



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

**ACCREDITATION REPORT**

**HONG KONG INTERNATIONAL AVIATION ACADEMY LIMITED**

**AND**

**ECOLE NATIONALE DE L' AVIATION CIVILE**

**LEARNING PROGRAMME RE-ACCREDITATION**

**ADVANCED MASTER IN AIR TRANSPORT MANAGEMENT**

**September 2023**

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## 1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA894), the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), in the capacity of the Accreditation Authority as provided for under the Accreditation of Academic and Vocational Qualifications Ordinance [AAVQO (Cap. 592)], was commissioned by Hong Kong International Aviation Academy Limited and Ecole Nationale de l' Aviation Civile, 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 Advanced Master in Air Transport Management programme of the Operator (with specifications listed below) meets the stated objectives and HKQF standards and can continue to be offered as an accredited programme; and
- (b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

### Specifications of the Programme Seeking Accreditation Status

| Programme title   | Exit award title                            | NCR Registration / Reference Number <sup>1</sup> | Mode of study | Programme length | Major(s) leading to distinctive awards | Claimed HKQF level |
|---|---|--|---------------|------------------|--|--------------------|
| Advanced Master in Air Transport Management<br>航空運輸管理高等碩士 | Advanced Master in Air Transport Management | 272772   | Part-time     | 1.5 years        | N/A                                    | 6                  |

#### Note

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 Advanced Master in Air Transport Management (AM-ATM) programme meets the stated objectives and HKQF standard at Level 6 and can continue to be offered as an accredited programme with a validity period of three 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 AM-ATM Programme are specified as follows:

|  |  |
|--|--|
| <b>Name of Local Operator</b>                        | Hong Kong International Aviation Academy Limited<br>香港國際航空學院有限公司 |
| <b>Name of Non-local Operator</b>                    | Ecole Nationale de l'Aviation Civile                             |
| <b>Name of Award Granting Body</b>                   | Ecole Nationale de l'Aviation Civile                             |
| <b>Title of Learning Programme</b>                   | Advanced Master in Air Transport Management<br>航空運輸管理高等碩士        |
| <b>Title of Qualification [Exit Award]</b>           | Advanced Master in Air Transport Management                      |
| <b>Primary Area of Study and Training</b>            | Business and Management  |
| <b>Sub-area (Primary Area of Study and Training)</b> | Transports and Logistics   |
| <b>Other Area of Study and Training</b>              | Not applicable   |
| <b>Sub-area (Other Area of Study and Training)</b>   | Not applicable   |

|   |   |
|---|---|
| <b>HKQF Level</b>                               | Level 6   |
| <b>HKQF Credits</b>                             | 162   |
| <b>Mode(s) of Delivery and Programme Length</b> | Part-time, 1.5 years  |
| <b>Start Date of Validity Period</b>            | 1 January 2024  |
| <b>End Date of Validity Period</b>              | 31 December 2026  |
| <b>Number of Enrolment(s)</b>                   | One enrolment per year  |
| <b>Maximum Number of New Students</b>           | 30 per year   |
| <b>Address of Teaching / Training Venues</b>    | 1) Room 608, 610-611, HKIA Commercial Building, 1 Sky Plaza Road, Hong Kong International Airport, Lantau, Hong Kong<br><br>2) Room A10, A11, A13 and A14, 9/F, HKIA Community Building, 13 Cheong Tat Road, Hong Kong International Airport, Lantau, Hong Kong |

## 2.4 Recommendations

HKCAAVQ presents the following recommendations for continuous improvement of the AM-ATM Programme.

- 2.4.1 The Operator should consider establishing an external advisory committee to collect independent views and advice for the Programme. (para 4.1.8)
- 2.4.2 The Operator should closely monitor the admission of the stand-alone module participants and report through its QA mechanism, including but not limited to the annual programme review meeting regarding admission and exemption policies and the impact on teaching and learning resources. (para 4.2.4)
- 2.4.3 The Operator should develop and implement a mechanism to seek

feedback from employers by means of an employer survey for the regular review and continuous development of the Programme. (para 4.2.5)

2.4.4 The Operator should continuously review the scope of the syllabi based on the prevailing needs of the industry and stakeholders' input on an on-going basis and explore ways to ensure that essential subject matters can be included in the modules offered. (para 4.3.2)

2.4.5 The Operator should regularly review and update the reference information and the reading list in the teaching and learning materials to maintain the currency and relevancy to the air transport industry. (para 4.3.5)

2.4.6 The Operator should formalise the induction session for new instructors by including the OBTL approach, library resources, QA mechanism, and module delivery and ensure that they are familiar with the teaching support, such as the e-library and quality assurance mechanism and the importance of having regular reviews and updates of the module reading list so that the learning and teaching activities are effective to meet the Programme objectives. (para 4.5.1)

## **2.5 Advice**

HKCAAVQ also offers the following advice for continuous improvement of the Programme.

