



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

ACCREDITATION REPORT

**SCHOOL FOR HIGHER AND PROFESSIONAL
EDUCATION, VOCATIONAL TRAINING COUNCIL**

AND

COVENTRY UNIVERSITY

LEARNING PROGRAMME RE-ACCREDITATION

**BSC (HONS) ETHICAL HACKING AND CYBER
SECURITY**

AND

BACHELOR OF BUSINESS ADMINISTRATION (HONS)

MARCH 2024

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Appendix

HKCAAVQ Panel Membership

1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA916), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance (Cap. 592), was commissioned by School for Higher and Professional Education, Vocational Training Council and Coventry University (jointly as the Operator) to conduct a learning programme re-accreditation with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the programmes of School for Higher and Professional Education, Vocational Training Council and Coventry University (the Operator) (with specifications under (I)) meet the stated objectives and HKQF standards and can continue to be offered as accredited programmes; and
- (b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

(I) Specifications of the programmes seeking accreditation status

Programme title	Exit award title	NCR Registration/ Reference Number ¹	Mode of study	Programme length	Major(s) leading to distinctive awards	Claimed HKQF level
BSc (Hons) Ethical Hacking and Cyber Security	BSc (Hons) Ethical Hacking and Cyber Security	253042	Full-time	12 months	N/A	5
			Part-time	14 months		
Bachelor of Business Administration (Hons)*	Bachelor of Business Administration (Hons)*	251732	Part-time	14 months	N/A	5

**The Non-local Courses Registry approved in December 2022 to change to this programme title from "BA (Hons) Business Administration" with effect from 1 February 2024.*

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

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that the BSc (Hons) Ethical Hacking and Cyber Security and the Bachelor of Business Administration (Hons) meet the stated objectives and HKQF standard at Level 5 and can continue to be offered as accredited programmes 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 BSc (Hons) Ethical Hacking and Cyber Security and Bachelor of Business Administration (Hons) are specified as follows:

Name of Local Operator	School for Higher and Professional Education, Vocational Training Council 職業訓練局 才晉高等教育學院	
Name of Non-local Operator	Coventry University	
Name of Award Granting Body	Coventry University	
Title of Learning Programme	BSc (Hons) Ethical Hacking and Cyber Security (BScEHCS).	BA (Hons) Business Administration (BABA), to be retitled to Bachelor of Business Administration (Hons) (BBA) from 1 Feb 2024.
Title of Qualification [Exit Award]	BSc (Hons) Ethical Hacking and Cyber Security.	BA (Hons) Business Administration, to be retitled to Bachelor of Business Administration (Hons) from 1 Feb 2024.
Primary Area of Study and Training	Computer Science and Information Technology	Business and Management

Sub-area (Primary Area of Study and Training)	Computer Science and Information Technology	General Business Management
Other Area of Study and Training	Not applicable	
Sub-area (Other Area of Study and Training)	Not applicable	
QF Level	Level 5	
QF Credits	130	140
Mode(s) of Delivery and Programme Length	Full-time: 12 months; Part-time: 14 months	Part-time: 14 months
Start Date of Validity Period	1 Sept 2024	1 Jul 2024
End Date of Validity Period	31 Aug 2028	30 Jun 2028
Number of Enrolment(s)	One enrolment per year	Two enrolments per year
Maximum Number of New Students	Full-time: 60 students per year Part-time: 60 students per year	300 students per year

Address of Teaching / Training Venue(s)	1. IVE (Chai Wan) 30 Shing Tai Road, Chai Wan, Hong Kong; 2. IVE (Haking Wong) 702 Lai Chi Kok Road, Cheung Sha Wan, Kowloon; 3. HKDI and IVE (Lee Wai Lee) 3 King Ling Road, Tseung Kwan O, New Territories; 4. IVE (Tsing Yi) 20 Tsing Yi Road, Tsing Yi Island, New Territories; 5. IVE (Morrison Hill) 6 Oi Kwan Road, Wan Chai, Hong Kong; 6. IVE (Tuen Mun) 18 Tsing Wun Road, Tuen Mun, New Territories; 7. IVE (Sha Tin) 21 Yuen Wo Road, Sha Tin, New Territories; 8. IVE (Kwai Chung) 20 Hing Shing Road, Kwai Chung, New Territories; 9. IVE (Kwun Tong) 25 Hiu Ming Street, Kwun Tong, Kowloon. 10. VTC Tower 27 Wood Road, Wan Chai, Hong Kong
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2.4 Recommendations

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

BScEHC/BScEHCS

- 2.4.1 The Operator should consider forming a marketing strategy that does not rely solely on the identified feeder programmes to widen possibilities for future recruitment, and graduate placements. (para. 4.2.3)
- 2.4.2 The Operator should establish a formal protocol to assess the profiles of individual applicants from non-feeder programmes to ascertain parity of their learning experiences with those of feeder applicants, including learning programming skills. (para. 4.2.4)
- 2.4.3 The Operator should consider developing formal procedures to ensure that students from non-feeder programmes with insufficient coverage in programming skills have a reasonable chance of success in the programme. (para. 4.2.4)

- 2.4.4 The programme should include more content specific to Hong Kong and the Greater Bay Area context, such as digital currency. (para. 4.3.3)
- 2.4.5 The Operator should consider embedding AI into the curriculum to address the emerging trends in cybersecurity issues. (para. 4.3.3)
- 2.4.6 The Operator should engage the external examiner in a formal, recorded, narrative reporting manner, which can be used to identify and address any issues regarding QA or delivery contexts within the programme, and would also give the opportunity for the evidential recording of both the issues and their solutions. (para. 4.4.6)
- 2.4.7 The Operator should establish a specialist subset of the current, overarching advisory panel at SHAPE to inform the programme team of specific local issues and emerging trends and technology within Hong Kong and the Greater Bay Area. (para. 4.7.5)
- 2.4.8 The Operator should introduce a supplementary QA procedure/protocol to ensure specifically the appropriateness of the assessments and examinations. (para. 4.7.6)
- 2.4.9 The Operator should formalise methods of knowledge exchange between CU and SHAPE, in order that best practice can be shared, and that students receive parity in their learning experience. (para. 4.7.7)

