that the objectives have already contained the said elements.

4.1.3 To demonstrate the intended learning outcomes that meet the HKQF standard at Level 5, the Panel was provided with (a) mapping of POs and PILOs, (b) mapping of PILOs and Generic Level Descriptors (GLDs), (c) mapping of PILOs and modules, (d) mapping of modules and GLDs, and (d) samples of teaching and learning materials and assessments.

4.1.4 The Panel noted that the offering of the Programme aims to address community, education and industry needs and had taken into account of the manpower projection in relation to the Information and Communications sector and its sub-sectors from 2017 to 2027 as provided by the Labour and Welfare Bureau of the HKSAR Government. The Panel also noted that the industry representatives and external advisor whom they met in the site visit meeting expressed strong support for the Programme. The Operator indicated that the potential employment pathways of the graduates include programmer, database administrator, network administrator, software developer, web developer and game design assistant.

4.1.5 In consideration of the above information and the discussion with various stakeholders, the Panel formed the view that the Programme has objectives that address community, education and industry needs, with intended learning outcomes that meet the HKQF standard at Level 5.

4.2 **Learner Admission and Selection**

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

4.2.1 As informed by the accreditation documents and the responses provided by the Operator, the Panel noted the minimum admission requirements of the Programme as follows:

Year 1 entry

- HKDSE 15 points in five subjects (Level 1 = 1 point and Level 5** = 7 points) with at minimum Level 3 in English Language, at minimum Level 2 in Mathematics, and no subjects are at Level 1

Year 2 and Year 3 entry

- Recognised Associate Degree / Higher Diploma at HKQF Level 4 in relevant disciplines

English language proficiency requirement

- HKDSE Level 3 or above in English Language; or
- Recognised Associate Degree / Higher Diploma at HKQF Level 4 in relevant disciplines that are taught and assessed in English; or
- Having met GU's English language requirement for bachelor's degree programmes which includes IELTS (Academic) at 6.0 with no individual skill score below 5.5

4.2.2 The Panel noted that Mathematics is important in Computing and the minimum admission requirements with HKDSE Mathematics at Level 2 (or higher) would ensure that the admitted students will have the necessary knowledge and skills to undertake the Programme. The Panel also noted that HKDSE Mathematics at minimum Level 2 forms part of the minimum admission requirements of HKCAAVQ accredited bachelor's degree programmes, which cannot be replaced by any other subjects.

4.2.3 The Panel noted that the Operator will conduct module-by-module mapping for admission of students into Year 2 or Year 3 with their relevant and recognised Associate Degree / Higher Diploma qualifications at HKQF Level 4 via either advanced standing or credit exemption. The Panel also noted that students with Associate Degree / Higher Diploma qualifications in a less relevant discipline

will lead to fewer module exemptions. Considering the importance of the module-by-module mapping for the admission of senior year entry under the proposed maximum number of new students per year, the Panel **recommended** that Operator should pay careful attention to ensure that its module-by-module mapping which will be conducted by both HKIT and GU for admission of students into Year 2 or Year 3 of the Programme with their relevant Associate Degree / Higher Diploma qualifications at HKQF Level 4, through either advanced standing or credit exemption, will be conducted rigorously and credibly, and will be documented transparently and properly for future scrutiny. Having considered the above recommendation made by the Panel, HKCAAVQ set the following restriction which is supported by the Panel:

Restriction

The Operator is to provide detailed information of module-by-module mapping on admission of Year 2 entry and Year 3 entry to demonstrate that module-by-module mapping has been conducted rigorously and credibly in each intake to ensure that each student admitted to Year 2 or Year 3 has the necessary skills and knowledge to undertake the Programme.

The Operator is to submit reports containing relevant evidence and GU's approval records to HKCAAVQ for the fulfilment of the above restriction **on or before 29 April in each year during the validity period**.

