



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

ACCREDITATION REPORT

ROYAL MELBOURNE INSTITUTE OF TECHNOLOGY

AND

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

LEARNING PROGRAMME RE-ACCREDITATION

BACHELOR OF APPLIED SCIENCE (AVIATION)

MAY 2024

Table of Contents

	<u>Page</u>
1. TERMS OF REFERENCE	1
2. HKCAAVQ'S DETERMINATION	2
3. INTRODUCTION.....	5
4. PANEL'S DELIBERATIONS	6
4.1 <i>Programme Objectives and Learning Outcomes</i>	6
4.2 <i>Learner Admission and Selection</i>	9
4.3 <i>Programme Structure and Content</i>	13
4.4 <i>Learning, Teaching and Assessment</i>	17
4.5 <i>Programme Leadership and Staffing</i>	21
4.6 <i>Learning, Teaching and Enabling Resources/Services</i>	22
4.7 <i>Programme Approval, Review and Quality Assurance</i>	24
5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT	26

Appendix HKCAAVQ Panel Membership

1. TERMS OF REFERENCE

1.1 Based on the Service Agreement [No.: AA930 (revised)], 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 Royal Melbourne Institute of Technology (RMIT) and School for Higher and Professional Education (SHAPE), Vocational Training Council (VTC), 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 programme of the Operator meets the stated objectives and HKQF standards and can continue to be offered as an accredited programme; and

Programme title	Exit award title	NCR Registration / Reference Number ¹	Mode of study	Programme length	Claimed HKQF level
Bachelor of Applied Science (Aviation)	Bachelor of Applied Science (Aviation)	212652	Full-time	12 months*	5
			Part-time	16 months*	

* The original programme length for students taking 19 courses up to AY2023/24 new intake is 28 months for Full-time and 40 months for Part-time. The normal programme length based on the minimum study period with effect from AY2024/25 is 12 months for Full-time and 16 months for Part-time.

- (b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

¹ NCR Registration / Reference number: the number assigned by the Non-local Courses Registry (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 Programme meets the stated objectives and HKQF standard at Level 5 and can continue to be offered as an accredited programme with a validity period of four years.

2.2 Validity Period

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

2.3 The determinations on the Programme are specified as follows:

Name of Local Operator	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	Royal Melbourne Institute of Technology
Name of Award Granting Body	Royal Melbourne Institute of Technology
Title of Learning Programme	Bachelor of Applied Science (Aviation)
Title of Qualification (Exit Award)	Bachelor of Applied Science (Aviation)
Primary Area of Study and Training	Engineering and Technology
Sub-area (Primary Area of Study and Training)	Other Engineering, Related Technology and Services
Other Area of Study and Training	Business and Management
Sub-area (Other Area of Study and Training)	Transports and Logistics
HKQF Level	Level 5

HKQF Credits	144
Modes of Delivery and Programme Length	Full-time, 12 months Part-time, 16 months
Start Date of Validity Period	1 October 2024
End Date of Validity Period	30 September 2028
Number of Enrolment(s)	Full-time - One enrolment per year Part-time - Two enrolments per year
Maximum Number of New Students	Full-time, 90 per year Part-time, 90 per year
Other Specific Condition(s) of Approval	Not applicable
Notes to be indicated on the QR	Not applicable
Address of Teaching / Training Venues	(1) Hong Kong Institute of Vocational Education (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) IVE (Tsing Yi), 20 Tsing Yi Road, Tsing Yi Island, New Territories (4) IVE (Morrison Hill), 6 Oi Kwan Road, Wan Chai, Hong Kong (5) IVE (Tuen Mun), 18 Tsing Wun Road, Tuen Mun, New Territories (6) IVE (Sha Tin), 21 Yuen Wo Road, Sha Tin, New Territories (7) IVE (Kwai Chung), 20 Hing Shing Road, Kwai Chung, New Territories (8) IVE (Kwun Tong), 25 Hiu Ming Street, Kwun Tong, Kowloon (9) Hong Kong Design Institute (HKDI) and IVE (Lee Wai Lee), 3 King Ling Road, Tseung Kwan O, New Territories

2.4 Recommendations

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

- 2.4.1 The Panel recommended that the Operator should maintain the current practice of offering face-to-face interaction opportunities for all students, review its effectiveness and provide needed support to students as appropriate to ensure that the students' learning experience is comparable regardless of the increased ratio of online delivery and that the teaching and learning conducted online continues to be effective in delivering the programme content. (para. 4.4.2)
- 2.4.2 The Panel recommended that the Operator should continue to monitor students' performance and review the assessment activities to ensure that the attainment of corresponding CLOs and hence PILOs can be assessed effectively. (para. 4.4.6)
- 2.4.3 The Panel recommended that the Operator should carry on with the existing good practice in internship arrangement to provide students with sufficient enabling services in the new elective course *Aviation Professional Experience*, for example, advance liaison with the industry on the availabilities of positions and assistance to students in their applications for a position. (para. 4.6.2)
- 2.4.4 The Panel recommended that the Operator should continue to provide students access to up-to-date learning tools such as the newest version of large language model and generative AI, with adequate guidance including but not limited to the Academic Integrity Awareness credential newly introduced as compulsory since 2024, to ensure students' understanding of such for upholding of academic integrity alongside the appropriate use of the latest technology. (para. 4.6.3)
- 2.4.5 The Panel recommended that the Operator should keep ensuring close dialogues with industry practitioners and continue to obtain feedback from employers to ensure that the Programme remains current and effective in meeting the industry needs. (para. 4.7.3)
- 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 fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report.