BABA/BBA

- 2.4.10 The Operator should monitor the performance of the students admitted with PD qualifications, review whether and what minimum QF credit threshold should be set for their admission, and report the results of the review and any subsequent actions taken or planned through the Operator's internal QA mechanism at the earliest relevant committee/board and, where necessary, any subsequent meetings. (para. 4.2.8)
- 2.4.11 The Operator should establish a mechanism for interviewing selected non-feeder applicants to assess their suitability for admission and to identify appropriate support needed to ensure their effective learning if they are admitted to the programme. (para. 4.2.9)
- 2.4.12 The Operator should update the module descriptor of the *Business Project* module with only two different assessment options and take

appropriate actions to ensure that students are well informed of the available choices. (para. 4.3.7)

- 2.4.13 The programme team might, in the interim delivery of the programme, consider providing an elective module on emerging topics that aims at students who want to develop their careers in these domains, and consider ways in which these dimensions might be integrated into the curriculum before the next re-accreditation. (para. 4.3.8)
- 2.4.14 The Operator should review the causes of the high percentages of first class honours to ensure that the overall student performance is accurately reflected in the classes of honours and there is no anomaly in the marking and grade moderation in individual modules. (para. 4.4.13)
- 2.4.15 The programme team might consider including summative assessment of team activities for modules with such activities to further enhance students' attainment of PLO 4. (para. 4.4.14)
- 2.4.16 The Operator should establish a formal industry advisory panel in order that the programme can respond to the changing needs of the industry. (para. 4.7.8)
- 2.5 HKCAAVQ will subsequently satisfy itself on 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 the fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report.

3. INTRODUCTION

- 3.1 The School for Higher and Professional Education (SHAPE) is a member institution of the Vocational Training Council (VTC), established in 2003. SHAPE collaborates with overseas university partners to offer top-up degree programmes covering a range of academic disciplines.
- 3.2 Coventry University (CU) was established in 1843 as the Coventry College of Design. In 1992, it was given degree awarding status under the United Kingdom Further and Higher Education Act and

was granted the title of Coventry University. CU partners with academic institutions worldwide to operate bachelor's degree programmes via collaborative provision.

- 3.3 The partnership between CU and VTC was first established in 2006 with a view to exploring collaboration opportunities initially to provide articulation pathways for the increasing number of part-time Professional Diploma graduates. After six years of collaboration, SHAPE and CU renewed the Programme Approval Agreement twice for a term of six years from August 2012 to July 2018 and then from August 2018 to July 2024. As of 4 January 2024, this partnership has seven HKCAAVQ-accredited programmes listed under the Hong Kong Qualifications Register (HKQR).
- 3.4 HKCAAVQ formed an expert Panel for this accreditation exercise (Panel Membership at Appendix). A site visit took place on 6-8 December 2023. HKCAAVQ and the Operator agreed to conduct the site visit by a combination of in-person interviews and video conferencing. The guiding document for the Operator and the Panel in conducting this exercise was HKCAAVQ's Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework (Version 1.2, November 2020).
- 3.5 In consideration of the Operator's track record established from previous accreditation exercises and in accordance with HKCAAVQ's Differentiation Approach, information on the following aspects of the programme under review was not required:

Domain of Competence	Information not required
LPA-6 Learning, Teaching and Enabling Resources/Services	institute-wide financial resources, physical resources and student support services.
LPA-7 Programme Approval, Review and Quality Assurance	institute-wide quality assurance processes and mechanisms.

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.

BScEHC/BScEHCS

4.1.1 The BSc (Hons) Ethical Hacking and Cybersecurity (BScEHC), retitled to BSc (Hons) Ethical Hacking and Cyber Security (BScEHCS) from 1 September 2023, is hosted by the School of Computing, Mathematics and Data Science, CU, the United Kingdom (UK) and operated by SHAPE of VTC, Hong Kong (HK).

4.1.2 The Programme Aims (PAs) of the BScEHCS are as follows:

PA1	Have a clearly targeted and developed set of skills in computing with special emphasis on security.
PA2	Have an understanding of the threats posed to modern information structures and will be able to apply defences against such threats.
PA3	Be able to devise methods of testing a system's security and possess the skills needed to break into systems that have vulnerabilities.
PA4	Be able to advise a company on how to set up secure systems.

4.1.3 BScEHCS has the following Programme Learning Outcomes (PLOs): On successful completion of the programme, students should be able to:

PLO1	Have a broad and deep understanding of the functioning of common software, platforms and systems, with the ability to build and secure such systems as well as analyse and reverse engineer their function and develop exploits for their flaws.
PLO2	Create working solutions to a variety of computational and real-world problems using an appropriate programming language (or languages) for the task.
PLO3	Understand the underlying architecture that supports the modern computer, including both traditional operating systems and modern internet-based infrastructure.
PLO4	Be able to create software and systems that use appropriate tools, techniques, standards and best

	practices in order to minimise the chance of exploitable errors and be able to analyse third-party code to determine level of risk.
PLO5	Using a range of tools, from simple and general-purpose tools such as nmap and netcat, to specialist tools such as OpenVas or Metasploit, perform penetration tests on systems and networks with good coverage and professional reporting.
PLO6	Understand professional practices of the modern cyber security and wider IT industry, including technical (e.g. version control / automated testing) but also social, ethical and legal responsibilities.
PLO7	Apply a wide variety of degree level transferable skills including time management, team working, written and verbal presentation to both experts and non-experts, and critical reflection on own and others work.
PLO8	Apply the above to advanced topics selected according to the interests of individual students or module themes.

4.1.4 The Operator provided the following information to the Panel to illustrate that BScEHCS continues to meet the HKQF Level 5:

- (a) Mapping of PLOs to the PAs;
- (b) Mapping of the modules to the PLOs;
- (c) Mapping of the PLOs to the Generic Level Descriptors (GLDs) at HKQF Level 5;
- (d) Mapping of the modules to the GLDs at HKQF Level 5;
- (e) Samples of teaching and learning materials of three modules of BScEHC;
- (f) Sample marked assessments and their associated assessment rubrics of two modules and the individual project of BScEHC; and
- (g) External examiner (EE) reports for BScEHC (AY2021/22).