2.5.1 The Operator is advised to include specific coverage on international laws in relevant aspects, such as the Warsaw Convention and the Montreal Convention, in the Keywords syllabus in the Module Registry to strengthen students' knowledge on the rights and liabilities of passengers and carriers. (para 4.3.3)

2.5.2 The Operator is advised to include the reference list in the teaching and learning materials, including, e.g. PowerPoint slides. (para 4.3.5)

2.5.3 The Operator is advised to consider how the use of Generative AI, e.g. ChatGPT might affect the student assessments in future. (para 4.4.5)

2.5.4 The Operator is advised to consider additional Module External Examiner(s) (EE) to review the modules not being selected for review by the currently single EE. (para 4.4.6)

- 2.5.5 The Operator is advised to review and strengthen its QA process through appropriate measures to ensure accuracy of current documentations for more effective communication with stakeholders such as the staff and external parties. (para 4.7.3)
- 2.6 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, inter alia, 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 Hong Kong International Aviation Academy Limited (HKIAAL) was established by the Airport Authority of Hong Kong in 2016 with the aims of nurturing local and regional air transport management talents and supporting the sustainable growth of the aviation industry. As stipulated in Article 128 of the Basic Law, the Government of Hong Kong shall maintain the status of Hong Kong as a centre of international and regional aviation. With the development of the three-runway system and the transformation of the airport into an "Airport City," an expanded passenger and air cargo traffic demand would lead to direct job increases for both operational and managerial staff. Partnering with local and overseas educational and vocational institutions, global professional organisations such as the International Civil Aviation Organization (ICAO), and industry practitioners, HKIAAL offers a comprehensive aviation-related curriculum to aviation professionals and industry newcomers. Recently, HKIAAL was awarded the prestigious Platinum/Training Centre of Excellence in the TRAINAIR PLUS Programme (TPP) by ICAO in June, 2023. In addition, HKIAAL is the world's second organisation to have received the Airports Council International (ACI)-ICAO TPP-Airport dual recognition.
- 3.2 Created in 1949 and headquartered in Toulouse, Ecole Nationale de l'Aviation Civile (ENAC, or the National School of Civil Aviation of France) is a national public administrative institution with legal personality and pedagogical and scientific autonomy. It is placed under the supervision of the Minister responsible for civil aviation in France to provide initial and continuing education in civil aviation.

- 3.3 HKIAAL and ENAC have worked in partnership since 2016 for the Advanced Master of Air Transport Management (AM-ATM) programme in Hong Kong, which provides a prominent platform for executives and managers in the industry from Hong Kong, the Mainland, and the Belt and Road countries to acquire air transport management knowledge and exchange their insightful experiences.
- 3.4 The Operator (HKIAAL and ENAC) commissioned HKCAAVQ to conduct a learning programme re-accreditation exercise for the AM-ATM Programme, which was first accredited by HKCAAVQ in June 2020.
- 3.5 HKCAAVQ formed an expert Panel (Panel Membership listed at **Appendix**) for this re-accreditation exercise. A site visit was conducted by the Panel at HKIAAL's campus located on the 9<sup>th</sup> floor of the HKIA Community Building, (adjacent to Terminal 1) on 6-7 July 2023.

HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under the Hong Kong Qualifications Framework (Version 1.2, November 2020)* was the guiding document for the Operator and the Panel in conducting this exercise.

#### **4. PANEL'S DELIBERATIONS**

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

##### **4.1 Programme Objectives and Learning Outcomes**

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

- 4.1.1 The Panel noted that the Programme Objectives (POs) and Programme Intended Learning Outcomes (PILOs) remain unchanged since the Programme was accredited in 2020.
- 4.1.2 The POs and PILOs of the AM-ATM Programme are set out as below:



### **Programme Objectives (POs)**

The Advanced Master in Air Transport Management offers:

- i. a systematic approach to air transport by examining it from the viewpoints of economic, operational working methods, marketing and financial strategies, productivity and management of human resources in air transport; and
- ii. an evaluation of the major issues and strategies of air transport in the future with the essential subjects for a career in the air transport field.

### **Programme Intended Learning Outcomes (PILOs)**

Upon successful completion of this Programme, students will be able to:

- i. critically evaluate the interrelation between the various sectors in the air transport industry;
- ii. apply knowledge and skills in a broad range of managerial disciplines in the air transport industry;
- iii. deal with major safety, professional, ethical, management and economic issues affecting the air transport industry in local, national, regional and international contexts;
- iv. critically evaluate data, information, concepts, evidence and demonstrate leadership in business decision making;
- v. utilise professional knowledge and formulate appropriate methodologies to create integrated air transport solutions; and
- vi. communicate at a high level of competence across multiple sectors and stakeholder groups.

4.1.3 The Operator has taken actions to address the recommendations made by the Panel in the last accreditation exercise in 2020. One of the recommendations was to collect input from key stakeholders, for the regular reviews and enhancements of the POs and PILOs. A PILO Assessment Plan was therefore devised in 2022 as one of the yearly review processes to measure the achievement of learning outcomes and the overall effectiveness of the Programme. The PILO Assessment Plan is prepared by the Hong Kong Programme

Coordinator and the results will be included in the Annual Programme Review Report. Feedback from the major stakeholders i.e. external examiner, students, and module instructors, are collected with the aim of identifying opportunities for continuous improvement in teaching and learning and other areas of concern pertinent to the Programme.

4.1.4 To demonstrate that the graduates have effectively achieved the POs and PILOs of the Programme and that the Programme continues to meet the QF standard at Level 6, the Operator provided the following documents to the Panel for review:

- a) Mapping of POs against the PILOs
- b) Mapping of PILOs against the Generic Level Descriptors (GLDs) at HKQF Level 6
- c) Module Registry stipulating module aims, module intended learning outcomes (MILOs), alignment of the MILOs with PILOs, teaching and learning activities, teaching schedule, assessments with weighting, keywords syllabus with MILOs, and reading list.