3. INTRODUCTION

- 3.1 RMIT was granted University status in 1992 while SHAPE is a member institution of the VTC, established in September 2003 and subsequently incorporated in 2006 as a limited company. SHAPE collaborates with overseas and local higher education institutions to offer top-up degree programmes covering a range of academic disciplines. RMIT and SHAPE, jointly as the Operator, entered into a collaborative partnership in 2003 and obtained an Initial Evaluation (IE) status at HKQF Level 5 in 2014. The partnership is currently offering five degree programmes accredited by HKCAAVQ.
- 3.2 The Operator commissioned HKCAAVQ to conduct a learning programme re-accreditation (re-LPA) for the Bachelor of Applied Science (Aviation) programme (the Programme). HKCAAVQ formed an expert Panel for this exercise (Panel Membership at **Appendix**) and visited SHAPE on 21 and 22 March 2024. HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework (Version 1.1 April 2019)* was the guiding document for the Operator and the Panel in conducting this exercise.
- 3.3 In consideration of the Operator's track record established from previous accreditation exercises, information on the following aspects of the Programme was not required in accordance with HKCAAVQ's Differentiation Approach:

Accreditation Standard	Information Not Required
LPA-5 Programme Leadership and Staffing	Information on non-programme specific staff development policy
LPA-6 Learning, Teaching and Enabling Resources/Services	Information on non-programme specific student support services and institution-wide financial and physical resources

Accreditation Standard	Information Not Required
LPA-7 Programme Approval, Review and Quality Assurance	Information on institute-wide quality assurance mechanism

4. PANEL'S DELIBERATIONS

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

4.1 Programme Objectives and Learning Outcomes

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

4.1.1 The Programme Objectives (POs) of the Programme remain essentially unchanged since the last accreditation exercise as follows:

- PO1 To provide students with a broad, coherent and detailed body of knowledge and theory related to the global aviation industry;
- PO2 To develop students' skills to critically review and analyse all aspects of the aviation industry;
- PO3 To prepare students to work individually and in teams to solve aviation industry problems; and
- PO4 To produce graduates that can communicate professionally to diverse aviation industry stakeholders.

4.1.2 Following the introduction of the university-wide principles for the undergraduate curriculum architecture in RMIT, the Operator reviewed and proposed revisions to the Programme Intended Learning Outcomes (PILOs) of the Programme to be implemented from September 2024. The mapping of the new PILOs against the original PILOs and the final wording of the new PILOs as confirmed by the Operator at the Site Visit is summarised in the table below.

Upon completion of the Programme, graduates should be able to:

New PILOs with effect from 1 September 2024	Original PILOs
PILO1 Demonstrate understanding of a broad, coherent and in-depth body of knowledge relevant to the current and future global aviation industry. PILO2 Adapt knowledge and skills to analyse and synthesise concepts, information, and data in diverse aviation contexts using digital tools and professional skills. PILO3 Formulate ethical and evidence-based responses that integrate critical thinking, problem solving, and decision making to address the challenges faced by the current and future global aviation industry. PILO4 Communicate and collaborate inclusively and professionally with diverse stakeholders across aviation and associated industries. PILO5 Demonstrate accountability, self-management, and reflection to achieve personal and professional outcomes in real-life contexts, with commitment to First Nations and/or globally inclusive perspectives.	PILO1: Needs, Context and Systems 1.1 Identify, interpret and analyse stakeholder needs, establish priorities and the goals, constraints and uncertainties of the system (social, cultural, legislative, environmental, business etc.), using systems thinking, while recognising ethical implications of professional practice. PILO2: Problem-solving and Design 2.1 Apply problem solving, design and decision-making methodologies to develop components, systems and/ or processes to meet specified requirements, including innovative approaches to synthesise alternative solutions, concepts and procedures, while 2.2 Demonstrate information skills and research methods. PILO3: Abstraction and Modelling 3.1 Apply abstraction, mathematics and discipline fundamentals to analysis, design and operation, using appropriate computer software, laboratory equipment and other devices, ensuring model applicability, accuracy and limitations. PILO4: Coordination and Communication

New PILOs with effect from 1 September 2024	Original PILOs
	4.1 Communicate and coordinate proficiently by listening, speaking, reading and writing English for professional practice, working as an effective member or leader of diverse teams. 4.2 Use basic tools and practices of formal project management. PILO5: Self-management 5.1 Manage own time and processes effectively by prioritising competing demands to achieve personal and team goals, with regular review of personal performance as a primary means of managing continuing professional development.