4.1.5 Having reviewed the above information and discussed it with representatives of the Operator, the Panel considered that the sample assessment task and graded students' work had demonstrated the attainment of learning outcomes at HKQF Level 5. Representatives of graduates and students the Panel met indicated that what they had learned in the programme was useful to their current jobs, and there was evidence that graduates had jobs relevant to the programme. Also, the Panel noted that the comments given in the EE reports were positive in general.

- 4.1.6 The Operator informed the Panel that according to the *2022 Manpower Survey Report for Innovation and Technology Sector* issued by VTC, there was an increase of 17.4% in manpower requirements of the IT sector from 2018 to 2022. The projected increase of manpower for 2022-2026 was expected to be 3.3% per annum. Current and potential employers of the graduates whom the Panel met during the site visit expressed the view that there is a strong manpower demand in the IT industry in Hong Kong for graduates in cybersecurity.
- 4.1.7 Regarding the articulation needs of students of the feeder programmes, the Panel was informed that around 210 full-time (FT) students and 50 part-time (PT) students are currently studying in the Higher Diploma (HD) in Cybersecurity, which is a new feeder programme. With the removal of control measures of the COVID-19 pandemic, the Operator expected that the demand for the BScEHCS programme will increase gradually in the coming few years. In view of the above factors, the Operator anticipated that there would be ongoing demand for BScEHCS. Taking into account the current market needs and articulation needs of students, the Panel considered that there is a strong market demand for BScEHCS.

BABA/BBA

- 4.1.8 The BA (Hons) Business Administration (BABA) is to be retitled to Bachelor of Business Administration (Hons) (BBA) from 1 February 2024. The changes of programme title, PAs and PLOs were approved by HKCAAVQ via a substantial change process in December 2022. The programme is hosted by the School of Strategy and Leadership, CU, UK and operated by SHAPE of VTC, HK.
- 4.1.9 The PAs of BBA are as follows:

PA1	To offer a higher education experience that prepares graduates for a career in business and/or opportunities for postgraduate study in a country of their choice;
PA2	To prepare students to become promoters of ethical business practices, a reflective, enquiring approach and a focus on the importance of people within the business; and
PA3	To develop students' autonomy in their learning and self-development competencies needed for a continuous engagement with the latest developments in the field of business.

4.1.10 The PLOs of BBA are as follows:

PLO1	Demonstrate a comprehensive knowledge and understanding of the global business environment, business strategy, business ethics and the main functional areas of global business organisations;
PLO2	Apply a wide range of relevant skills and competencies in order to be effective in a graduate level role in an organisation;
PLO3	Analyse business problems and suggest relevant solutions using practical and theoretical knowledge and understanding of the area;
PLO4	Demonstrate the ability to act as an independent learner (in both educational and business settings) as well as the ability to play a full role when working and /or learning in teams;
PLO5	Demonstrate the ability to integrate diverse business concepts in given situations, including in an international context;
PLO6	Analyse and assess a given specialised area of global business, both theoretically and practically; and
PLO7	Demonstrate an understanding of sustainability within the context of the global business environment.

4.1.11 The Operator provided to the Panel the respective sets of information on BABA and BBA as listed below to illustrate that BABA continues to meet and BBA meets the HKQF Level 5:

- (a) Mapping of PLOs to the PAs;
- (b) Mapping of the modules to the PLOs;
- (c) Mapping of the PLOs to the Generic Level Descriptors (GLDs) at HKQF Level 5;
- (d) Mapping of the modules to the GLDs at HKQF Level 5;
- (e) Samples of teaching and learning materials of three modules of BABA/BBA;
- (f) Sample marked assessments and their associated assessment rubrics of the module Business Project and two modules; and
- (g) External examiner (EE) reports for BABA (AY2020/21 to AY2021/22).

4.1.12 Having reviewed the above information, the Panel commented that the wording in PLO6 of BBA should be refined to make the intended learning outcome more explicit, and the Operator responded that

they would review the PLOs in the next periodic review. Notwithstanding the above comment made, the Panel considered that the revised PLOs are aligned with the revised PAs and relevant to the needs of the industry. The Panel commented that the sample assessment task and graded students' work had demonstrated the attainment of learning outcomes at HKQF Level 5. The Panel noted that the comments given in the EE reports were positive in general.

- 4.1.13 The Operator informed the Panel that according to the *Report on Manpower Projection to 2027* issued by the HKSAR government, the manpower requirement of the Professional and Business Services sector was expected to grow at an average annual rate of 1.4% up to 2027. Representatives of employers the Panel met shared examples of the knowledge and skills the graduates gained from the programme that were relevant to the work of their organisations. The Panel considered that programme is relevant to the needs of the industry.

Both programmes

- 4.1.14 In consideration of the above, the Panel formed the view that there is evidence that the PAs and PLOs at HKQF Level 5 of the programmes have been achieved during the validity period, and the programmes address education and 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.

Both programmes

- 4.2.1 In line with the Government's policy on the yearly quota of non-standard admission for programmes accredited under the Qualifications Framework, for degree programmes operating in the 2023/24 academic year and onwards, the maximum number of non-standard admission (including mature students) should be capped at a maximum of 10% on a programme basis of the actual number of new students of the year. The cap is applied in line with the general expectation of self-financed degree-awarding institutions in safeguarding teaching and learning quality and thereby upholding

the credibility and recognition of the qualifications. The percentage is based on the sum of new student numbers across all years of study of the programme. The Operator has confirmed the programmes would adhere to the policy.

