



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

CONFIDENTIAL

ACCREDITATION REPORT

**SCHOOL OF CONTINUING EDUCATION,
HONG KONG BAPTIST UNIVERSITY**

AND

UNIVERSITY OF SOUTH AUSTRALIA

LEARNING PROGRAMME RE-ACCREDITATION FOR

**BACHELOR OF BUSINESS
(SPORT AND RECREATION MANAGEMENT)**

**BACHELOR OF BUSINESS
(TOURISM AND EVENT MANAGEMENT)**

JULY 2022

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1. TERMS OF REFERENCE

- 1.1 Based on the Service Agreement (No.: AA785), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (Cap. 592), was commissioned by School of Continuing Education, Hong Kong Baptist University and University of South Australia (jointly as the Operator) to conduct a Learning Programme Re-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 the Operator meet the stated objectives and HKQF standards and can continue to be offered as accredited programmes;
 - i. Bachelor of Business (Sport and Recreation Management) (NCR Reference Number: 412846)
 - ii. Bachelor of Business (Tourism and Event Management) (NCR Reference Number: 411321)
 - (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 Bachelor of Business (Sport and Recreation Management) Programme and Bachelor of Business (Tourism and Event Management) Programme meet the stated objectives and HKQF standards at Level 5, and can continue to be offered as accredited programmes with a validity period of five years from 1 September 2022 to 31 August 2027.
- 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 two Programmes are specified as follows:

Name of Local Operator	School of Continuing Education, Hong Kong Baptist University 香港浸會大學持續教育學院	
Name of Non-local Operator	University of South Australia	
Name of Award Granting Body	University of South Australia	
Title of Learning Programme	Bachelor of Business (Sport and Recreation Management)	Bachelor of Business (Tourism and Event Management)
Title of Qualification(s) [Exit Award(s)]	Bachelor of Business (Sport and Recreation Management)	Bachelor of Business (Tourism and Event Management)
Primary Area of Study and Training	Services	Services
Sub-area (Primary Area of Study and Training)	Recreation, Leisure and Sports Management	Hotel and Tourism
Other Area of Study and Training	Business and Management	Services
Sub-area (Other Area of Study and Training)	General Business Management	MICE and Event Management
HKQF Level	Level 5	Level 5
HKQF Credits	142	142
Mode(s) of Delivery and Programme Length	Full-time, one year	Full-time, one year
Intermediate Exit Award(s)	Not applicable	Not applicable
Start Date of Validity Period	1 September 2022	1 September 2022
End Date of Validity Period	31 August 2027	31 August 2027

Number of Enrolment(s)	One enrolment per year	One enrolment per year
Maximum Number of New Students	80 per year	80 per year
Address of Teaching / Training Venue(s)	(1) 34 Renfrew Road, Kowloon Tong, Kowloon (2) 9 Baptist University Road, Kowloon Tong, Kowloon (3) 8 On Muk Street, Shek Mun, New Territories	

2.4 Recommendations

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

For the two Programmes

- 2.4.1 The Operator should review and set the maximum class size for tutorials and workshops of the two Programmes to support effective interaction between teaching staff and students as well as among students (Para.4.4.2).
- 2.4.2 The Operator should continue to monitor the effectiveness of measures to enhance students' engagement and English academic writing skills (Para. 4.4.7).

For BBSRM

- 2.4.3 The Operator should return to delivering *Sport, Tourism and Event Practicum* as soon as the Operator is able to provide practicum opportunities under safe conditions (Para.4.3.5).
- 2.4.4 The Operator should ensure that constructive feedback is consistently provided for assessment to help students improve their work (Para.4.4.8).

- 2.5 HKCAAVQ will subsequently satisfy itself whether the Operator remains competent to achieve the relevant objectives and the Programmes continue to meet the standard to achieve the relevant objectives as claimed by the Operator by reference to, amongst other things, the Operator's fulfilment of any conditions and compliance with any restrictions stipulated in this Accreditation Report. For the

avoidance of doubt, maintenance of accreditation status is subject to fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report.