4.1.3 The Operator provided the following documents to illustrate the key components of the Programme continue to be aligned despite the revised PILOs:

- (a) Mapping of courses against the revised PILOs;
- (b) Mapping of the revised PILOs against Generic Level Descriptors (GLDs) at HKQF Level 5;
- (c) Mapping of courses against GLDs at HKQF Level 5;
- (d) Course guides, which include information such as course credits, course learning outcomes (CLOs), learning activities, assessment tasks, and learning resources; and
- (e) Samples of marked assessments of high, medium and low performance from three courses of the Programme and the corresponding assessment criteria.

- 4.1.4 At the Site Visit meeting, the representatives of the graduates' current employers shared with the Panel that the professional competence of the graduates of the Programme met their expectations. The external stakeholders of the Programme also echoed at the meeting with the Panel that they were satisfied with the overall performance of the students.
- 4.1.5 The Panel noted that the Industry Advisory Committee (IAC) with senior management of different aviation organisations as members advised on matters associated with the development, delivery and assessment of the Programme. According to the accreditation documents and meetings with representatives, the IAC reviewed and considered the current POs remain suitable and the revised PILOs can address the latest needs of the aviation industry.
- 4.1.6 In response to the Panel's enquiry about contextualisation of programme content for the local Hong Kong aviation environment in relation to the revised PILOs, the Operator informed the Panel that a team of Part-time lecturers, who are local aviation practitioners, can continue to incorporate local examples and industry practices in classes to achieve respective POs, PILOs and CLOs.
- 4.1.7 After considering the rationales of the proposed changes and the discussions with different stakeholders, the Panel held the view that the proposed changes are appropriate. The Panel then considered that the Programme has achieved the POs and PILOs as a whole and has met the HKQF standard at HKQF Level 5, and the Programme is in general able to cater for the education needs of the industry.

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 Bachelor of Applied Science (Aviation) continues to be delivered in Hong Kong as an advanced standing programme, the minimum admission requirements are listed in para. 4.2.2 and para. 4.2.3 and the number of credits granted in each feeder programme are provided in para. 4.2.5. The Operator provided the latest course mapping of all feeder programmes as well as the mapping of a

“target source programme”, namely, Professional Diploma in Aviation Management which is operated by the Hong Kong International Aviation Academy (HKIAA), to demonstrate how to determine the credits to be granted for these programmes. In response to the Panel’s enquiry about the arrangements for ensuring the mappings continue to be valid if there are changes to the VTC’s feeder programmes, the Operator informed the Panel that the RMIT Programme Manager and SHAPE Programme Coordinator would be advised of the changes.

- 4.2.2 For graduates from relevant VTC’s Higher Diploma (HD) programmes or equivalent, the minimum admission requirements are as follows:

Standard Entry

Applicants who have successfully completed one of the following Higher Diploma qualifications awarded by VTC¹:

- HD in Aviation
- HD in Customer Services for Aviation and Passenger Transport
- HD in Airfreight Management and Global Logistics² / HD in Aviation Management and Global Logistics
- HD in Airport Operations Management
- HD in Aircraft Maintenance Engineering

- 4.2.3 In addition to the above admission requirements, the following English Language Entry Requirements must also be satisfied:

Applicants are required to provide evidence of one of the following:

- IELTS 6.5 with no band lower than 6.0; or
- TOEFL (Internet Based Test - IBT): minimum overall score of 79 (with a minimum of 13 in Reading, 12 in Listening, 18 in Speaking and 21 in Writing); or
- HKDSE score of 4 or more in English Language³; or
- Successful completion of at least the equivalent of a two-year tertiary programme of at least AQF Level 5⁴ within the past five years where English is the language of instruction and assessment; or
- Other equivalent qualifications as listed on the RMIT website.

Notes:

- ¹ Five previous feeder programmes (namely, HD in Business Administration; HD in Automotive Engineering; HD in Product Testing / HD in Testing and Certification; HD in Software Engineering and HD in Environmental Technology) were removed from the list.
- ² HD in Airfreight Management and Global Logistics was revalidated and changed to HD in Aviation Management and Global Logistics in September 2018. The objectives of the two programmes are identical.
- ³ HKDSE score of 4 or more in English Language means Level 4 or above in HKDSE English Language subject.
- ⁴ AQF Level 5 is at minimum a Diploma qualification with a duration of 1.5 to 2 years. All Higher or Advanced Diploma holders of 5 years or less standing would qualify. As VTC HD programmes are equivalent to AQF Level 5, and taught and assessed in English medium, graduates from VTC HD are considered to have met the English requirement.