4.2.4 In line with the HKCAAVQ's policy on the yearly quota of non-standard admission for its accredited programmes, the maximum number of non-standard admission (i.e. admitted applicants not meeting the stipulated minimum admission requirements) should be capped, on a programme basis, at a maximum of 5% of the actual number of new students of the year. The Panel noted from the response of the Operator that the admission through GU's Recognition of Prior (Experiential) Learning (RPEL), based on applicants' prior learning through experience and their interview performance, will be considered as non-standard entry subject to the above-mentioned cap set by HKCAAVQ.

4.2.5 The maximum numbers of new students per year for the Programme as proposed by the Operator are summarised below. From the response of the Operator, the Panel noted that the Operator has cash reserve which is sufficient to support the operation of the

Programme in case of any possible deficit incurred in the early stage in offering the Programme.

2022/23
Year 1 - Full-time: 15, Part-time: 0
Year 2 - Full-time: 15, Part-time: 0
Year 3 - Full-time: 50, Part-time: 15

2023/24
Year 1 - Full-time: 15, Part-time: 0
Year 2 - Full-time: 15, Part-time: 0
Year 3 - Full-time: 60, Part-time: 15

2024/25
Year 1 - Full-time: 15, Part-time: 0
Year 2 - Full-time: 15, Part-time: 0
Year 3 - Full-time: 70, Part-time: 15

2025/26
Year 1 - Full-time: 15, Part-time: 0
Year 2 - Full-time: 15, Part-time: 0
Year 3 - Full-time: 80, Part-time: 15

4.2.6 In consideration of the above information, the Panel considered that the minimum admission requirements, student selection process and proposed maximum number of new students per year are appropriate.

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 curriculum of the Programme comprises 17 discipline-specific modules. The distribution of modules by year, university credits and HKQF credits of the curriculum can be found in the table below. In general, the graduation requirement of the Programme is the completion of all the 17 modules of the Programme totaling 360 university credits.

Courses by Year

Year	No. of Courses	University Credits	HKQF Credits
Year 1	6	120	120
Year 2	6	120	120
Year 3	5	120	120
Total:	**17**	**360**	**360**

Remark: All the modules of the Programme are 20 university credits each, except for the *Project* module with 40 university credits.

4.3.2 The Panel noted that although it appears that there are no pre-requisite requirements in the curriculum of the Programme, the Operator explained that there is a progression requirement whereby students are required to complete Year 1 modules before they are allowed to study Year 2 modules and then Year 3 modules, and also modules with more advanced intended learning outcomes have been arranged at the latter years of study in the Programme. The Operator also provided the Panel with study plans for full-time mode, part-time mode, winter intake and spring intake to demonstrate the progression requirements of the Programme.

4.3.3 In response to the Panel's comment that there is no specific module in Mathematics to facilitate students to achieve the intended learning outcomes, the Operator advised that appropriate mathematics elements have been embedded within the curriculum to enable students to achieve the intended learning outcomes. Considering that Mathematics is important in Computing and the mathematics training within the Programme does not seem to be quite explicit, the Panel **recommended** that the Operator should ensure that there will be sufficient and appropriate mathematics training in the Programme to facilitate students to achieve the stated learning outcomes and to meet the programme objectives.

4.3.4 The Operator provided examples to demonstrate that the Programme will have sufficient coverage on fundamental subjects such as data structures, algorithm design and analysis, operating systems, computer network, AI-related content, and professionalism and ethics. Given the fast pace of innovation in Computing and Information Technology, the Panel **recommended** that the Operator should ensure that the Programme is sufficiently future-focused and that the currency of the Programme will be maintained with up-to-date content related to emerging technologies and with relevant contextualisation to fit into the local context.

4.3.5 In consideration of the above information and the discussion with various stakeholders, the Panel considered that the structure and content of the Programme is appropriate and would enable students to achieve the stated learning outcomes and meet the programme objectives.