3. INTRODUCTION

- 3.1 The School of Continuing Education of the Hong Kong Baptist University (HKBU SCE) was established in 1975. It is one of the seven schools or faculties of the Hong Kong Baptist University. HKBU SCE has offered collaborative degree programmes with overseas institutions since 1985.
- 3.2 The University of South Australia (UniSA) was given degree-awarding status under the University of South Australia Act 1990. It was founded in January 1991 through the merger of the South Australian Institute of Technology and Colleges of Advanced Education.
- 3.3 The collaboration between HKBU SCE and UniSA has been a longstanding one since 1994. HKBU SCE and UniSA jointly as the Operator commissioned HKCAAVQ to conduct a Learning Programme Re-accreditation (Re-LPA) of the two Programmes. HKCAAVQ formed an expert Panel (Panel Membership in Appendix). Due to the outbreak of the novel coronavirus pandemic, the expert Panel held meetings with the Operator via video conferencing from 4 to 6 May 2022. *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 HKQF standards, for all exit qualifications from the programme.

- 4.1.1 UniSA does not refer to Programme Intended Learning Outcomes (PILOs), but a set of Graduate Qualities for which all programme objectives must map to. Each programme has its own set of programme specific objectives (POs) and professional competency. POs are linked to the Graduate Qualities to arrive at Professional Competency outcomes that the programme facilitates its students to achieve through the study of its courses.
- 4.1.2 The Bachelor of Business (Sport and Recreation Management) (BBSRM) Programme provides students with the skills, knowledge and qualities to work in a wide range of areas. These include sport management, event management, leisure management, recreation planning, outdoor recreation and tourism. The BBSRM Graduate Qualities and POs are listed as follows:

Graduate Quality	Program Specific Objective	Professional Competency
Body of knowledge	Demonstrate a broad and integrated knowledge of key areas of the sport and recreation management discipline necessary to commence professional practice and contribute to business growth in a global environment.	Apply sport and recreation management knowledge (demonstrate application of the practice in real situations, recognising limitations of theory; materials, tools, practices and techniques appropriately). Demonstrate an understanding of the needs, interests, protocols and perspectives of Indigenous groups.
Lifelong learning	Demonstrate effective goal setting, critical reflection, self-directed learning and an entrepreneurial mind-set which facilitate life-long learning throughout a professional career.	Locate, evaluate, analyse and manage the use of information in a range of business contexts and settings.
Effective problem solving	Demonstrate competency in critical analysis, critical thinking and innovative	Apply an analytical toolkit of frameworks, principles, processes and methods that

	problem solving to develop ethical, sustainable and meaningful solutions for organisations and institutions.	can be used to identify and evaluate business strategies.
Work alone and in teams	Work effectively as an individual, contribute constructively to teams and to contribute to leadership in projects and organisations.	Develop team charters; meet the expectations of fellow team members regarding planning, effective individual contribution, meeting agreed deadlines, negotiation and dealing with conflict.
Ethical action	Demonstrate competency in critical analysis, critical thinking and innovative problem solving to develop ethical, sustainable and meaningful solutions for organisations and institutions.	Demonstrate a commitment to personal ethical actions within professional contexts.
Communicate effectively	Demonstrate high-level oral, written and technical literacies as appropriate to the sport and recreation management discipline in a global business environment.	Effectively communicate business analysis, results and recommendations to technical and non-technical stakeholders.
International perspective	Demonstrate an understanding of the importance of cultural differences, diversity and inclusion in professional practice, and the environment and responsibilities of a globally responsible citizenry.	Consider sport and recreation management issues in a global setting from a variety of cultural perspectives. Demonstrate understanding, sensitivity and skill working in an international context.