- 4.2.4 For admission through the non-feeder programmes / special / alternative admission, the admission requirements and admission arrangements are as follows:

Applicants who do not meet the above admission requirements will be classified as non-feeder admissions while they could still be considered as having met the admission requirements upon the admission team's assessment of their prior learning and readiness for studying the Programme. This category of applicants, who possess other equivalent qualifications is considered on a case-by-case basis, with final approval by the relevant Associate Dean at RMIT. For some, they may be interviewed. It is noted that the RMIT University decisions regarding the admission of applicants to the programme will be final in the admission process.

- 4.2.5 Students who have completed designated feeder programmes will be eligible for credit transfer of 96-144 credits to the full home programme with a total of 288 credits in accordance with previous qualifications obtained. While the number of credits to be transferred to the full home programme from each feeder programme remain unchanged, the Operator informed the Panel that a new mapping of course exemption for the feeder programmes will be made effective from AY2024/25 onwards. The Operator shared with the Panel the mapping processes and considerations taken leading to the changes in the mapping of course exemption and assured the Panel that they

are in accordance with the RMIT Credit policy. The table below summarises the number of HKQF credits required to be completed by students from different feeder programmes.

Feeder programme	No. of HKQF credits to be completed in the Programme
HD in Aviation	96
HD in Customer Services for Aviation and Passenger Transport	144
HD in Airfreight Management and Global Logistics / HD in Aviation Management and Global Logistics	144
HD in Airport Operations Management	144
HD in Aircraft Maintenance Engineering	144

4.2.6 The Panel also reviewed the following data on students admitted to the Programme since the last accreditation exercise:

- (a) students' qualifications upon admission during 2020/21-2023/24;
- (b) annual enrolment numbers;
- (c) retention rates; and
- (d) graduation rates.

4.2.7 From the accreditation documents, the Panel noted that the HKQF Level 4 programme "Professional Diploma in Aviation Management" operated by the Hong Kong International Aviation Academy (HKIAA) has been regarded as a target source programme which formed the basis of the student enrolment in the Part-time mode of the Programme in AY2022/23 and AY2023/24. The Operator provided the Panel with the mapping of course exemption in connection with this non-feeder programme, details of the qualifications, and the academic performance of the non-feeder entrants. The Operator informed the Panel that all feeder and non-feeder admissions met the minimum admission requirements and there have been no non-standard entrants admitted within the validity period since the last accreditation exercise.

- 4.2.8 To note as well, 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.
- 4.2.9 The Panel noted that the maximum number of new students per year (90 each for the Full-time and Part-time mode), as well as the number of enrolments for the Full-time mode (one enrolment per year) proposed for the next validity period for the Programme remain unchanged. Meanwhile, the Operator proposed a change in the number of enrolments for the Part-time mode from one enrolment per year to two enrolments per year with effect from AY2024/25. The Operator shared with the Panel the analysis conducted with regard to the demand for the Programme and that the proposed change in the number of enrolments for the Part-time mode is to cater for the needs of potential students from the target source programme mentioned in Para 4.2.7. Considering the demand from graduates of feeder and non-feeder programmes for further study and the industry demand for manpower of related expertise, the Panel had the view that the proposed maximum number of new students and the number of enrolments for the Programme were justified.
- 4.2.10 Based on the information provided and the discussions with the representatives of both the internal and external stakeholders, the Panel considered that the minimum admission requirements and student selection process of the Programme 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.

- 4.3.1 While the Programme remains a top-up degree programme, following the new course mapping with the feeder programmes, the Operator proposed that nine courses will be phased out and three new courses will be introduced. The Programme will offer 13 twelve-credit courses, including 2 elective courses which students are required to select and complete one of them, giving a total of 144 HKQF credits from AY2024/25. The updated curriculum of the Programme with notes on the changes are summarised below:

Course Titles with effect from AY2024/25	Notes
<u>Core Courses</u>	
Introduction to Aircraft	Exempted courses for all five feeder programmes
Introduction to Aviation	
Aviation Quality Systems	
Aviation Mathematics	
Aviation Project Management	
Aviation Industry Environment	Exempted courses for one of the feeder programmes (Aviation)
Airport/Airline Operations	
Aircraft Maintenance Management	
Air Cargo Management and Operations	
Airport Planning and Management	-
<i>Managing the Air Traffic Environment</i>	New course to be offered in Hong Kong in AY2024/25; review on the course title is to be conducted by the Operator
Airline Operations	-
Human Factors in Aviation	-
Aviation Safety and Security Systems	-
Aviation Strategy in the Global Context	-
Aviation Industry Project	-
<u>Elective Courses</u> (Students are required to select and complete one of the following elective courses.)	
Unmanned Aerial System Operations	New courses to be offered in Hong Kong in AY2024/25
Aviation Professional Experience	

4.3.2 The Panel reviewed the following documents in relation to the structure and content of the Programme:

- (a) Course Guides of all courses
- (b) Samples of teaching and learning materials for the courses:
 - Managing the Air Traffic Environment
 - Human Factors in Aviation
 - Aviation Safety and Security Systems

4.3.3 The Operator shared with the Panel in the accreditation documents and during the Site Visit meetings the considerations taken into account with regard to the three new courses to be offered in Hong Kong. The Programme Team confirmed at the Site Visit meeting that, for better representation of the corresponding course content, a review will be conducted on the course title of one of the new courses, namely *Managing the Air Traffic Environment*.