4.4 Learning, Teaching and Assessment

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

4.4.1 The teaching and learning activities of the Programme include lectures, tutorials, seminars, practical demonstrations, laboratory sessions and projects. The medium of instruction is English. The *Module Specifications* from GU provide summary information of each module such as module aims, module intended learning outcomes, indicative syllabus outlines, teaching and learning strategies, contact and non-contact hours, assessment methods and references. The Operator also provided to the Panel samples of teaching and learning materials to demonstrate the academic standard of the Programme.

4.4.2 The assessments of the Programme include in-class tests, design tasks, case studies, portfolios, projects and presentations. The Panel asked about how individual inputs would be evaluated in group work, and the Operator indicated that there will be peer assessment in group work to evaluate individual contribution. The Panel noted that GU as the awarding body of the Programme will be responsible for setting assessments and conducting moderation for marked student assessments which will be administered by HKIT. The Panel reviewed sample assessments of the Programme and considered that they demonstrated relevant academic standard and HKQF standard at Level 5. External examiners with relevant academic and professional qualifications will be appointed by GU to review and give advice on the assessments of the Programme. *Turnitin* will be used to detect and prevent plagiarism in student assessments.

4.4.3 In consideration of the above information and the discussion with various stakeholders, the Panel formed the view that the learning, teaching and assessment activities designed for the Programme are appropriate in delivering the programme content and assessing students' attainment of the intended learning outcomes.

4.5 **Programme Leadership and Staffing**

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

4.5.1 The Operator provided the following information to demonstrate the academic leadership and staffing for the Programme:

(a) qualifications and experience of the programme leadership staff;
(b) qualifications and experience of potential teaching staff;
(c) mapping of modules and staff expertise;
(d) minimum appointment criteria for teaching the Programme;
(e) approval process of GU on the appointment of teaching staff for the Programme; and
(f) staffing plan showing the current and projected number of teaching staff to support the delivery of the Programme from 2021/22 to 2025/26 based on the proposed teaching staff-to-student ratio for the overall Programme at 1:26.

4.5.2 Noting that there are four full-time teaching staff including the Programme Leader and eight part-time teaching staff on the potential list of teaching staff for the Programme, the Panel asked the Operator about the measures on maintaining the stability of the teaching staff who will be employed on a part-time basis. The Operator advised that HKIT has a stable pool of part-time teaching staff who have worked for the institution from time to time for many years. The Operator also provided the Panel with its staff development activities for ensuring that the teaching staff will be kept updated for quality delivery of the Programme.

4.5.3 In consideration of the above information and the discussion with relevant stakeholders, the Panel formed the view that the programme leadership and staffing are appropriate and the staff development activities of the Operator can ensure that teaching staff will be 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 The Operator provided information on its learning, teaching and enabling resources relevant to the delivery of the Programme such as classrooms, computer facilities, library resources and student support services. The Operator also provided the Panel with a virtual tour of the campus, computer facilities and library resources supporting the Programme. In response to the Panel's comment on whether the proposed teaching venue of HKIT has sufficient facilities to operate this Programme, the Operator provided the current and projected utilisation rate of its facilities to demonstrate that it has sufficient resources to support the Programme.

4.6.2 In consideration of the above information and the discussion with relevant stakeholders, the Panel considered that the Operator is able to provide learning, teaching and enabling resources that are appropriate and sufficient for the delivery of the Programme.

4.7 **Programme Approval, Review and Quality Assurance**

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

4.7.1 The Operator provided to the Panel the following information to demonstrate that it has in place a system to monitor and review the development and performance of the Programme on an on-going basis:

(a) quality assurance mechanism in programme development, approval, management and review;
(b) updated memorandum of agreement signed by HKIT and GU covering the delivery of this Programme with effect from academic year 2021/22 with an approval period which is conterminous with the respective home programme in the UK to be reviewed in academic year 2023/24;

(c) mechanism on collection and follow-up of stakeholders' feedback;
(d) meeting minutes of relevant committees; and
(e) quality assurance manual.