4.1.3 The Bachelor of Business (Tourism and Event Management) (BBTEM) Programme aims to play a role in supplying tourism and event managers to this industry. The BBTEM Graduate Qualities and POs are listed as follows:

Graduate Quality	Program Specific Objective	Professional Competency
Body of knowledge	Demonstrate a broad and integrated knowledge of key areas of the tourism and event management discipline necessary to commence professional practice and contribute to business growth in a global environment.	Apply tourism and event management knowledge (demonstrate application of theory to practice in real situations, recognising limitations of theory; use materials, tools, practices and techniques appropriately). Demonstrate an understanding of the needs, interests, protocols and perspectives of Indigenous groups.
Lifelong learning	Demonstrate effective goal setting, critical reflection, self-directed learning and an entrepreneurial mind-set which facilitate life-long learning throughout a professional career.	Locate, evaluate, analyse and manage the use of information in a range of business contexts and settings.
Effective problem solving	Demonstrate competency in critical analysis, critical thinking and innovative problem solving to develop ethical, sustainable and meaningful solutions for organisations and institutions.	Apply an analytical toolkit of frameworks, principles, processes and methods that can be used to identify and evaluate business strategies.
Work alone and in teams	Work effectively as an individual, contribute constructively to teams and to contribute to leadership in projects and organisations.	Develop team charters; meet the expectations of fellow team members regarding planning effective individual contribution, meeting agreed deadlines, negotiation and dealing with conflict.
Ethical action	Demonstrate competency in critical analysis, critical thinking and innovative problem solving to develop ethical, sustainable and	Demonstrate a commitment to personal ethical actions within professional contexts.

	meaningful solutions for organisations and institutions.	
Communicate effectively	Demonstrate high-level oral, written and technical literacies as appropriate to the tourism and event management discipline in a global business environment.	Effectively communicate business analysis, results and recommendations to technical and non-technical stakeholders.
International perspective	Demonstrate an understanding of the importance of cultural differences, diversity and inclusion in professional practice, and the environment and responsibilities of a globally responsible citizenry.	Consider tourism and event management issues in a global setting from a variety of cultural perspectives. Demonstrate understanding, sensitivity and skill working in an international context.

4.1.4 The Operator provided the following to demonstrate how BBSRM and BBTEM continue to align with the requirements of the HKQF standard at Level 5:

- (a) Mapping between programme specific objectives (POs) and Graduate Qualities;
- (b) Mapping of courses against UniSA Graduate Qualities, POs and Professional Competency; and
- (c) Mapping of courses against and the GLD at HKQF Levels.

4.1.5 The Panel was informed by the Operator that the Graduate Qualities, programme specific objectives and Professional Competency remain unchanged since the last accreditation. After reviewing the information, the Panel held the view that the learning outcomes of the two Programmes are appropriate and continue to meet the HKQF Level 5.

4.1.6 In the response document to the Panel's initial comment (the response document), the Panel was provided with the Graduate Exit Survey with information on the employment for graduates since the last accreditation. The information suggests that the high response rates of 100% over the past three years and the majority of graduates in recent academic years were able to secure their full-time or part-time jobs. During the site visit, the external members, who met the

Panel, expressed that the two Programmes have good reputation in the industry in preparing students for their employment. Students and graduates, who met the Panel, also expressed that the two Programmes were relevant to their employment and prepared them for undertaking further studies.

- 4.1.7 After reviewing the above information, the learning outcomes of the two Programmes are considered to be achieved and the exit standard of the two Programmes at HKQF Level 5 has been met.

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 Operator confirmed that there have been no changes in the following entry requirements to the two Programmes since the last accreditation:

- (a) A recognised associate degree/higher diploma in a relevant discipline; and
- (b) English language proficiency requirements

An overall minimum IELTS score (or equivalent as approved by UniSA) of 6.0 with a minimum score of 6.0 in the reading and writing sub scores, achieved in the last two years; or

Previous successful tertiary study in the last two years where English was the language of instruction, and in a location where English is an official or common language in accordance with UniSA requirements.