4.3.4 Further to the aforementioned changes, the Operator also confirmed that the normal programme length based on the minimum study period with effect from AY2024/25 is 12 months for Full-time mode and 16 months for Part-time mode. In line with the newly proposed two enrolments per year for the Part-time mode from AY2024/25, the planned course delivery sequence is proposed to be updated as follows:

Course Titles with effect from AY2024/25	Trimester		
	Full-time (Sep Intake)	Part-time	
		(Sep Intake)	(May Intake)
<u>Core Courses</u>			
Aviation Industry Environment	1	1	2
Airport/Airline Operations	2	2	3
Aircraft Maintenance Management	4	4	5
Air Cargo Management and Operations	4	5	6
Airport Planning and Management	1	1	2
<i>Managing the Air Traffic Environment</i>	1	1	2

Course Titles with effect from AY2024/25	Trimester		
	Full-time (Sep Intake)	Part-time	
		(Sep Intake)	(May Intake)
Airline Operations	4	4	5
Human Factors in Aviation	2	2	3
Aviation Safety and Security Systems	3	3	1
Aviation Strategy in the Global Context	3	3	4
Aviation Industry Project	3	6	4
<u>Elective Courses</u> (<i>Students are required to select and complete one of the following elective courses.</i>)			
Unmanned Aerial System Operations	2	5	6
Aviation Professional Experience	5	5	6

4.3.5 The Panel noted that variations in the course delivery sequence results from the modes of study, intakes as well as numbers of exempted courses for students admitted via different feeder programmes. The Programme Team assured the Panel that all students are provided with a study plan upon commencement of their study which specifies their corresponding sequence of courses. The Programme Team will also ensure that students will enrol in the capstone research project course, *Aviation Industry Project*, in their final year of study which is typically in the ultimate or penultimate trimester of study, in accordance with the “Pre-requisite Courses and Assumed Knowledge and Capabilities” as stipulated in the Course Guide.

4.3.6 Taking the information provided and the discussions with the representatives of both the internal and external stakeholders into account, the Panel had the view that the structure and content of the Programme are up-to-date and coherent and continue to remain effective in enabling students to achieve the stated learning outcomes and to meet the programme objectives.

4.4 Learning, Teaching and Assessment

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

- 4.4.1 The Panel noted that RMIT continues to provide SHAPE teaching staff with the learning and teaching materials used in the Australia. The Course Guide of each course provides information on learning outcomes, learning activities, learning resources, and assessment activities. Each course, except those listed below, is assigned 36 hours of lectures and 84 hours of self-guided study. The Programme Team also proposed to increase/reduce the lecture hours of some of the courses to be delivered online with effect from AY2024/25 as summarised in the tables below.

Course Titles	Contact hours for <i>Full-time</i>				Self-guided study hours
	Lecture*	Seminar	Laboratory/ Workshop	Project supervision	
Aviation Industry Project	18 [18]	0	6	18	78
Aviation Professional Experience	6 [6]	0	0	12	102

*Figures in [] indicate the number of hours to be delivered online.

Course Titles	Contact hours for <i>Part-time</i>				Self-guided study hours
	Lecture*	Seminar	Laboratory/ Workshop	Project supervision	
Aviation Industry Environment	36 [12]	0	0	0	84
Airport/Airline Operations	36 [12]	0	0	0	84
Human Factors in Aviation	36 [12]	0	0	0	84
Aviation Safety and Security Systems	36 [12]	0	0	0	84
Aviation Industry Project	18 [18]	0	6	18	78
Aircraft Maintenance Management	36 [12]	0	0	0	84
Air Cargo Management and Operations	36 [12]	0	0	0	84

Course Titles	Contact hours for <i>Part-time</i>				Self-guided study hours
	Lecture*	Seminar	Laboratory/ Workshop	Project supervision	
Unmanned Aerial System Operations	36 [12]	0	0	0	84
Aviation Professional Experience	6 [6]	0	0	12	102

*Figures in [] indicate the number of hours to be delivered online.