4.1.5 Upon the Panel's request, the Operator further provided the following documents and information to demonstrate the effectiveness of the achievement of learning outcomes and the assessment standard:

- a) External Examiner's Reports within the validity period.
- b) Samples of student marked individual assignments of the 12 modules and 6 copies of *Professional Thesis* covering the high, medium and low performance, with the assessment rubrics.
- c) Samples of the following selected modules' teaching and learning materials and activities including pre-recorded video and PowerPoint slides.
  - 1) AVOM5710 Human Resources
  - 2) AVOM6410 Airline Strategy
  - 3) AVOM6411 Sustainable Development of Air Transport
  - 4) AVOM6710 Air Transport Economics
- d) Annual Programme Review Report

- e) Course and Teaching Evaluation of the 12 modules
- f) Annual Graduates' Exit Survey

4.1.6 Having reviewed the above information and the comments of the external examiner, students and module instructors, the Panel made the following observations and comments:

- a) The PILOs aligned appropriately with the POs.
- b) Sample assessments and *Professional Thesis* and the associated marking schemes were appropriate for assessing the learning outcomes.
- c) The marked assessment demonstrated attainment of competencies at HKQF Level 6.
- d) Comments given in the EE Reports regarding teaching and learning activities, learning facilities, module delivery, and assessments of the Programme were positive in general.
- e) The annual Graduates' Exit Survey showed evidence that graduates were generally satisfied with the overall quality of the Programme with 4.2 rating out of 5.00.

4.1.7 The Panel met representatives of graduates and students at the site visit and noted that they are senior executives from different sectors of the aviation industry. They expressed the views that the content of the Programme was relevant and useful to their work. In addition, they cherished the opportunity of building a global network with fellow students from different backgrounds, as nearly 40% are overseas students, and most of them (local and overseas) are senior managerial staff in their workplace. Both graduates and students alike considered networking one of the Programme's unique strengths.

4.1.8 For the purpose of continuous improvement of the Programme, the Panel noted from the submission documents that the Operator has taken actions to address the recommendations made by the last Panel in 2020. ENAC and HKIAAL have adopted the outcome-based teaching and learning (OBTL) approach for the AM-ATM Programme offered in Hong Kong only. As a result, the Programme Registry and Module Registry (see para. 4.1.4 c for the content of the module registry) were jointly developed in 2020. At the meeting with the

senior management representatives, the Panel was informed that modules in Hong Kong were delivered by local experts and academics from relevant fields. These experts and academics were able to provide industry updates for the Programme. In addition, as 40% of the enrolled students are senior executives in aviation or related industries, their views could reflect the needs of the industry, which in turn facilitate the continuous improvement of the Programme. Although the Panel considered their inputs undoubtedly important, a formal mechanism is warranted to collect feedback from members of an external committee for the continuous enhancement of the Programme. Furthermore, as some aspects of the aviation environment in Hong Kong are different from those in Europe, it would be very important to establish a local advisory committee to provide external views on the needs and developments of the industry as a whole.

To this end, the Panel **recommended** that the Operator should establish an external advisory committee to collect independent views and advice for the Programme. Such inputs would help ensure the syllabi are aligned with the needs of the air transport industry and continue to maintain the Programme's uniqueness. At the meeting with students and graduates' representatives during the site visit, the Panel noted also that some of them were taking the Programme at their own cost without any means of sponsorship or scholarship. Yet they said that the Programme was a good investment for their career trajectory and upward progression. Other students considered the Programme useful in helping them acquire relevant and essential management knowledge. The employers with whom the Panel met stated that the Programme was unique in nature by equipping graduates with comprehensive knowledge of air transport management from various perspectives. Another employer commented that most of the graduates could apply their management skills and knowledge in their current positions. The Panel considered this to be further evidence showing attainment of the PILOs.

- 4.1.9 In consideration of the above information, the Panel formed the view that the AM-ATM Programme has appropriate PILOs that align with the POs and correspond to the GLDs at HKQF standards at Level 6.

## **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 Panel noted that the target applicants for the Programme are executives and managers from airports, regulatory bodies, airlines, air traffic control, and other aviation-related organisations. The minimum admission requirements of the AM-ATM Programme (see table below) remain unchanged as approved in the last accreditation exercise in 2020.

**The minimum admission requirement**

- Hold an M1 (year 1 of a Master's degree) or a 4-year Bachelor degree; or
- Hold a 3-year Bachelor's degree with at least 3 years of working experience (maximum admission for 3-year Bachelor degree holders is 30%).

**English Proficiency**

Applicants also need to meet one of the following English language proficiency requirements:

- TOEFL (Paper-based): 550; or
- TOEFL (Internet-based): 79 or
- TOEIC: 785; or
- IELTS 6.5 or
- HKDSE English Language Subject: Level 4; or
- HKCEE English Language (Syllabus B): Grade B; or
- HKALE Use of English: Grade C.

To fulfil the language proficiency requirement in English, ENAC also considers applicants who already obtained the Bachelor's or Master's degree from an institution where the medium of instruction was English. The Operator emphasised that as the AM-ATM Programme is professional in nature, the use of English as one of their major languages in the workplace will also be considered.

- 4.2.2 All applications meeting the minimum admission requirements are reviewed by the Hong Kong Programme Coordinator. If deemed necessary, applicants will be invited to attend a face-to-face or online interview. Eligible applicants will then be recommended to ENAC Course Director for final admission approval. In terms of the student

selection process, for sponsored students nominated by the selected countries, the nomination will be submitted to HKIAAL for further processing. The civil aviation authorities of the sponsored countries would nominate candidates based on the admission requirements and the need to develop senior staff for their countries. For individual applicants, applications are submitted directly to HKIAAL. The Panel observed from the submission documents that students come from a wide range of backgrounds, with about 40% of the enrolled students at the director grade or top management level. At the meeting with senior management representatives, the Panel asked if the mix of students of different backgrounds in the same class would create any teaching challenges. The Operator replied that the diverse student profile was considered valuable to the Programme as it created group dynamics in the class, with senior and junior operative staff sharing work-related experience and working collectively towards a common goal together. This also served as further evidence to demonstrate the achievement of PILOs (iv) and (v) stipulated in the Programme Intended Learning Outcomes.