- 4.2.2 The Operator elaborated in the response document that evaluation of prior learning is conducted pursuant to *the University of South Australia's Recognition of Prior Learning Policy, A-13.20*. To be eligible for entry, at a minimum, applicants are required to have completed a relevant qualification/s in the same discipline. Credit for prior learning is granted only where the prior study or experience is assessed as equivalent in content and level to the course (or courses) for which credit is being sought. Credit granted must be academically

defensible and take into account the student's ability to make satisfactory academic progress and to successfully complete the requirements of the remainder of the programme. In addition, students may be required to complete bridging courses.

4.2.3 After reviewing the student profiles for BBSRM and BBTEM, the Panel found that the majority of the BBSRM students in the last two years came from the HKBU SCE Higher Diploma programme. BBTEM students in the last three years came from the Higher Diploma programmes and Associate Degree programmes offered by HKBU SCE and other institutions with only a small number of BBTEM students with non-AD/HD qualifications. During the site visit, the programme team explained that those students with non-AD/HD qualifications were admitted based on the UniSA's assessment of the qualifications, which were considered as equivalent to an Australian Qualifications Framework (AQF) Higher Diploma. In addition, there is a mechanism in place to assess international applicants for all UniSA programmes to ensure consistency in its admissions process. The Panel considered that the Operator has admission policies and mechanism in place which govern the consideration of advanced standing.

4.2.4 During the site visit, the Operator explained that the two BBTEM students who did not hold the equivalent of a Higher Diploma were assessed on a case-by-case basis based on the completion of their post-secondary qualifications in a relevant discipline. These two students were also required to complete the four bridging courses prior to joining BBTEM. The Operator also confirmed that the maximum number of non-standard admission (including mature students) for the two Programmes is capped at 5% of the actual number of new students of the year. The Panel was assured that the Operator will not exceed the quota. The Panel held the view that there is a clear non-standard admission policy.

Maximum Number of New Students

4.2.5 The Operator proposes the following yearly maximum number of new students:

	2022/23	2023/24	2024/25	2025/26
BBSRM	80	80	80	80
BBTEM	80	80	80	80

- 4.2.6 The Operator explained that whilst current enrolments are not at this level, the proposed maximum number of students is based on the forecast of the external situation and enrolment of the feeder programmes. To substantiate the market need for the two Programmes, the Operator cited statistics from the relevant manpower surveys and the recent market situation. The Operator also elaborated on its student recruitment strategies in the response document, including online promotions and scholarship programmes. During the site visit, the external members, who met the Panel, expressed that there is a market need for the two Programmes. The Panel noted that the Operator has sufficient qualified staff (Para. 4.5.2) and resources (Para. 4.6) to support the delivery of the two Programmes.
- 4.2.7 In consideration of the above information, the Panel considered that the stipulated minimum admission requirements are clearly outlined and the proposed maximum number of new students per year is acceptable.

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 are one-year full-time top-up degree programmes in Hong Kong. The Operator provided the following to illustrate the programme content and structure:
- (a) Home programme structure, syllabus and reading list;
 - (b) Course outlines, which list the course objectives, content, learning, teaching and assessment strategies; and
 - (c) Sample teaching and learning materials.
- 4.3.2 During the validity period, the Operator made changes to the Bachelor of Business programmes including BBSRM and BBTEM to ensure that the common Business core courses are the most relevant to contemporary needs and comply with the AQF requirement for degree structure. For example, the course *Business Operations* was replaced with the course *Entrepreneurship for Social and Market Impact*. The course *International Business Environment*

has been upgraded to AQF Advanced Course level and renamed as *International Business Environments*. The course *Organisational Entrepreneurship* was replaced with *Project Management: Principles and Strategies*. The Panel was informed that these changes have been approved by UniSA internally, as well as HKCAAVQ before they were implemented.