BScEHC/BScEHCS

4.2.2 The target students and minimum admission requirements of BScEHCS are as follows:

Target students	Graduates from relevant VTC Higher Diploma (HD) programmes or equivalent
Minimum admission requirements	1. <u>Accreditation of prior learning</u> Graduates of the following feeder programmes: • VTC HD in Information and Network Security^{*#} • VTC HD in Cybersecurity^{*#^} 2. <u>Mathematics entry requirement</u> All candidates must be able to demonstrate competence equivalent to Hong Kong Certificate of Education Examination (HKCEE) Grade E or Hong Kong Diploma of Secondary Education Examination (HKDSE) Level 2 in Mathematics. Applicants from the approved VTC feeder programmes are considered to have met this requirement. 3. <u>English language entry requirement</u> Award holders of VTC HD programmes taught and assessed in English are considered to meet the relevant language requirement.
Applicants with non-feeder qualifications	Non-feeder applicants holding equivalent qualifications will be considered on a case-by-case basis. Applicants who are not from the approved VTC feeder programmes should have successfully completed a HD or Associate Degree taught and assessed in English from a recognised institution in Hong Kong or equivalent, or alternatively they should have attained a minimum overall IELTS score of 6.5 or equivalent.
* HD programmes using Hong Kong Diploma of Secondary Education Examination (HKDSE) results or equivalent as	

general admission requirements.

HD programmes using Hong Kong Certificate of Education Examination (HKCEE) / Hong Kong Advanced Level Examination (HKALE) results or equivalent as general admission requirements.

^ New feeder programme since AY2023/24.

- 4.2.3 The Operator provided the Panel with the admission statistics of the programme from 2020/21 to 2023/24. The Operator has proposed to maintain the maximum number of new students per year at 60 for the next validity period of the programme. The Panel considered that this number was high in comparison with the actual intake figures during the validity period. The Panel noted that the programme is currently dependent upon feeder programmes for student recruitment, and that there is limited knowledge of the programme in both the wider, prospective applicant community, and among employers. The Panel recommended the Operator should consider forming a marketing strategy that does not rely solely on the identified feeder programmes to widen possibilities for future recruitment, and graduate placements. The recommendation notwithstanding, the Panel noted the adequacy of teaching staff (see paragraph 4.5.4) to support the delivery of the programme with the proposed maximum number of new students.
- 4.2.4 The Panel noted that except for 2022/23 in which a majority of students admitted were based on other qualifications, all students admitted in other years during the validity period were from the feeder programmes. The Panel also noted that currently there is no formal procedure for determining whether applicants from non-feeder programmes have parity of prior learning experiences with students who have completed the feeder programmes. The Panel also considered students should have adequate programming experience to be successful in the programme. The Panel recommended that the Operator should establish a formal protocol to assess the profiles of individual applicants from non-feeder programmes to ascertain parity of their learning experiences with those of feeder applicants, including learning programming skills. The Panel also recommended that the Operator should consider developing formal procedures to ensure that students from non-feeder programmes with insufficient coverage in programming skills have a reasonable chance of success in the programme.

BABA/BBA

4.2.5 The target students and minimum admission requirements of BABA/BBA are as follows:

Target students	Graduates from relevant VTC Professional Diploma (PD) and Higher Diploma (HD) programmes or equivalent
Minimum admission requirements	1. <u>Graduates of the following feeder programmes:</u> • PD in Business Management (PDBM) from VTC which includes the following subject areas from PDBM, plus at least 3 years relevant work experience: • Management • Economics • General statistics • Business organisation • Accounting • Marketing • HD in Business Administration from VTC^{*#} • HD in Business Administration and Management from VTC ^{*#^} or • A qualification equivalent to the above, i.e. a qualification pegged at the Hong Kong Qualifications Framework (QF) Level 4 or equivalent, covering the relevant subject areas: accounting, business statistics, economics, management, marketing, and organisational management 2. <u>English language entry requirement:</u> Holders of VTC HD or PD programmes taught and assessed in English are considered to meet the relevant language requirement.
Non-feeder programmes / special / alternative admission requirements and arrangements	Non-feeder applicants holding equivalent qualifications will be considered on a case-by-case basis, e.g. a qualification pegged at the Hong Kong Qualifications Framework (QF) Level 4 or equivalent, covering the relevant subject areas: accounting, business statistics, economics, management, marketing, and organisational management. Applicants who are not from the approved VTC feeder programmes should have successfully

	completed a HD, Associate Degree or PD taught and assessed in English from a recognised institution in Hong Kong or equivalent, or alternatively they should have attained a minimum overall IELTS score of 6.5 or equivalent.
* HD programmes using the Hong Kong Diploma of Secondary Education Examination (HKDSE) results or equivalent as general admission requirements. # HD programmes using the Hong Kong Certificate of Education Examination (HKCEE) / Hong Kong Advanced Level Examination (HKALE) results or equivalent as general admission requirements. ^ New feeder programme since AY2024/25.	

4.2.6 The Panel gathered the following information on the admission for each academic year from 2020/21 to 2022/23:

- (a) admission statistics of students via various entry routes;
- (b) summaries of the profiles of students admitted to the programme; and
- (c) details of the qualifications and work experience of admitted students.

4.2.7 The Operator reported that four students were admitted with PDBM or its equivalent qualification with less than three years of relevant work experience during the validity period. The Panel noted that these non-standard admissions were less than 5% of the actual number of admitted students of the year.

4.2.8 Regarding the admission of students with PD qualifications, the Panel noted that the QF credits of their qualification ranged from 84 to 120, and the Operator does not use a minimum QF credit threshold to guide the admission of such applicants. The Panel recommended that the Operator should monitor the performance of the students admitted with PD qualifications, review whether and what minimum QF credit threshold should be set for their admission, and report the results of the review and any subsequent actions taken or planned through the Operator's internal QA mechanism at the earliest relevant committee/board and, where necessary, any subsequent meetings.

4.2.9 The Panel noted from the admission statistics that the proportion of non-feeder applicants admitted to the programme has increased over the last three years. The Panel discussed the corresponding admission procedure with the Operator, and the Panel formed the view that interviews with non-feeder applicants, especially for

borderline cases, can help determine parity of their prior study programmes with the feeder programmes to assess their suitability to study the programme, and to identify appropriate support they need if they study the programme. The Panel recommended that the Operator should establish a mechanism for interviewing selected non-feeder applicants to assess their suitability for admission and to identify appropriate support needed to ensure their effective learning if they are admitted to the programme.