- 4.2.3 The Panel also noted that approval has been given by the Ministry of Education for senior management in the Mainland's aviation sector to enrol in the AM-ATM Programme on a trial basis from 2022 to 2026. From the submission documents, the number of admitted students was 2 and 3 in 2022/23 and 2023/24, respectively. Furthermore, both HKIAAL and ENAC have actively pursued sponsorships for senior executives from the Belt and Road countries to attend the Programme in response to the ICAO's "*No Country Left Behind*" initiative to support the development and modernisation of the global air transport system. The Panel noted that the number of sponsorships secured was 9 in both 2022/23 and 2023/24. The sponsorship covered the tuition fee, air tickets, and accommodation for the students' monthly travel to Hong Kong. In addition, to promote the Programme, HKIAAL has regularly attended events such as the Airport Council International (ACI) Asia-Pacific Regional Assembly, Conference & Exhibition in Japan in May 2023, and the ICAO Global Implementation Support Symposium 2023 in Korea. With the uplift of the COVID-19 restrictions, the enrolment figures have increased by 36% in 2023 when compared with those in previous years.

Being one of the four key pillar industries in the Hong Kong economy, the Government is also stepping up the investment in the Maritime and Aviation Training Fund, together with other scholarships and incentive schemes available for eligible promising talents and existing practitioners in Hong Kong to apply. It is anticipated that the student enrolment number will likely increase. However, the Panel

noted that the planned number of student enrolment is kept at 25 to 30 in the next two years.

- 4.2.4 The Panel also noted the Programme would allow students to take each of the 12 modules separately, as stipulated in the programme pamphlet on the HKIAAL's website. Upon completion of the assessments of the 12 modules, stand-alone module participants can officially apply for the Programme should they wish to and they still need to go through the normal admission approval process. While the Panel expressed concerns about the stand-alone module participants' joining the same class as the students enrolling for the entire Programme in view of teaching and learning effectiveness and the possibility that the maximum number of student intake per class may exceed, the Operator explained in the written response that the number of the stand-alone module participants was minimal (4 and 8 in 2021 and 2022, respectively) and had no significant impact on the maximum number of student intake per class. The Operator further indicated that these participants normally have an interest in a particular module or are experts in that domain themselves. Nonetheless, the Operator may wish to be watchful when admitting stand-alone module participants as the maximum intake of students per year is 30. The Panel **recommended** that the Operator should closely monitor the admission of the stand-alone module participants and report through its QA mechanism, including but not limited to the annual programme review meeting regarding admission and exemption policies and the impact on teaching and learning resources.
- 4.2.5 The Panel noted that the Programme has already produced four batches of graduates and accumulated valuable industry networks both locally and globally. Many graduates are playing important roles in the civil aviation development of their respective countries, evidence of the Programme's high relevance in preparing students with the knowledge and skills to embrace the real-world challenges in the air transport industry. The Panel also concurred with the last Panel's advice in 2020 that the Operator should leverage its alumni network for future programme promotion and student recruitment in Hong Kong, the Mainland, and the Belt and Road countries. Consequently, the HKIAAL Alumni Association was set up in March 2023. Furthermore, the Panel observed that as the Programme will be producing more graduates in subsequent years, the Annual Programme Review process should also include employers' feedback on graduate competencies and alumni's career tracks by means of conducting an employer's survey. Although the Operator indicated that the Programme aims to develop and expand students'

professional knowledge in an advanced domain and the graduates are not seeking for their first employment in the industry, an employer survey would not be required as an evaluation tool for the Programme. Nonetheless, the Panel is still of the view that seeking employers' input will be beneficial, as the information gathered will provide feedback for the Operator regarding the needs of employers in different sectors of the industry. Understanding these needs is crucial in ensuring that the Programme remains current and can adapt to changes when required. Besides, employers are also, in effect, stakeholders, as they already or will employ graduates who wish to change jobs by working in other sectors of the industry or for career advancement. Moreover, the Panel also considered that positive employer feedback may help in programme promotion and attract scholarship sponsors for the Programme. In view of the above, the Panel **recommended** that the Operator should develop and implement a mechanism to seek feedback from employers by means of an employer survey for the regular review and continuous development of the Programme.

4.2.6 Notwithstanding the above recommendation, the Panel considered that the minimum admission requirements and selection process of the AM-ATM Programme have been effective in general in recruiting students to undertake the Programme.

4.2.7 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 programme basis of the actual number of new students of the year. The cap is applied in line with the general expectation on 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.

### **4.3 Programme Structure and Content**

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



- 4.3.1 The AM-ATM Programme is a part-time programme with a study period of 1.5 years. To be eligible for graduation and the award, students are required to complete the 12 modules and a *Professional Thesis*. The 12 modules are delivered at the interval of one per month for 12 consecutive months, and the *Professional Thesis* is to be completed within six months after students have attended all modules. The Programme employs a range of teaching and learning activities such as online pre-class video lectures, face-to-face lectures, group discussions, case studies, airport tours, guest lectures, and industrial visits. Before the commencement of the Programme, the students are provided with the Programme Handbook with information on PILOs, Programme assessment, academic policies, regulations on plagiarism, communication channels and complaints procedures, and administrative support.
- 4.3.2 As the air transport industry is unique in that it connects people on a national, regional, and international scale, the Programme is designed in a way that brings global perspectives to the students and into the curriculum. Around 40% of the student population is coming from Mainland, Bangladesh, Cambodia, India, Laos, Mongolia, Myanmar, Nepal, the Philippines, Sri Lanka, Thailand, and Vietnam. To broaden students' exposure, ENAC lecturers are responsible for half of the 12 modules delivery and the *Professional Thesis* supervision while HKIAAL will deliver the other 6 modules by inviting local seasoned industry practitioners and academics to be the module instructors. Details of the module delivery are shown in the table below:

| Module Code/ Title |   | Teaching Staff |
|--------------------|---|----------------|
| 1                  | AVOM5110 Air Passengers and Quality of Service    | HKIAAL         |
| 2                  | AVOM5510 Marketing                                |                |
| 3                  | AVOM5710 Human Resources                          |                |
| 4                  | AVOM5711 Financial Management                     |                |
| 5                  | AVOM6411 Sustainable Development of Air Transport |                |
| 6                  | AVOM6510 Communication and Crisis Management      |                |
| 7                  | AVOM6110 Ground Handling and Operations           | ENAC           |
| 8                  | AVOM6410 Airline Strategy                         |                |
| 9                  | AVOM6412 Airline Operations and Safety Management |                |
| 10                 | AVOM6511 Air Transport Market and Airline         |                |

|                                     |  |  |
|-------------------------------------|--|--|
|                                     | Distribution   |  |
| 11                                  | AVOM6710 Air Transport Economics                       |  |
| 12                                  | AVOM6711 Air Transport Security and International Laws |  |
| AVOM6010 <i>Professional Thesis</i> |  |  |

The Panel opined that as aviation is a very heavily regulated industry, it is important that managers understand the importance of ICAO annexes and their content in the establishment of Hong Kong and other national civil aviation regulations, in addition to other contemporary issues that merit the students' attention. At the meeting with representatives of the senior management, the Panel was informed that, in accordance with the Non-local Higher and Professional Education (Regulation) Ordinance (Cap. 493), the programme structure and module objectives have to follow the home programme. Also, the Panel noted from the submission documents that the Operator has taken actions previously in response to stakeholders' feedback as well as the prevailing changing situation in the air transport industry.

The Panel has also conveyed the message of "comparability" stipulated in the Ordinance in the written communication, and the Operator may consider making use of the flexibility provided in the above Ordinance (last updated on 1 September, 2021) for the continuous enhancement of the Programme for contextualising the curriculum further. For example, at the meeting with students and graduates, they expressed that coverage of areas in the curriculum such as air cargo, aircraft maintenance and airline catering, would be useful to be covered in the current programme content. In particular, they expressed the growing importance of air cargo in Hong Kong as HKIA is one of the world's busiest airports for international passengers and air cargo traffic. In order to capitalise on the competitive advantage that Hong Kong enjoys, the coverage of air cargo can be strengthened. The module content of the Hong Kong Programme should also include contemporary issues and topics affecting Hong Kong, Asia and the nearby countries. The Panel also noted in the submission documents that local contextualisation has been adopted in a few modules to address the needs of the industry. These modules delivered in the Programme are contextualised to fit the Hong Kong situation well but still remain comparable to those offered in the home programme. To ensure the Programme would continue to meet the needs of the industry, the Panel **recommended** that the Operator should continuously review the scope of the syllabi based on the prevailing needs of the industry

and stakeholders' input on an on-going basis and explore ways to ensure that essential subject matters can be included in the modules offered.

4.3.3 The Panel reviewed the documents submitted and noted that there are mechanisms in place that the Operator can use to ensure the appointed instructors deliver the required syllabus and content of the modules to the students. For each module delivery, students are given a Module Guideline in advance for class preparation. Topics covered in the Module Guideline required approval from ENAC two weeks before the commencement of the module. In response to the recommendation made by the last Panel in 2020, the Operator has taken follow-up actions by making minor changes to five modules in the MILOs and weightings (see below) for better alignment with the needs of the air transport industry.

- a) AVOM5110 Air Passengers and Quality of Service
- b) AVOM5510 Marketing
- c) AVOM6411 Sustainable Development in Air Transport
- d) AVOM6412 Airline Operations and Safety Management
- e) AVOM6711 Air Transport Security and International Laws

The Panel also noted there were content changes brought by students' feedback collected. For example, for AVOM6711 Air Transport Security and International Laws. As students commented that international laws should merit more coverage, after deliberation at the 2022 annual programme review meeting, it was approved that 2.5 days (both online and face-to-face modes) of lectures would be allocated to international laws. Also, in reviewing AVOM6711, the Panel noted that clearer coverage of international laws is needed. The Panel therefore **advised** that specific coverage on international laws in relevant aspects, such as the Warsaw Convention and the Montreal Convention can be added to the Keywords syllabus in the Module Registry to strengthen students' knowledge on the rights and liabilities of passengers and carriers.

4.3.4 The Panel was also provided with the following information about the structure and content of the Programme:

- a) Module Registry of the 12 modules including the *Professional Thesis*
- b) Module Handbook and *Professional Thesis* Guidance Booklet
- c) Mapping of the MILOs to the PILOs of the Programme

- d) Samples of the marked assessment scripts together with the assessment rubrics of the selected modules
- e) Samples of module teaching materials

After reviewing the above, the Panel had the following observations and comments:

In terms of assessment, a range of methods have been adopted in the Programme, including group presentations, individual assignments, and *professional theses*. Having reviewed the samples of marked student assessments covering the high, medium, and low performance of the selected modules, along with the assessment rubrics, the Panel formed the view that the assessment methods can aptly assess students' achievement of PILOs and the standard at QF Level 6.