BBSRM

4.3.3 BBSRM students with recognised HD or AD in relevant disciplines are normally granted 54 units in block credits and complete 12 courses with four generic and eight specialised courses. The ratio of contact to non-contact hours for each course is set at about 1:2. The following table outlines the programme structure for the 2022/23 academic year:

Courses	Generic or specialised	Contact Hours	Non-contact Hours	Notional Learning Hours	HKQF credit
Business Development in Sport	Specialised	39	78	120*	12
Leisure Concepts	Specialised	39	78	117	11.7
Fundamentals of Sport and Recreation	Specialised	39	78	120*	12
Recreation and Sport Event Programming	Specialised	39	78	117	11.7
Sport Governance	Specialised	39	78	120*	12
Leadership in Recreation and Sport	Specialised	39	78	117	11.7
Recreation Planning in the Urban Environment	Specialised	39	78	120*	12
Sport, Tourism and Event Practicum#	Specialised	39	78	117	11.7
Strategic Management	Generic	39	78	120*	12
Entrepreneurship for Social and Market Impact	Generic	39	78	117	11.7

International Business Environments	Generic	39	78	117	11.7
Project Management: Principles and Strategies	Generic	39	78	117	11.7
Total	12 courses	468	936	1419	141.9

+ UniSA internal credit unit

* Three-hour assessment hours

Sport, Tourism and Event Practicum replaced with *Transition to Employment* during the outbreak of the novel coronavirus pandemic

4.3.4 The Operator provided a summary of changes to individual courses from the 2022/23 academic year, such as assessment types and methods and updates of textbooks. The Operator confirmed that the amendments are minor changes which will not affect Graduate Qualities, POs and Professional Competency. The Panel was informed that the changes are made to align with the home programmes in Australia. After reviewing the information, the Panel considered that the proposed changes are appropriate.

4.3.5 The Operator proposed to replace *Sport, Tourism and Event Practicum* with *Transition to Employment*, which consists of 39 contact hours in Hong Kong during the novel coronavirus pandemic. The senior management explained that this is a temporary arrangement considering students' safety in the face of the outbreak of the novel coronavirus pandemic and the ability of companies to provide the required practicum opportunities. After reviewing the course outlines, the Panel found that the aims, objectives and assessments of the two courses are comparable and similar. However, considering the importance of the practicum for students and students and external members' views, the Panel made the following recommendation for BBSRM:

Recommendation (for BBSRM)

The Operator should return to delivering *Sport, Tourism and Event Practicum* as soon as the Operator is able to provide practicum opportunities under safe conditions.

BBTEM

4.3.6 BBTEM students with a recognised HD or AD are normally granted 54 units of block credit and complete 12 courses with four generic and eight specialised courses. The ratio of contact to non-contact

hours is set at about 1:2. The following table outlines the programme structure for the 2022/23 academic year:

Courses	Generic or specialised	Contact Hours	Non-contact Hours	Notional Learning Hours	HKQF
Foundations of Event Management	Specialised	39	78	117	11.7
Strategies for Events and Conventions	Specialised	39	78	117	11.7
Destination Management	Specialised	39	78	117	11.7
New Technologies in Tourism, Events and Hospitality	Specialised	39	78	117	11.7
Service Management in Tourism, Events and Hospitality	Specialised	39	78	117	11.7
Policy and Planning for Sustainable Tourism	Specialised	39	78	120*	12
Strategic Management	Generic	39	78	120*	12
International Business Environment	Generic	39	78	117	11.7
Understanding Travel and Tourism	Specialised	39	78	120*	12
Entrepreneurship for Social and Market Impact	Generic	39	78	117	11.7
Experiential Product Design for Tourism, Events and Hospitality	Specialised	39	78	120*	12
Project Management: Principles and Strategies	Generic	39	78	117	11.7
Total	12 courses	468	936	1416	141.6