- 4.2.10 The Panel noted that the Operator has proposed to maintain the maximum number of new students per year at 300 for the next validity period of the programme, which the Panel considered to be high in comparison with the actual entry during the validity period. The programme team explained that the pandemic had impacted enrolment in the last few years, and expected that the enrolment will increase with the removal of control measures of the pandemic. The Operator also expressed that new promotional strategies would support stable recruitment of students for the coming years. Taking into consideration the above factors and the information provided by the Operator regarding the manpower demand of the business industry (see para. 4.1.13) and the adequacy of resources (paras. 4.5.8 and 4.6.5), the Panel considered the proposed maximum number of new students is appropriate.

Both programmes

- 4.2.11 The Operator provided the following retention rate and graduation rates:

BScEHC:

Academic Year	2020/21	2021/22
Retention rate	86%	90%
Graduation rate	100%	89%

BABA:

Academic Year	2020/21	2021/22
Retention Rate	98%	97%
Graduation Rate	89%	77%

- 4.2.12 In consideration of the above figures showing high retention and graduation rates, and the attainment of the PLOs, the Panel concluded that, notwithstanding the recommendations above, the minimum admission requirements of the programmes continued to

be effective for recruiting students with the necessary skills and knowledge to undertake the programme.

4.3 Programme Structure and Content

The structure and content of the learning programme must be up-to-date, coherent, balanced and integrated to facilitate progression in order to enable learners to achieve the stated learning outcomes and to meet the programme objectives.

BScEHC/BScEHCS

- 4.3.1 BScEHCS is a top-up programme offered at SHAPE with 130 HKQF credits in total. The programme is offered in FT mode with the normal programme length of 12 months and PT mode with the normal programme length of 14 months. The proposed modifications to the current curriculum, which have been implemented in the home programme in AY2023/24 and will be effective from the 2024/25 cohort onwards at SHAPE, are summarised in the tables below.

Current curriculum (AY2023/24)		Revised curriculum (AY2024/25 and onwards)		Remarks on changes
Module	HKQF credit	Module	HKQF credit	
Applied Forensics	10	Applied Forensics	10	No change
Practical Cryptography	10	Practical Cryptography	10	No change
Reverse Engineering	20	Reverse Engineering	20	No change
Exploit Development	20	Exploit Development	20	No change
Cyber Security Project	30	Cyber Security Project	30	No change
Security Management	10	Security Management	10	No change
Academic Writing 3: Writing Skills for Dissert and Res Prj	10	Academic Writing 3: Writing Skills for Dissert and Res Prj	10	No change
Security Audit and Monitoring	10	Security Audit and Monitoring	20	The key elements of

Current curriculum (AY2023/24)		Revised curriculum (AY2024/25 and onwards)		Remarks on changes
Module	HKQF credit	Module	HKQF credit	
Managing Red-Teams and Pen-Tests	10			<i>Managing Red-Teams and Pen-Tests</i> module are incorporated into the <i>Security and Audit Monitoring</i> module

4.3.2 The Operator provided the following information to the Panel to illustrate the structure and content of the programme:

- (a) Module descriptors for BScEHCS (effective from the 2024/25 cohort onwards);
- (b) Samples of teaching and learning materials of three modules of BScEHC; and
- (c) module delivery sequences for the FT and PT modes during the validity period and after the change in 2024/25.

4.3.3 The Panel reviewed the curriculum of BScEHCS and have the following two observations. Firstly, the Panel noted that while programme currently covers emerging global issues within cybersecurity, contextualised content is limited. The Panel considered that local issues of the associated industries in Hong Kong and the Greater Bay Area may differ from those prevalent in the UK. The Panel recommended that the programme should include more content specific to Hong Kong and the Greater Bay Area context, such as digital currency. Secondly, the Panel noted that embedded study of artificial intelligence (AI) within the programme is limited. The Panel recommended the Operator should consider embedding AI into the curriculum to address the emerging trends in cybersecurity issues.

4.3.4 The Panel noted from the results of Programme Experience Evaluation and Module Evaluation that students were generally satisfied with the Programme, and the module grade distributions showed that the majority of students had passed the modules (see paras. 4.4.2(d-f)). In conclusion, the Panel is of the view that the structure and content of the programme is up-to-date and coherent

and would continue to remain effective in enabling students to achieve the stated learning outcomes and to meet the programme aims.

BABA/BBA

- 4.3.5 BABA/BBA is a top-up programme offered at SHAPE with 140 HKQF credits in total. The programme is offered in PT mode with the normal programme length of 14 months. The curriculum of BABA has been reviewed and will be replaced with the new BBA curriculum effective from the AY2023/24 (February cohort) onwards. The changes in the curriculum are summarised in the table below.

BABA curriculum		BBA curriculum		Change to the curriculum and rationale
Module	QF credit	Module	QF credit	
Supply Chain and Operations Management	20	Entrepreneurship	20	The <i>Entrepreneurship</i> module aligns better to the autonomous, self-learning targets of the revised BBA programme.
Services and Retail Marketing	20	International Marketing	20	The <i>International Marketing</i> module is designed with content in line with the global ethos of the revised BBA programme.
Project Management	20	Project Management	20	Same Module
International Finance	20	International Finance	20	Same Module
Contemporary Business Strategy	20	Contemporary Business Strategy	20	Same Module
Critical Issues in Globalisation	20	Critical Issues in Globalisation	20	Same Module
Business Project	20	Business Project	20	Same Module
Total:	140	Total:	140	

4.3.6 The Operator provided the following information to the Panel to illustrate the structure and content of the programme:

- (a) Module descriptors of BABA and BBA;
- (b) Samples of teaching and learning materials of three modules of BABA/BBA; and
- (c) Module delivery sequences of BABA and BBA.

4.3.7 For the *Business Project* module, there are three routes to assess students, namely, Route 1: 8,000 word individual research-based dissertation, Route 2: 6,000 word individual project report, and Route 3: 8,000 word group project report. The Panel noticed that no students have yet opted to take Route 2 or Route 3, and the Operator explained that Route 3 requires students to collect data via placement, which is not feasible for students of this programme which only operates in the PT mode. The Panel considered that Route 3 should be removed from the module descriptor of the SHAPE programme to avoid confusion, and recommended that the Operator should update the module descriptor of the *Business Project* module with only two different assessment options and take appropriate actions to ensure that students are well informed of the available choices.