- 4.3.5 The Panel noted that there were no references cited at the end of the PowerPoint slides. The Panel **advised** the module instructors to include the reference list in the teaching and learning materials, including e.g. PowerPoint slides. These reference sources may be books, journals, online databases, or the internet. By adding the reference list helps students locate specific types of information by following the "trail" when searching for any given topic. Above all, the references list will increase students' self-learning motivation by allowing them to trace the sources themselves when necessary. Furthermore, the Panel noted that most of the reference materials, such as journal publications and textbooks are relatively dated. In addition, the references cited in the reading lists such as the citation of ICAO Annex 17 in one of the modules' reading lists, were incomplete. By citing the correct most recent reference, students would know that the information adopted is up-to-date although there are times when an older source may help in establishing historical context. The importance of learning about citations and referencing may help students to avoid plagiarism if a clear and concise audit trail showing the correct sources is used. The Panel also learned from the Operator that students can choose any citation format they prefer in their written assessments i.e. a *Professional Thesis* as long as they adhere to one format throughout. It is suggested that more guidance should be provided to students to get them acquainted with the commonly used formats i.e. APA, Harvard, and MLA, to name but a few. The Panel also noted that there was no reading list suggested for students in the module, *Professional Thesis*. Although the Operator explained that there were ample reference materials readily available online, it would still be helpful to suggest references on research methods, data analysis, and academic report writing for

the students. The Panel **recommended** that the Operator should regularly review and update the reference information and the reading list in the teaching and learning materials to maintain its currency and relevancy to the air transport industry. The Panel Chair has also taken the liberty of sharing with the meeting participants a few copies of the latest industry-related articles from the Journal of Air Transport Management and the list of ICAO Annexes at the end of the meeting sessions.

- 4.3.6 In spite of the above recommendation and advice, the Panel considered that the structure and content of the AM-ATM programme remain effective in enabling students to achieve the stated learning outcomes and meet the programme objectives.

#### **4.4 Learning, Teaching and Assessment**

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

- 4.4.1 As mentioned in para 4.3.1, the Programme includes an array of teaching and learning activities to enhance students' learning experiences. At the meeting with the students and graduates, the students expressed that the guest lecturers invited by the Operator were invaluable as they learned a lot from these prominent speakers. Guest speakers can provide students with insightful perspectives, opinions, and personal experience that can enrich the module content and reinforce the teaching of the instructors. To learn about the successful example in the industry, one student representative suggested inviting guest speakers from the Singapore Changi Airport, as this airport has been highly rated. It would be an enlightening learning experience to learn about the good practices of Changi Airport.
- 4.4.2 The 12 modules are delivered one after the other, usually on one-day online class plus three consecutive days face-to-face classes per module per month, for a period of 12 months. Although the module delivery is conducted in an intensive way, the Panel learned from students and graduates that the current teaching arrangement was regarded as appropriate for accommodating their work and personal schedules. The Panel also noted that students were given the opportunities to provide feedback on teaching effectiveness

through various channels, such as the Course and Teaching Evaluation and the Annual Programme Review Meeting.

There was a substantial change to the Programme structure in 2020 to adopt a blended mode of face-to-face and online delivery of lectures, from 5 modules to 12. For each module, the Operator proposed to change the four-day face-to-face classes into one-day online plus three-day face-to-face classes. The PILOs and MILOs and module content remain unchanged. The online materials would be in the form of pre-recorded video lectures provided to the students, at least one week prior to the face-to-face classes. At the meetings with representatives of senior management and other external stakeholders about the overall effectiveness of such an arrangement, the responses were quite positive and welcomed by the students and the module instructors. Such a change allows students to begin module preparation ahead of time before attending the classes. The online lectures covered more theoretical topics while leaving other subject matters that required student interactions and discussions in the three-day face-to-face classes. At the meeting with representatives of students and graduates, the Panel was informed that they had been asked to view the online pre-class video for better preparation before joining the face-to-face class. Students found this approach useful in improving the flow of the group discussion and the preparation of the group project presentation on the last day of the lecture.

- 4.4.3 In terms of assessment, 60% of group work and 40% of individual work are contributed to the overall assessment of each module. To reflect students' contribution to group projects, the Peer Evaluation Form was introduced in 2020. Students are assessed based on their involvement during the class discussion sessions, the presentation content and skills, as well as their contribution to the solution of problems. The Panel noticed that some group projects are divided into two parts; a group presentation and an individual follow-up, which is submitted on an individual basis. For individual assignment, students are required to submit their work within two weeks after attending the module.
- 4.4.4 For the *Professional Thesis*, a Thesis Guidance Booklet is provided to students. ENAC staff who serve as thesis supervisors will provide guidance and assistance to individual students through emails. HKIAAL will provide administrative and learning support to students by organising three seminars, namely Thesis Topic Selection, Project Proposal, and Project Report Writing. The Panel noted that students found these seminars very useful and also appreciated the

relentless efforts of their Company Mentor in guiding them throughout the entire thesis preparation. Students are required to nominate one person from their company who will be responsible for guiding their thesis. The proposed Company Mentor needs to have professional experience and at least a Bachelor's degree. Nominations will be approved by ENAC and he or she will be the point of contact for the Course Director during the thesis preparation period.

- 4.4.5 After submitting the *Professional Thesis*, students are required to attend a viva voce, an oral presentation to defend their thesis in front of a panel of examiners including the Chairman, HKIAAL and ENAC Course Directors or their representatives, a subject expert and the Company Mentor although his or her attendance is not compulsory. Should the Company Mentor cannot attend, the student is required to upload the Mentor Assessment Form to Moodle in advance. This Form will be deliberated by the panel of examiners to assess the student's thesis. As mentioned earlier in para 4.3.5, the Panel noticed that there was no reading list in the Module Registry of *Professional Thesis* and would suggest one to aid students' thesis preparation.