+ UniSA internal credit unit

* Three-hour assessment hours

- 4.3.7 The Operator provided a summary of changes to individual courses from the 2022/23 academic year, such as course title, aims, content and assessment types. The Operator confirmed that the amendments are minor changes which will not affect Graduate Qualities, POs and Professional Competency. The Panel was also informed that the changes are made to align with the home programmes in Australia. After reviewing the information, the Panel considered that the proposed changes are appropriate.
- 4.3.8 The Operator explained in the response document that the course objectives, content and assessment criteria in Hong Kong mirror the home programme in Australia. To meet local students' learning needs, the UniSA lecturers encourage the Hong Kong teaching staff to localise course concepts. In addition, the Operator also contextualised some courses, such as incorporating local examples.
- 4.3.9 Overall, the Panel considered that the content and structure of the two Programmes are coherent and balanced, and enable students to achieve the stated programme objectives and the 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 English is the medium of instruction (MOI) of the two Programmes. The course outlines state that there is a variety of learning and teaching methods, such as lectures, tutorials, workshops and seminars. During the site visit, the Panel was informed that the maximum class size for different learning and teaching activities in Hong Kong varied among each of the courses and depended on actual classroom capacity. There does not appear to be an agreed maximum class size as student enrolment numbers have not exceeded the levels projected at the time of accreditation.
- 4.4.2 Nevertheless, the Panel considered that tutorials and workshops are designed to encourage small group discussions and interactions. Therefore, a smaller class size would be more desirable to facilitate effective interaction and communication between teaching staff and students as well as among students. In addition, one of the moderation reports also suggests that the large class size made it

difficult to connect with all students and reduced their willingness and ability to engage in class environment. Considering students' learning experience, the Panel made the following recommendation:

Recommendation (for the two Programmes)

The Operator should review and set the maximum class size for tutorials and workshops of the two Programmes to support effective interaction between teaching staff and students as well as among students.

- 4.4.3 The Operator administers a myCourseExperience questionnaire to address student satisfaction with the content and teaching. In addition, UniSA conducts a bi-yearly Offshore Student Experience Survey for all offshore programmes to capture student feedback on the programme content and performance and services provided by both UniSA and partner institutions. The Panel noted from the 2021 Offshore Student Experience Survey that students' satisfaction on the quality of the programmes is generally high. During the site visit, the teaching staff, who met the Panel, expressed that additional online tutorials were provided to coach students to complete assignments. Students and graduates, who met the Panel, also shared that both UniSA and HKBU SCE teaching staff are supportive and helpful.
- 4.4.4 In relation to assessment, the Panel was provided with the following information:
 - (a) The Assessment Policies and Procedures Manual of UniSA;
 - (b) Moderation reports; and
 - (c) Sample marked assessments of a number of courses (at the levels of high, medium and low).
- 4.4.5 The Panel noted that there are assessment policies and guidelines in place. The Assessment Policies and Procedures Manual outlines the UniSA's policy and procedure on assessment. UniSA implements a set of Moderation Guidelines to ensure that consistent and accurate assessment standards are applied and maintained. Assessment is moderated via sampling of scripts and moderation feedback is provided to markers to ensure consistency of assessment marking across all cohorts. The two Programmes also use a variety of methods to assess students' performance. These methods include, among others, examinations, projects, learning

logs, journals, presentations, reports and essays. The credits required for graduation is 54 UniSA units.

- 4.4.6 The Operator provided a sample of moderation reports showing that the moderation process was in place. It was noted that moderators' feedback was generally positive. For example, a moderator of *Business Development in Sport* in 2021 commented that the quality of marking was accurate. A moderator of *Understanding Travel and Tourism* in 2020 commented that sufficient and useful feedback was provided to students. After reviewing the students' sample assessment scripts for high, medium and low grades of the two Programmes, the Panel considered that the assessment scripts reflected an appropriate assessment of the learning outcomes at HKQF Level 5 of the two Programmes.
- 4.4.7 Nevertheless, the Panel noted from the response document that the reasons for a lower distribution of higher grades than Australian based students could be the English academic writing skills and students' engagement. Students and graduates, who met the Panel, also shared that it would be desirable to further strengthen English academic writing support. The programme teams, who met the Panel, elaborated that follow-up actions had been taken to improve the situation. For example, students were encouraged to take part in UniSA's online English tutorials and HKBU SCE's academic writing workshops. The Operator also explored new strategies to enhance students' engagement, such as using videos and Zoom sessions. The Panel appreciated the Operator's efforts and made the following recommendation:

Recommendation (for the two Programmes)

The Operator should continue to monitor the effectiveness of measures to enhance students' engagement and English academic writing skills.