4.3.8 The Panel noted that e-marketing, digital and AI contexts and their associated ethical issues, plus the associated complexities of marketing in a crowded internet and emerging media environment, are not specifically addressed currently by the programme. However, the Panel understood that the current curriculum is also full of other important elements. The Panel recommended that the programme team might, in the interim delivery of the programme, consider providing an elective module on emerging topics that aims at students who want to develop their careers in these domains, and consider ways in which these dimensions might be integrated into the curriculum before the next re-accreditation.

4.3.9 Having reviewed the module descriptors and the mappings (see para. 4.1.11), discussed with graduate and student representatives who expressed that what they had learned in the programme was useful to their current jobs, and noting that they had jobs relevant to the programme, the Panel considered that the programme content is up-to-date, coherent and balanced. The Panel also considered that the proposed changes are appropriate. Notwithstanding the recommendations above, the Panel had the view that the revamp of the structure and content of the programme can continue to 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.

BScEHC/BScEHCS

- 4.4.1 The programme is delivered through lectures, workshops and project supervision. The maximum class size is 60 for lectures, 30 for workshops, and one-on-one for project supervision. The medium of instruction of the programme is English.
- 4.4.2 The Panel was provided with the following information regarding the learning, teaching and assessment activities of the programme:
 - (a) CU's Undergraduate Assessment Guidance;
 - (b) Sample marked assessments and their associated assessment rubrics of two modules and the individual project of BScEHC;
 - (c) EE reports for BScEHC (AY2021/22);
 - (d) Module grade distribution and award classification for BScEHC (AY2020/21 and AY2021/22);
 - (e) Results of Programme Experience Evaluation for BScEHC (AY2020/21 to AY2021/22); and
 - (f) Results of Module Evaluation for BScEHC (AY2020/21 to AY2022/23).
- 4.4.3 Besides reviewing the above information, the Panel also discussed with representatives of teaching staff, students and graduates on the delivery of the modules, including discussion with students and graduates of the programme their learning experiences. The Panel considered that the teaching and learning of the programme are effective in general.
- 4.4.4 The programme adopts several assessment methods including tests, proposals, technical reports, reflection, and final reports. Student assessment is governed by CU's Undergraduate Assessment Guidance. The graduation requirements for BScEHCS offered at

SHAPE are an achievement of 130 QF credits, and a pass in all the modules of the programme.

- 4.4.5 During the onsite discussions with student and graduate representatives, the Panel heard there was a gap in the levels between teaching materials, assignment, and examination in one of the modules. The Panel asked whether there had been any follow-up actions. Representatives of the Operator stated that the situation was noted and this module has been removed from the curriculum. The Panel made a recommendation regarding the quality assurance of assessment (see para. 4.7.6).
- 4.4.6 The Panel noted that currently there is not a formal narrative report from the external examiner that might prompt a written response from the programme team, and thus instigate formally recorded actions to address any QA or delivery issues. The Panel recommended that the Operator should engage the external examiner in a formal, recorded, narrative reporting manner, which can be used to identify and address any issues regarding QA or delivery contexts within the programme, and would also give the opportunity for the evidential recording of both the issues and their solutions.
- 4.4.7 The Panel reviewed the results of Programme Experience Evaluation and the Module Evaluation for BScEHC. During the onsite discussions with student and graduate representatives, the Panel received strong feedback indicating that their learning experiences were positive. The Panel noted the evidence of attainment of the PLOs (para. 4.1.5), and also noted that the graduation statistics showed a high completion rate during the validity period (para. 4.2.11). The passing rates of the Programme have been high, with more than half of the graduates awarded second-class honours, and five students were awarded first-class honours in the Programme in the past three years.
- 4.4.8 After considering the above information and notwithstanding the recommendations, the Panel formed the view that the BScEHC had demonstrated its effectiveness in delivering the programme content and assessing students' attainment of the programme learning outcomes.

BABA/BBA

- 4.4.9 The programme is delivered in various forms, including lectures and seminars. The maximum class size is 50 for lectures and seminars. The medium of instruction of the programme is English.

4.4.10 The Panel was provided with the following information regarding the learning, teaching and assessment activities of the programme:

- (a) CU's Undergraduate Assessment Guidance;
- (b) Sample marked assessments and their associated assessment rubrics of the module *Business Project* and two other modules;
- (c) External examiner reports for BABA (AY2020/21 to AY2021/22); and
- (d) Module grade distribution and award classification for BABA (AY2020/21 and AY2021/22).

4.4.11 Besides reviewing the above information, the Panel discussed with teaching staff, students and graduates on the teaching and learning experience of the programme. The Panel noted that students and graduates were positive about their learning experience in this programme. Regarding supervisors' support on the module *Business Project*, students and graduates shared that they received lots of help and inspiration from their supervisors through supervision meetings. They also expressed that if lectures could be delivered on-site and through online broadcasting, they could benefit from the flexibility of attending the lecture offsite when on-site attendance was not feasible. The Panel advised that the Operator consider exploring the possibility of offering the two modes of delivery at the same time.

4.4.12 Student assessment is governed by CU's Undergraduate Assessment Guidance. The programme adopts several assessment methods including business plans, case studies, reports, and examinations. The graduation requirements for BABA/BBA offered at SHAPE are an achievement of 140 QF credits, and a pass in all the modules of the programme.

4.4.13 The Panel reviewed the grade distribution and award classifications in AY2021/22 and AY2022/23 and noted that 23% to 32% of the graduates were awarded first class honours, which the Panel considered to be generally higher and not entirely in line with either UK or wider international norms. The Panel recommended that the Operator should review the causes of the high percentages of first class honours to ensure that the overall student performance is accurately reflected in the classes of honours and there is no anomaly in the marking and grade moderation in individual modules.

4.4.14 The Panel noted that only the *Contemporary Business Strategy* module and one of the three routes of the *Business Project* module

have group work assessment. The Panel pointed out that under this arrangement, it may be difficult to fully achieve PLO4, which emphasises on teamwork skills. Having discussed with the representatives of the Operator, the Panel noted that team activities are actually not limited to the two aforementioned modules, but in other modules only formative assessment is applied on team activities. The Panel recommended that the programme team might consider including summative assessment of team activities for modules with such activities to further enhance students' attainment of PLO 4.