The Panel also noted that all student assessments are required to go through Turnitin and an AI generated writing detection indicator which was in use recently in April 2023. Policies on plagiarism are provided in the Programme Handbook for students' reference. Given the widespread use of ChatGPT and other AI-based tools in higher education, the Operator indicated that there is no policy on the use of AI-based tools for all classrooms, coursework, and assessment tasks in the Hong Kong Programme or in ENAC. As such, the Panel **advised** that the Operator could consider how the use of Generative AI, e.g. ChatGPT might affect the student assessments in future.

- 4.4.6 To maintain the quality of module delivery and assessment standards, teaching and learning materials prepared by HKIAAL teaching staff are sent to the ENAC Course Director for review. At least 30% of the assessments marked by HKIAAL teaching staff will be moderated by the ENAC Course Director or relevant subject experts. To seek further external input on the programme development and management, HKIAAL appointed an External Examiner (EE) from Hong Kong since April 2020. The Panel noted that the EE is required to provide feedback on four modules every year in the form of an EE Report. As only four modules are reviewed by the EE every year, it will take three years altogether to complete the entire review cycle of the 12 modules. The Panel therefore

**advised** that it might be wise to consider appointing additional Module EE(s) to review the modules not being selected for review by the currently single EE.

4.4.7 The Panel also met with the EE and other external stakeholders at the site visit to discuss their views on the relevance of programme content in meeting industry needs. During the discussion, the Panel learned that the current workload of the Programme was considered appropriate and manageable and the EE's comments in general were positive. The Panel noted that students' feedback collected has been followed up by the Operator as stated in the Course and Teaching Evaluation when being completed at the end of each module. For example, in AVOM6412 Airline Operations and Safety Management, students indicated that safety management was an important subject, and the Module Review Report also suggested that students needed further training in safety investigation. In regards to the above feedback, the weighting of MILO #4 has been revised from 30% to 35% to reflect the importance of the Safety Management System (SMS) in aviation safety and safety investigation.

4.4.8 In view of the information on learning, teaching, and assessment activities provided by the Operator, the Panel considered that the learning, teaching, and assessment activities of the AM-ATM Programme are effective in delivering the programme content and assessing 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 Panel was provided with the academic leadership of the Programme with responsibilities defined in the submission documents. The operation and delivery of the Programme in Hong Kong have been discussed under Section 4.3. As mentioned in para 4.3.2, the teaching load of the AM-ATM Programme is equally shared between HKIAAL and ENAC. The Panel further noted that the Programme in Hong Kong is jointly managed by the Hong Kong



Programme Coordinator and the ENAC Course Director. In terms of staff development, funding is available for HKIAAL full-time staff. They are encouraged to attend professional and industry-related training courses. The Panel was provided with a HKIAAL full-time staff training summary within the validity period and observed that all courses were industry-specific and organised by ICAO and the International Air Transport Association (IATA). For the part-time teaching staff, an induction briefing session will be conducted on an individual basis by the Hong Kong Course Coordinator before the commencement of the Programme. The Panel was told that new instructors will be briefed on the POs, PILOs, assessment methods and QA mechanisms; the HKQF; and the OBTL approach in particular. At the meeting with the teaching staff, the Panel learned that one of the instructors was not aware that access to the ENAC e-library was available. In addition, there was no refresher course on the OBTL approach for the existing part-time teaching staff. The Panel therefore **recommended** that the Operator should formalise the induction session for new instructors by including the OBTL approach, library resources, QA mechanism, and module delivery and ensure that they are familiar with the teaching support, such as the e-library and quality assurance mechanism and the importance of having regular reviews and updates of the module reading list so that the learning and teaching activities are effective to meet the Programme objectives. Understanding the OBTL approach is inarguably important to ascertain whether students have effectively achieved the PILOs and MILOs.

- 4.5.2 The Panel was provided with the minimum appointment criteria and the profiles of the teaching staff from ENAC and HKIAAL. The Panel noted that the Programme has appointed considerable experienced instructors from the industry. The Panel was impressed with the academic and professional attainments of these instructors. There was only one instructor who did not have a Master's degree but had 30 years of extensive professional experience. The appointment was approved by the ENAC Course Director based on the instructor's subject expertise and his wealth of industrial experience.
- 4.5.3 The Panel noted that there is no staff training for part-time staff of the Hong Kong Programme. The Operator explained that as these part-time instructors are currently full-time working professionals and experts in their own fields, the Operator considered that staff development for them was not crucial. Even so, the Panel opined that refresher sessions on OBTL and other training pertinent to effective teaching and learning are advantageous for the existing instructors to ensure that the module contents, teaching and learning

activities, and assessments should all be aligned to help enhance students' learning experiences and attain the specific learning outcomes. The Panel noticed from the submission documents that at least 3 modules were assigned with 2 part-time instructors to teach the same module and was concerned how these instructors worked together to align delivery and assessment standards. The Operator explained that the two instructors have discussions before deciding on which topics to cover within the module. In addition, the EE found this practice highly commendable, and the students have no issues with the arrangement. Engaging two instructors, with one coming from Hong Kong, to deliver the same module would greatly enhance the relevance of the module in the local context.

- 4.5.4 In consideration of the above, the Panel formed the view that the programme leadership and staffing are appropriate in general and that the staff have suitable qualifications and necessary experience for effective management and delivery of the AM-ATM Programme.