4.7.2 The Panel noted that GU as the awarding body retains overall responsibility for the quality and management of the Programme through the academic leadership of its respective Faculty Dean and Academic Link as well as its periodic review of the Programme, while HKIT shares part of the responsibility in the delivery and operational management of the Programme. The Panel also noted that the Programme has successfully registered under the *Non-local Higher and Professional Education (Regulation) Ordinance (Cap 493)* since 9 November 2021 (registration number: 253179).

4.7.3 In consideration of the above information and the discussion with relevant stakeholders, the Panel formed the view that the Operator has a quality assurance system to monitor and review the development and performance of the Programme on an on-going basis.

5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT

5.1 Variation and withdrawal of this Accreditation Report

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

5.1.2 HKCAAVQ may subsequently decide to vary or withdraw this Accreditation Report if it is satisfied that any of the grounds set out in section 5 (2) of the AAVQO apply. This includes where HKCAAVQ is satisfied that the Operator is no longer competent to achieve the relevant objectives and/or the Programme no longer meets the standard to achieve the relevant objectives as claimed by the Operator (whether by reference to the Operator's failure to fulfil any conditions and/or comply with any restrictions stipulated in this Accreditation Report or otherwise) or where at any time during the validity period there has/have been substantial change(s) introduced by the Operator after HKCAAVQ has issued the accreditation

report(s) to the Operator and which has/have not been approved by HKCAAVQ. Please refer to the '*Guidance Notes on Substantial Change to Accreditation Status*' in seeking approval for proposed changes. These Guidance Notes can be downloaded from the HKCAAVQ website.

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

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

5.2 Appeals

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

5.2.2 If the Operator is aggrieved by a decision to vary or withdraw this Accreditation Report, then pursuant to Part 3 of the AAVQO the Operator has a right of appeal to the Appeal Board. Any appeal must be lodged within 30 days of the receipt of the Notice of Withdrawal.

5.2.3 The Operator should be aware that a notice of variation or withdrawal of this Accreditation Report is not itself an accreditation report and the right to appeal against HKCAAVQ's substantive determination regarding accreditation arises only from this Accreditation Report.

5.2.4 Please refer to Cap. 592A (http://www.legislation.gov.hk) for the appeal rules. Details of the appeal procedure are contained in section 13 of the AAVQO and can be accessed from the QF website at https://www.hkqf.gov.hk.

5.3 Qualifications Register

5.3.1 Qualifications accredited by HKCAAVQ are eligible for entry into the Qualifications Register ("QR") at https://www.hkqr.gov.hk for recognition under the HKQF. The Operator should apply separately to have their quality-assured qualifications entered into the QR.

5.3.2 Only learners who commence the study of the named accredited learning programme during the validity period and who have graduated with the named qualification listed in the QR will be considered to have acquired a qualification recognised under the HKQF.

Ref: 100/52/03
11 February 2022
JoH/AnC/CCh/cch/jnl

Appendix

Hong Kong Institute of Technology and Glyndŵr University

Learning Programme Accreditation for BSc (Hons) Computing

18 - 19 November 2021

Panel Membership

Panel Chair

Professor Philip BODMAN
Emeritus Professor
Faculty of Business, Economics and Law
University of Queensland
AUSTRALIA

*** Panel Secretary**

Mr Calvin CHAN
Registrar
Academic Accreditation and Assessment
Hong Kong Council for Accreditation of Academic and Vocational Qualifications
HONG KONG

Panel Members

Professor CHEUNG Yiu Ming
Professor
Department of Computer Science
Hong Kong Baptist University
HONG KONG

Dr CHOW Kam Pui
Associate Professor
Department of Computer Science
University of Hong Kong
HONG KONG

Dr ZHENG Yuanqing
Associate Professor
Department of Computing
Hong Kong Polytechnic University
HONG KONG

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

HKCAAVQ Report No.: 22/22