4.4.2 The Operator shared with the Panel that the proposed percentage of online delivery with effect from AY2024/25, taking the elective combination with the highest proportion of online delivery, is 6% and 23% in the Full-time and Part-time modes of study respectively. The Operator added that positive feedback from Part-time students had been received with regard to the hybrid teaching arrangement through students' interactions with the Programme Manager and at the Student Staff Consultative Committee. At the Site Visit meetings, representatives of the Programme Team and external stakeholders shared with the Panel that while the online delivery of some of the courses accommodated students' diverse needs including the shift work schedules of the Part-time students, the teaching, learning and assessment activities has been ensured to be as effective as on-campus delivery for consistent attainment of the intended learning outcomes. Representatives of the students and graduates of the Programme supplemented in their meeting with the Panel that the provision of hybrid teaching arrangement allows them to strike a better balance between their study and work. Nevertheless, students continue to value the opportunities to have face-to-face interactions in the current teaching and learning activities, as well as expressed that in-person communications remain crucial to their overall learning experience. The Panel therefore **recommended that the Operator should maintain the current practice of offering face-to-face interaction opportunities for all students, review its effectiveness and provide needed support to students as appropriate to ensure that the students' learning experience is comparable regardless of the increased ratio of online delivery and that the teaching and learning conducted online continues to be effective in delivering the programme content.**

4.4.3 The medium of instruction (MOI) of the Programme continues to be English. The maximum class sizes for different teaching and learning activities also remain unchanged since the last accreditation exercise.

Maximum class size	Number of students in each class
Lecture	90
Seminar	40
Laboratory/ Workshop	35

4.4.4 The Programme uses various assessment methods, including individual and group assignment, quiz, presentation, final examination and thesis. The Panel noted the refined assessment strategies which the Operator shared in the accreditation documents and at the Site Visit meetings that the assessment methods adopted for each course are continuously monitored and reviewed to ensure that the assessment activities are effective. The modifications and proposed changes since the last accreditation exercise to the course assessment methods and weighting of the courses to be offered in the next validity period are summarised in the following table.

Course Titles	In Last Re-LPA		Current (AY2022/23 to 2023/24)		Proposed Changes with effect from AY2024/25	
	Method	%	Method	%	Method	%
Aircraft Maintenance Management	• Class Test 1 • Class Test 2 • Individual Assignment	30% 30% 40%	• Class Test 1 • Class Test 2 • Individual Assignment	30% 30% 40%	• Topic Quizzes • Graded Discussion • Individual Assignment	20% 30% 50%
Air Cargo Management and Operations	• Assignment 1 • Assignment 2 • Final Examination	20% 40% 40%	• Assignment 1 • Assignment 2 • Final Examination	20% 40% 40%	• Assignment 1 • Assignment 2 • Final Examination	20% 30% 50%
Airline Operations	• Individual Assignment • Individual Analytic Report • Final Examination	20% 40% 40%	• Individual Assignment • Individual Analytic Report • Final Examination	20% 40% 40%	• Quiz • Individual Assignment • Group Analytic Report	20% 30% 50%
Human Factors in Aviation	• Quiz • Team Assignment • Final Examination	30% 30% 40%	• Quiz • Group Assignment • Individual Assignment	30% 35% 35%	• Online Quiz • Group Assignment • Individual Assignment	20% 40% 40%

4.4.5 The Panel was provided with the following information regarding student assessments:

- (a) A table summarising the assessment methods and their weightings in individual courses;

- (b) An overview of the assessment tasks, including the Course Learning Outcomes to be assessed in each task, given in the Course Guide of each course;
- (c) Summary of grade distribution from 2020/21 to 2022/23;
- (d) Samples of marked students' works and examination scripts, and marking schemes/assessment rubrics/criteria for the courses *Airport Planning and Management*, *Aviation Strategy in The Global Context* and *Aviation Industry Project*; and
- (e) Summary of award classification of graduates of admission year from 2020/21 to 2022/23.

4.4.6 It is noted that quizzes and graded discussions for several courses of the Programme are to be conducted online, the Operator introduced the corresponding policies and procedures governing student authentication and relevant assessment issues with regard to the online assessments being part of the assessment activities for the courses in the Programme. During the Site Visit meetings with the Panel, the Operator also delineated the rationale for the proposed changes in assessment methods like replacing the final examination with individual and group assignments and the updated weighting among the assessment activities, as well as the considerations taken resulting in the varied sets of assessment activities for the same course offered in Hong Kong and other places for the Programme. Representatives of the Programme Team confirmed that RMIT is responsible for designing the assessments and would ensure that the assessment of students' attainment of corresponding CLOs is effective and consistent. The Programme Team also shared that students' processes of thinking will continue to be assessed through the proposed assessment activities, and agreed that a balance between testing the skills as well as the knowledge of the students shall be struck. The Panel thereby **recommended that the Operator should continue to monitor students' performance and review the assessment activities to ensure that the attainment of corresponding CLOs and hence PILOs can be assessed effectively.**

Graduation requirements

4.4.7 The graduation requirements for the Programme remain unchanged. To be eligible for graduation, students must complete 288 HKQF credits (including the credits awarded through recognition of prior learning) and a pass in all required courses of the Programme.