- 4.4.8 After reviewing the samples of BBSRM student assignment, the Panel found that no detailed comments on students' performance were provided. One of the moderation reports also suggests that the instructor did not appear to provide detailed comments to the students. Considering the importance of teacher's feedback to students' learning, the Panel made the following recommendation:

Recommendation (for BBSRM)

The Operator should ensure that constructive feedback is consistently provided for assessment to help students improve their work.

- 4.4.9 Notwithstanding the above recommendations, 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 Operator provided the *Offshore Programs Agreement and Program Schedules* showing that UniSA appointed a Programme Director for the two Programmes and a Course Coordinator for each course. HKBU SCE appoints staff to mirror these functional roles in Hong Kong. The appointment of HKBU SCE academic staff for the two Programmes must first gain approval from the UniSA Pro Vice Chancellor (Business and Law).
- 4.5.2 The Panel noted that course teaching adopts a collaborative teaching model - each course is taught by UniSA teaching staff and a HKBU SCE teaching staff. The Operator provides the following staffing plan showing the number of teaching staff involved in teaching the two Programmes:

BBSRM

	HKBU SCE		UniSA	
Type of staff	Full-time	Part-time/ FTE	Full-time	Part time/ FTE
Existing number of teaching staff	4	7	7	1

Planned number of teaching staff in 2022/23, 2023/24, 2024/25, 2025/26 and 2026/27 academic years	4	7	7	1
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BBTEM

	HKBU SCE		UniSA	
Type of staff	Full-time	Part-time/ FTE	Full-time	Part-time/ FTE
Existing number of teaching staff	2	7	8	0
Planned number of teaching staff in 2022/23, 2023/24, 2024/25, 2025/26 and 2026/27 academic years	2	7	8	0

- 4.5.3 After reviewing the profiles of the teaching staff, the Panel noted that all teaching staff have at least a master's degree with relevant subject knowledge. The Panel considered that the Operator has sufficient qualified staff to deliver the two Programmes. When meeting with the teaching staff, the Panel trusted that they have close communication between UniSA and HKBU SCE staff.

Staff Development

- 4.5.4 The Operator provided a list of induction and development activities that HKBU SCE staff completed in the last two years. The Panel noted that the HKBU SCE teaching staff attended staff induction and training conducted by UniSA annually. The Panel noted from the response document that staff development strategies/activities include the induction programmes and teaching and learning workshops provided by HKBU Centre of Holistic Teaching and Learning. UniSA also plays a part in staff development such as offering online lectures and workshops for academic staff to enhance their digital teaching capabilities.
- 4.5.5 During the site visit, teaching staff who met the Panel indicated that they were given the opportunity to attend various staff development activities, such as UniSA online workshops, research workshops, and induction programmes. They considered that the training

activities were relevant and valuable, and enhanced their delivery of the two Programmes.

- 4.5.6 Based on the discussion with the representatives of the Operator and a review of the information obtained, the Panel considered that the Operator has a staffing plan and adequate staff development activities to support the delivery of the two Programmes.

4.6 **Learning, Teaching and Enabling Resources/Services**

The Operator must be able to provide learning, teaching and enabling resources/services that are appropriate and sufficient for the learning, teaching and assessment activities of the learning programme, regardless of location and mode of delivery.

Financial Resources

- 4.6.1 HKBU SCE provided an income and expenditure record from the 2020/21 to 2025/26 academic years. The financial statement submitted shows that the financial status of the programmes has been healthy with surplus. The financial projection indicated a surplus for the UniSA programmes in the coming years. Based on the track record of the partnership between HKBU SCE and UniSA, it is considered that the Operator has adequate financial resources to support the two Programmes.