- 4.4.15 In consideration of the above information and noting the evidence of assessment and attainment of the PLOs (para. 4.1.12), the Panel formed the view that the learning, teaching and assessment activities of the programme are effective.

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.

Both programmes

- 4.5.1 Programmes offered at SHAPE are managed jointly by CU and SHAPE. The SHAPE Programme Coordinators (PCs) are responsible for managing the daily operation and monitoring the quality of programme delivery, and acts as the main liaison with CU staff. SHAPE PCs are appointed by the respective Discipline Academic and Quality Assurance Committee for Collaborative Degree Programmes (DAQAC). The SHAPE PC reports to the respective Head of Collaborative Degree Programmes (CDPs) who is responsible for the overall management of all collaborative programmes under his/her purview. The Head of CDPs reports to the Academic Director (AD) of the respective academic discipline of the VTC.
- 4.5.2 Regarding CU management staff of the two programmes, the Link Tutor of BScEHC/BScEHCS and Director of International Partnerships (DIP) or Deputy DIP (DDIP) of BABA/BBA are

responsible for monitoring the delivery and QA of the respective programmes. CU retains the overall responsibility for the management of the programmes delivered at SHAPE.

- 4.5.3 Both programmes are delivered jointly by CU and SHAPE teaching staff. SHAPE teaching staff are also responsible for the contextualisation of the teaching materials to suit the local context and CU endorsement is required before implementation. Regarding student assessment, SHAPE teaching staff are responsible for setting assessment briefs and marking the assessments. All assessment briefs and marking schemes, and samples of marked student scripts are vetted and moderated by CU.

BScEHC/BScEHCS

- 4.5.4 The Panel was informed that CU teaching staff member delivers 24 hours of teaching of the programme and the rest of the teaching hours are taught by SHAPE teaching staff. A team of eight SHAPE teaching staff and four CU teaching staff in total will share the teaching of the programme in the coming validity period. The Panel considered that there are adequate teaching staff for the delivery of the programme.

BABA/BBA

- 4.5.5 The Panel was informed that a team of 17 SHAPE teaching staff and eight CU teaching staff in total share the teaching of the programme. The Panel was of the view that there are sufficient teaching staff for programme delivery.

Both programmes

- 4.5.6 The Panel noted that all SHAPE teaching staff are recruited in accordance with the recruitment procedures of the VTC. Teaching staff appointment is recommended by SHAPE and approved by CU. With respect to the qualifications of SHAPE teaching staff of both programmes, the Operator expressed that appointment requirements are in line with CU's requirements, with all teaching staff possess at least a master's degree, and/or equivalent professional qualifications and a minimum of four years' relevant teaching or working experience.
- 4.5.7 The Operator provided the Panel with the following documents for both programmes:

- (a) Profiles of management and teaching staff;
- (b) Staff development/induction activities (AY2021/22 and AY2022/23); and
- (c) Staff development plan (AY2023/24 and AY2024/25).

4.5.8 The Panel reviewed the staff profiles and considered that they are qualified in terms of their academic qualifications and professional and teaching experiences.

4.5.9 On staff development, the Panel noted that staff induction and training activities are conducted to update SHAPE teaching staff about the policies and expected standards of CU and details and requirements of the collaborative degree programmes.

BScEHC/BScEHCS

4.5.10 The Panel noted that SHAPE teaching staff are also provided with staff development activities on pedagogy and up-to-date knowledge to deliver the modules. The Panel considered that there are adequate activities for the teaching staff to update their knowledge on subject discipline, and to enhance their pedagogical skills.

BABA/BBA

4.5.11 The Panel pointed out that staff development activities and plan mainly focus on the teaching-related aspects such as QA, outcome-based approach, and supervision of student projects. The Operator explained that focusing on the teaching-related aspects suited the needs of the SHAPE teaching staff as most of them are PT lecturers who are all FT working professionals in their respective fields rich in hands-on experience, and are familiar with the current developments of the specific disciplines related to their teaching, the wider contexts of professional practice or global trends.

Both programmes

4.5.12 Based on the information provided, the Panel considered that there are adequate and qualified teaching staff for effective programme management and delivery. Also, the staff development of the Operator is in general adequate to keep the teaching staff updated for the quality delivery of the 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.

Both programmes

- 4.6.1 In consideration of the Operator's track records established from previous accreditation exercises and in accordance with HKCAAVQ's Differentiation Approach, the Operator is considered to have met the institution-wide financial resources, physical resources and student support services aspects of the accreditation standard (see para. 3.5).
- 4.6.2 On financial resources for the programme, the Operator provided the income and expenditure report for the programme from 2021-22 to 2022-23, and the income and expenditure projection for the programme from 2023-24 to 2025-26. The Panel noted tuition fee is the major source of income for both programmes. During the onsite discussions with representatives of the Operator, the Panel considered that there is a market demand for both programmes (paras. 4.1.6, 4.1.7 and 4.1.13).
- 4.6.3 Regarding learning and teaching resources for the programmes, the Operator provided the Panel with lists of current library acquisitions and e-resources relevant to the programmes, including academic journals, journal articles databases, e-book databases, and the e-learning platform of CU and SHAPE.

BScEHC/BScEHCS

- 4.6.4 The Panel had a tour of the Cybersecurity Centre at the IVE (Chai Wan) campus where the programme is delivered. The Operator informed the Panel that CU grants students access to different subject-specific databases, including the IEEE Xplore and ACM Digital Library.

Both programmes

- 4.6.5 The Panel reviewed the teaching and learning resources available and formed the view that there are sufficient programme-specific resources to support the teaching and learning activities of the programmes.

- 4.6.6 Considering the above information, the Panel considered that the Operator had provided appropriate and sufficient resources for the learning and teaching activities for the 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.