- 4.4.8 Notwithstanding the recommendations, the information provided on learning, teaching and assessment activities designed for the Programme have demonstrated their effectiveness in delivering the programme content and assessing the attainment of the intended learning outcomes.

4.5 **Programme Leadership and Staffing**

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

- 4.5.1 The Programme Teams in RMIT and SHAPE works together to support the development, delivery and monitoring of the Programme. A Hong Kong-based RMIT Programme Manager, who is stationed in SHAPE serves as a single point of contact to support all aspects of the Programme between RMIT and SHAPE. The RMIT Programme Manager is delegated with the responsibility for decisions on student selection and credit assessments and works with SHAPE Programme Coordinator for the management and operation of the Programme at SHAPE. The Programme Coordinator coordinates with SHAPE teaching staff for programme delivery and quality monitoring issues.
- 4.5.2 With effect from AY2024/25, RMIT teaching staff will contribute 144 hours, or 32%, of the 456 total contact hours of the Programme. Meanwhile, SHAPE teaching staff who will contribute 312 hours, or 68%, of the Programme receives support from RMIT course coordinators.
- 4.5.3 The Panel reviewed the teaching staff profile mapped with the courses delivered in the Programme in AY2023/24. The Operator provided the number of teaching staff to support the proposed maximum yearly student intakes for the Programme from 2024/25 to 2028/29 in the table below.

Mode of Study	Proposed Maximum Yearly Student Intakes	Number of RMIT Teaching Staff	Number of SHAPE Teaching Staff
Full-time	90	12	14

Mode of Study	Proposed Maximum Yearly Student Intakes	Number of RMIT Teaching Staff	Number of SHAPE Teaching Staff
Part-time	90	12	14

4.5.4 With regard to the staff development, the Panel reviewed a summary of SHAPE staff development / induction activities for SHAPE teaching staff in AY2020/21 and AY2022/23, and the SHAPE staff development plan for SHAPE teaching staff for AY2024/25 and AY2025/26. From the accreditation documents and at the Site Visit meetings, it is noted that RMIT Programme Team provides SHAPE Programme Team with the overview of the requirements and expectations of RMIT on the Programme as well as the latest changes in the course requirements, course contents, class materials and assessments of each course in a timely manner.

4.5.5 Representatives of the graduates and students of the Programme expressed at their meeting with the Panel that they valued the industry experience of the teaching staff whom they also found to be highly motivated, friendly and helpful.

4.5.6 With the information provided and the discussions with the representatives of both the internal and external stakeholders, the Panel concluded that there are adequate and qualified teaching staff for effective programme management.

4.6 Learning, Teaching and Enabling Resources/Services

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

4.6.1 During the campus tour of the Site Visit, the Panel has been introduced to the facilities for the Programme in IVE Tsing Yi campus, including the Smart City Innovation Centre and STEM Education as well as the Simulated Airport Operations Centre. The Operator also demonstrated the online delivery of courses and shared how SHAPE teaching staff interacts with students in both offline and online scenarios.

4.6.2 At the Site Visit meetings, the Panel explored the potential support to be provided to students in connection with one of the new elective

courses, namely *Aviation Professional Experience*, which will be offered in Hong Kong from AY2024/25. It is noted from the accreditation documents that students are to find a work placement position and work in the industry under the supervision of a qualified aviation practitioner. The Operator shared that the RMIT policy on the handling mechanism of the course will be followed while the operational details of this new course in Hong Kong are to be laid out when the course rolls out. In the meantime, representatives of external stakeholders, students and graduates of the Programme shared during their meeting sessions with the Panel the possible challenges the students as well as the industry practitioners might encounter with regard to the proposed placement arrangement by which students are required to secure a placement position at a company directly. Representatives of the potential employers and industry practitioners also explored the desirable support from the Programme Team and the Operator would facilitate the operation of such arrangements as possible prior communication with the companies through a systematic approach by the Programme Team. Meanwhile, representatives of the students and graduates of the Programme shared that the Programme Team has been providing a list of companies with potential internship opportunities for students to choose from. While the Operator does not seem to have advanced liaison with the industry on the positions for the new elective course, the Panel therefore **recommended that the Operator should carry on with the existing good practice in internship arrangement to provide students with sufficient enabling services in the new elective course *Aviation Professional Experience*, for example, advance liaison with the industry on the availabilities of positions and assistance to students in their applications for a position.**

- 4.6.3 The Panel also discussed with the Programme Team, external stakeholders, students and graduates of the Programme at the Site Visit meetings on the incorporation of artificial intelligence (AI) tools and technologies in the Programme, including the programme content and the assessment activities. Representatives of the external stakeholders shared that to address the changing needs of the aviation industry, inclusion of the latest technology such as AI in the Programme is essential. The Panel noted that students of the Programme in Hong Kong could access the AI tools provided by RMIT and strict guidelines on how students can use AI in their assessment activities had been devised. While the Operator assured that students will be guided to use the latest technology in compliance with the relevant policy through a newly introduced compulsory credential on *Academic Integrity Awareness*, the

Programme Team also confirmed that they will monitor students' performance closely to detect any misuse of AI in students' works. Given that these would be future actions that the Operator would need to pay constant efforts to maintain, the Panel thereby **recommended that the Operator should continue to provide students access to up-to-date learning tools such as the newest version of large language model and generative AI, with adequate guidance including but not limited to the Academic Integrity Awareness credential newly introduced as compulsory since 2024, to ensure students' understanding of such for upholding of academic integrity alongside the appropriate use of the latest technology.**

- 4.6.4 After considering the above information and notwithstanding the recommendations, the Panel was of the view that the Operator provided appropriate and sufficient resources for the learning and teaching activities for the Programme.