Physical Resources

- 4.6.2 The Offshore Programs Agreement and Program Schedules state that HKBU SCE is responsible for providing suitable premises, equipment and other facilities for the delivery of the two Programmes, including access to HKBU SCE library facilities and specific IT resources necessary to teach the two Programmes. UniSA is responsible for providing students with access to the University library collection and IT services and online learning guides and workshops. During the site visit, the Panel noted that there are different e-learning platforms, such as myUniSA Student Portal Learnonline and mySCE. An orientation session is also conducted for new students to help them understand the campus facilities and student support.
- 4.6.3 The Panel noted that the Operator collects students' feedback on the learning centre facilities and services and monitors the teaching and learning experiences of the students. Follow up actions have been

taken to improve students' learning experience. For example, Zoom licences for all students were upgraded, and all lectures were recorded to facilitate students' revisions. The Panel noted from the results of the 2018/19 to 2020/21 Student Feedback Questionnaire (SFQ) on campus resources that the score of students' satisfaction rates had increased. Students and graduates, who met the Panel, expressed that they were satisfied with the resources and facilities provided by the Operator.

- 4.6.4 Based on the information provided, the Panel considered that the Operator has adequate financial and physical resources to support 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 obtained the following information in regard to the quality assurance of the two Programmes:
- (a) Offshore programme and course quality and viability are evaluated annually pursuant to *UniSA's Quality Assurance and Improvement: Programs, Courses and Teaching (A-35A) policy*. UniSA staff and HKBU SCE staff collaborate in the review of course and programme content, pedagogies and assessment practice, and implement appropriate improvements as required.
 - (b) The two Programmes were internally reaccruited and approved for the period of 2022-2027 by the Teaching and Learning Strategy Group (TLSG), Academic Strategy, Standards and Quality Committee (ASSQC) and Academic Board of UniSA.
 - (c) Surveys and meetings gather student and graduate feedback. For example, each course is evaluated by students through the myCourseExperience questionnaire. In addition, students' feedback and comments are collected at focus group meetings and Student-Teacher Consultative Meetings. At the completion of the programme, students are requested to complete a

graduate survey titled 'myReflections', which is administered by the Advancement Services Unit of UniSA.

- 4.7.2 The Offshore Programs Agreement and Program Schedules govern the partnership and clearly spell out the roles and responsibilities of the two partners. In addition, the programme amendment is governed by the UniSA's Coursework Program Approval Manual. In this Re-LPA, the Operator provided the Panel with a summary of changes for individual courses with justifications. After reviewing the information, the Panel considered that there is a clear policy and process to govern the programme amendment for continuous improvement.
- 4.7.3 The Panel noted that UniSA's Management and Marketing discipline has an Industry Advisory Committee comprised of key stakeholders from the Tourism and Hospitality, Management, Marketing, Not-for-profit, Sport Management, and Government sectors, who oversee and approve any changes to the programmes and ensure continuous improvement efforts of UniSA's on-campus and offshore degrees. In addition, the Hong Kong Advisory Committee plays a key role in the executive oversight of UniSA's offshore programmes. During the site visit, external members, who met the Panel, also shared that teaching staff have regular contact with industry partners to better understand future trends. They appreciated the teaching staff's efforts to connect with the industry partners.
- 4.7.4 Overall, the Panel concluded that the Operator has in place appropriate mechanisms to monitor and review the performance of the two Programmes 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 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.

Ref: 100/38/06
JoH/AnC/CC/KnL/as
12 July 2022

Appendix

School of Continuing Education, Hong Kong Baptist University and University of South Australia

Learning Programme Re-accreditation for

- (i) Bachelor of Business (Sport and Recreation Management)**
- (ii) Bachelor of Business (Tourism and Event Management)**

4 - 6 May 2022

Panel Membership

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