Both programmes

- 4.7.1 In consideration of the Operator's track records established from previous accreditation exercises and in accordance with HKCAAVQ's Differentiation Approach, the Operator is considered to have met the accreditation standard on institution-wide QA processes and mechanisms (see para. 3.5).
- 4.7.2 CU retains the overall responsibility for the management of the programmes delivered at SHAPE. In line with CU's policy, the collaborative programmes of CU and SHAPE undergo periodic review by CU's Partnership Approval and Review Panel to evaluate the management and QA of the programmes for continuous enhancement and sustainable development purposes. The Panel was informed that the outcome of the review in 2022 was an approval for the provision for both programmes offered at SHAPE for a further six-year period.
- 4.7.3 The Operator provided the Panel with the following documents to demonstrate there are QA mechanisms in place for monitoring and reviewing the development and performance of both programmes:
- (a) CU Collaborative Periodic Review Reports for BScEHC and BABA offered at SHAPE (2022);
 - (b) CU's confirmation letters on the approved renewal of the collaborative BScEHC and BABA offered at SHAPE (2022);
 - (c) Minutes of the Staff-student Liaison meetings of BScEHC and BABA from AY2020/21 to AY2022/23;
 - (d) Minutes of the Programme Committee meetings of BScEHC and BABA from AY2020/21 to AY2022/23; and

- (e) Collaborative Course Quality Enhancement and Monitoring (CCQEM) reports of BScEHC and BABA from AY2020/21 to AY2022/23.

4.7.4 Having reviewed the above documents and discussed with the representatives of the Operator, the Panel noted evidence that the programmes have been subject to on-going monitoring and periodic review, including taking actions on feedback collected from different channels that result in improvements of the programmes.

BScEHC/BScEHCS

4.7.5 Regarding a recommendation in the last accreditation that “the Operator should establish mechanisms for both CU and SHAPE staff to formally engage with industry experts in Hong Kong in the process of programme development and review”, the Operator stated that industry experts have been recruited as teaching staff, who can share their knowledge and experience with the programme team for programme enhancement. The Panel noted that currently there is not a specialist advisory group that might advise on localisation and emerging technology issues. The Panel recommended that the Operator should establish a specialist subset of the current, overarching advisory panel at SHAPE to inform the programme team of specific local issues and emerging trends and technology within Hong Kong and the Greater Bay Area.

4.7.6 Regarding the alignment between teaching, learning and assessment, the Panel considered that, although the module with a gap in alignment has been removed (see para. 4.4.5), the current QA protocol could be further enhanced to ensure that assessment tasks are aligned before students undertake the assessment. The Panel recommended that the Operator should introduce a supplementary QA procedure/protocol to ensure specifically the appropriateness of the assessments and examinations.

4.7.7 Having reviewed the documents provided and met with representatives from the Operator, the Panel noted that currently there is not a formal protocol to encourage sharing of best practice between CU and SHAPE that might ensure parity of learning experience between the two cohorts of students, and provide a channel for sharing innovation and expertise. The Panel recommended that the Operator should formalise methods of knowledge exchange between CU and SHAPE, in order that best practice can be shared, and that students receive parity in their learning experience.

BABA/BBA

- 4.7.8 Regarding a recommendation in the last accreditation that “the Operator should consider establishing an advisory committee specifically for the programme to ensure that employer feedback is systematically collected and included in the annual programme monitoring process”, the Operator stated that teaching staff come from different industries, and also many students are working adults who could reflect the employers’ feedback to the programme team. The Panel noted that currently there is no independent specialist advisory group that gives advice for the programme. The Panel heard from the industry representatives met during the site visit that they would support and indeed felt the need for on-going input from the industry in a rapidly evolving business environment to identify areas, such as AI and environmental, social and governance (ESG), which the programme can be improved by putting more emphasis on. The Panel recommended that the Operator should establish a formal industry advisory panel in order that the programme can respond to the changing needs of the industry.

Both programmes

- 4.7.9 In consideration of the above, notwithstanding the recommendations, the Panel formed the view that a QA system is in place to monitor and review the development and performance of the programmes.

5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT

5.1 Variation and withdrawal of this Accreditation Report

- 5.1.1 This Accreditation Report is issued pursuant to section 5 of the AAVQO, and contains HKCAAVQ's substantive determination regarding the accreditation, including the validity period as well as any conditions and restrictions subject to which the determination is to have effect.
- 5.1.2 HKCAAVQ may subsequently decide to vary or withdraw this Accreditation Report if it is satisfied that any of the grounds set out in section 5 (2) of the AAVQO apply. This includes where HKCAAVQ is satisfied that the Operator is no longer competent to achieve the relevant objectives and/or the Programme no longer meets the

standard to achieve the relevant objectives as claimed by the Operator (whether by reference to the Operator's failure to fulfil any conditions and/or comply with any restrictions stipulated in this Accreditation Report or otherwise) or where at any time during the validity period there has/have been substantial change(s) introduced by the Operator after HKCAAVQ has issued the accreditation report(s) to the Operator and which has/have not been approved by HKCAAVQ. Please refer to the '*Guidance Notes on Substantial Change to Accreditation Status*' in seeking approval for proposed changes. These Guidance Notes can be downloaded from the HKCAAVQ website.

- 5.1.3 If HKCAAVQ decides to vary or withdraw this Accreditation Report, it will give the Operator notice of such variation or withdrawal pursuant to section 5(4) of the AAVQO.
- 5.1.4 The accreditation status of Operator and/or Programme will lapse immediately upon the expiry of the validity period or upon the issuance of a notice of withdrawal of this Accreditation Report.

5.2 Appeals

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

5.3 **Qualifications Register**

- 5.3.1 Qualifications accredited by HKCAAVQ are eligible for entry into the Qualifications Register ("QR") at <https://www.hkqr.gov.hk> for recognition under the QF. The Operator should apply separately to have their quality-assured qualifications entered into the QR.
- 5.3.2 Only learners who commence the study of the named accredited learning programme during the validity period and who have graduated with the named qualification listed in the QR will be considered to have acquired a qualification recognised under the HKQF.

Ref: 100/19/17
1 March 2024
JoH/ELi/FiL/fil/as

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

**Learning Programme Re-accreditation for
BSc (Hons) Ethical Hacking and Cyber Security
Bachelor of Business Administration (Hons)**

6-8 December 2023

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