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

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

- 4.7.1 The Panel reviewed the following with regard to the quality assurance of the Programme since the last accreditation exercise:
- (a) RMIT/SHAPE Program Agreement,
 - (b) Minutes of Academic Staff Meetings,
 - (c) Minutes of Course Assessment Committee and Programme Assessment Board Meetings,
 - (d) Minutes of Industry Advisory Committee Meetings,
 - (e) Minutes of Program Committee Meetings,
 - (f) Minutes of Student-Staff Consultative Committee Meetings,
 - (g) Employment Survey of Graduates of Full-time Programmes of SHAPE,

- (h) Employment Satisfaction Survey of RMIT/SHAPE Graduates,
- (i) Course Experience Survey,
- (j) Student Experience Survey,
- (k) Academic Visit Report,
- (l) Annual Program Review Reports,
- (m) Summary of Retention Rates and Graduation Rates of the Programme.

4.7.2 According to the accreditation documents and Responses to Initial Comments, it is noted that the Operator continuously reviewed the Programme through various meetings and surveys. The Academic Staff Meetings, Student-Staff Consultative Committee meetings, and Industry Advisory Committee meetings continue to be vital for the Programme Team to collect information and comments from different stakeholders to formulate necessary actions to enhance and improve the quality of the Programme. Feedback from students gathered via the Course Experience Survey and Student Experience Survey are also key performance indicators for consideration by the Operator in determining the teaching staff's capability and competence. Moreover, the Operator gained insights into the students' employability from graduates and their employers through the Employment Survey and Employment Satisfaction Survey.

4.7.3 During the Site Visit meetings, both representatives of the Programme Team and external stakeholders of the Programme shared that, in addition to the formal meetings, continuous communication among the Programme and the Industry had taken place to ensure that the Programme met the industry's changing needs. Representatives of the current employers of the graduates of the Programme expressed that the professional competence of the graduates met their expectations and the external stakeholders of the Programme were also satisfied with the overall performance of the students. Nonetheless, the Panel is of the view that the retention rates and graduation rates of the Programme are relatively high while it is understood that in line with RMIT's policy however, the Cumulative Grade Point Average of the students in the Programme will not be taken into consideration in the identification of student-at-risk and the graduation requirement. The Operator also shared that there is no maximum number of retakes in each course according to the relevant RMIT policies. Such issues have been noted although

there has been positive feedback from representatives of the current employers in relation to their experience in working with the graduates of the Programme in their companies by far. As such, for continuous monitoring of the quality and development of the Programme, it is **recommended that the Operator should keep ensuring close dialogues with industry practitioners and continue to obtain feedback from employers to ensure that the Programme remains current and effective in meeting the industry needs.**

- 4.7.4 Despite the recommendation, based on the information provided and the discussions with the representatives of both the internal and external stakeholders, the Panel concluded that the Operator has in place appropriate mechanisms to monitor and review the performance of the Programme on an on-going basis.

5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT

5.1 Variation and withdrawal of this Accreditation Report

- 5.1.1 This Accreditation Report is issued pursuant to section 5 of the AAVQO, and contains HKCAAVQ's substantive determination regarding the accreditation, including the validity period as well as any conditions and restrictions subject to which the determination is to have effect.
- 5.1.2 HKCAAVQ may subsequently decide to vary or withdraw this Accreditation Report if it is satisfied that any of the grounds set out in section 5 (2) of the AAVQO apply. This includes where HKCAAVQ is satisfied that the Operator is no longer competent to achieve the relevant objectives and/or the Programme(s) 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(s) 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 (<https://www.elegislation.gov.hk>) for the appeal rules. Details of the appeal procedure are contained in section 13 of the AAVQO and can be accessed from the QF website at <https://www.hkqf.gov.hk>.

5.3 **Qualifications Register**

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

- 5.3.2 Only learners who commence the study of the named accredited learning programme(s) 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: 100/41/06
31 May 2024
JoH/AnC/PsL/cj

**Royal Melbourne Institute of Technology and
School for Higher and Professional Education, Vocational Training Council**

**Learning Programme Re-accreditation for
Bachelor of Applied Science (Aviation)**

21-22 MARCH 2024

Panel Membership

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