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

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

- 4.6.1 In tandem with the Government's policy of strengthening Hong Kong's status as a global aviation hub, the HKIAAL has added a new teaching venue equipped with state-of-the-art teaching facilities to support student learning. The Operator made a substantial change in 2021 with the addition of the new training venue. The HKIAAL's new campus is located on the 9<sup>th</sup> floor of the HKIA Community Building. Both students and instructors commented that the environment of the new campus is pleasant and conducive to effective learning and teaching.
- 4.6.2 During the site visit, the Panel was provided with a presentation conducted by the Director of Corporate Services of HKIAAL and a tour of the facilities designated for teaching and learning activities of the AM-ATM Programme. The Operator also demonstrated access to the ENAC e-library and e-resources relevant to the Programme. As discussed in para 4.5.1, one part-time module instructor whom the Panel met was not aware of the accessibility of the EANC e-library resource. At the meeting with students and graduate representatives of the Programme, the Panel heard the meeting

participants' views about their learning experiences and the learning resources and support services provided by the Operator. The comments were generally positive and appreciative. All students are provided with access to the ENAC library although some of them use other library resources, i.e. the Hong Kong Polytechnic University or the Civil Aviation Department (CAD). The Civil Aviation Department Headquarters Library is open to CAD staff and visitors upon request. The Operator employed Moodle as their e-learning portal. All module learning and teaching materials, and student assignment submissions have to go through the Moodle site. Regarding journal subscriptions, one student commented that business journals such as the Harvard Business Review should be added to the library holdings as the primary area of study and training of the AM-ATM Programme are business and management. Reading business and management articles regularly will keep students informed on current events in the business world, and stay up-to-date on economic and market developments in the related industry.

4.6.3 The Panel also learned from the students and graduates at the site visit that the feedback on the use of videoconference was mixed; some considered it more convenient than attending the classes physically, while others faced difficulties due to the quality of the internet connection and/or video conference equipment available. However, with the staunch support provided by the administrative team, the problems have been rectified. Their efforts were highly appreciated by students and graduates alike. The Operator indicated that regular updates and upgrades of the hardware and software will be carried out on a need basis to ensure teaching and learning effectiveness when delivering modules online or in blended mode.

4.6.4 In consideration of the information above and the discussions at the site visit, the Panel was of the view that the Operator has adequate and appropriate resources and has provided sufficient services to support the delivery of the AM-ATM Programme.

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

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

- 4.7.1 The Operator has taken actions to respond to the recommendation given by the last Panel in 2020 about developing a set of QA documentation in Hong Kong. As such, a jointly developed HKIAA-ENAC Quality Assurance Procedures Manual on the QA procedures specifically for the AM-ATM Programme was developed in January 2021. The Panel was provided with the manual for review. The manual described the responsibilities, procedures, and forms required to comply with applicable quality standards.
- 4.7.2 Regarding on-going monitoring and review of the Programme, the Panel reviewed the information and documents submitted by the Operator and formed the view that a robust quality assurance system is in place to monitor and review the Programme on a continuous basis. The following table summarises the programme review, mechanism with associated activities, frequency, focus of review, and reporting channel(s).

| <b>Activities</b>              | <b>Frequency</b>  | <b>Focus</b>  | <b>Reporting Channel(s)</b>   |
|--------------------------------|---|---|---|
| Course and Teaching Evaluation | Upon completion of each module delivery   | Learning outcomes, Module content, Assessment, Instructor's performance | QA Meeting, Module Review Report, Module instructor.                                |
| Instructor Feedback            | Upon completion of each module delivery   | Learning outcomes, Module content, Assessment, Students' performance    | Module Review Report  |
| Class Observation              | At least once every year for the first two years of service and at least once every three years after two years | Teaching skills   | Module Review Report, Follow-up discussion between the Observer and the Instructor. |
| External Examiner              | 4 modules per year  | Module review includes MILOs, module content, and students and          | Annual Programme Review Report  |

|                                 |   |  |                                 |
|---------------------------------|---|--|---------------------------------|
|                                 |   | instructor comments  |                                 |
| Annual Programme Review Meeting | Once every year                         | Programme and Module delivery  | Annual Programme Review Report  |
| Module Review Report            | Upon completion of each module delivery | Module review includes MILOs, module content, and students and instructor comments                   | Hong Kong Programme Coordinator |
| Annual Programme Review Report  | Once every year                         | Programme review includes PILOs, Programme performance, internal and external stakeholders' feedback | QA Meeting, HKIAA QAMC.         |

4.7.3 The Panel observed that there were issues with the accuracy and presentation of the documentations. To name but a few examples, the effective date of 4 modules stated in the Module Registry was incorrect as it should be January 2024 instead of 2021; the module name of AVOM6711 Air Transport Security and International Laws as Law is also found throughout the documents; duplication of Appendix as both Appendix 4.5 and Appendix 8.2 are identical; and in Table 4.9 Summary from External Examiner of the submission document, it should be the feedback from an external examiner instead of students as shown in the column header. In any kind of writing, accuracy is a very important consideration. Therefore, the Panel **advised** the Operator to review and strengthen its QA process through appropriate measures to ensure the accuracy of current documentations for more effective communication with stakeholders such as the staff and external parties.

4.7.4 Notwithstanding the above observation, the Panel concluded that the quality assurance procedures have been effective in the on-going monitoring and review of the AM-ATM Programme.

## **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 (<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 HKQF website at <https://www.hkqf.gov.hk>.

### **5.3 Qualifications Register**

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

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11 September 2023  
JoH/AnC/JoC/rol

**Hong Kong International Aviation Academy Limited and  
Ecole Nationale de l' Aviation Civile**

**Learning Programme Re-Accreditation for  
Advanced Master in Air Transport Management**

**6-7 July 2023**

**Panel Membership**

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