



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

ACCREDITATION REPORT

HONG KONG INSTITUTE OF TECHNOLOGY

AND

UNIVERSITY OF WEST LONDON

LEARNING PROGRAMME RE-ACCREDITATION

BA (HONS) BUSINESS STUDIES

BSC (HONS) CYBER SECURITY

DECEMBER 2022

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1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA803), 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 Hong Kong Institute of Technology and the University of West of London, 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 Accreditation of Academic and Vocational Qualifications Ordinance (AAVQO) (Cap. 592) to determine whether the following programmes of the Operator meet the stated objectives and Hong Kong Qualifications Framework (HKQF) standard and can continue to be offered as accredited programmes from the date as specified in the accreditation report, where appropriate; and

- BA (Hons) Business Studies
商業學（榮譽）文學士
Non-local Courses Registry Registration No: 252931
- BSc (Hons) Cyber Security
網絡保安（榮譽）理學士
Non-local Courses Registry Registration No: 252933, and

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

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that, subject to the fulfilment of the conditions set out below, the BA (Hons) Business Studies (BABS) programme and the BSc (Hons) Cyber Security (BScCS) programme meet the stated objectives and HKQF standard at Level 5 and can continue to be offered as accredited programmes with a validity period of four years.

2.2 Validity Period

2.2.1 The validity period will, provided the Operator fulfills all pre-conditions to the commencement of validity period set out in Para. 2.4, 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 programmes are specified as follows:

Name of Local Operator	Hong Kong Institute of Technology 香港科技專上書院	
Name of Non-local Operator	University of West London	
Name of Award Granting Body	University of West London	
Title of Learning Programme	BA (Hons) Business Studies 商業學（榮譽）文學士	BSc (Hons) Cyber Security 網絡保安（榮譽）理學士
Title of Qualification(s) [Exit Award(s)]	BA (Hons) Business Studies 商業學（榮譽）文學士	BSc (Hons) Cyber Security 網絡保安（榮譽）理學士
Primary Area of Study and Training	Business and Management	Computer Science and Information Technology
Sub-area (Primary Area of Study and Training)	General Business Management	Computer Science and Information Technology
Other Area of Study and Training	Not applicable	
Sub-area (Other Area of Study and Training)	Not applicable	
HKQF Level	Level 5	
HKQF Credits	360 credits	360 credits
Mode(s) of Delivery and Programme Length	Full-time: 3 years Part-time: 4 years	Full-time: 3 years Part-time: 4 years

Intermediate Exit Award(s)	Not applicable	
Start Date of Validity Period	1 September 2023	
End Date of Validity Period	31 August 2027	
Number of Enrolment(s)	Two enrolments per year	
Maximum Annual Number of New Students	<u>AY 2023/24 to AY 2026/27</u> Year 1 entry <ul style="list-style-type: none"> • Full-time: 20 • Part-time: 0 Year 3 entry <ul style="list-style-type: none"> • Full-time: 50 • Part-time: 10 	<u>AY 2023/24 to AY 2026/27</u> Year 1 entry <ul style="list-style-type: none"> • Full-time: 10 • Part-time: 0 Year 3 entry <ul style="list-style-type: none"> • Full-time: 50 • Part-time: 10
Address of Teaching / Training Venue(s)	<ul style="list-style-type: none"> • No. 213 Nam Cheong Street, Sham Shui Po, Kowloon • No. 638, Cheung Sha Wan Road, Cheung Sha Wan, Kowloon • Unit 8-10, 3/F, Prosperity Place, No. 6 Shing Yip Street, Kwun Tong, Kowloon 	<ul style="list-style-type: none"> • No. 213 Nam Cheong Street, Sham Shui Po, Kowloon

2.4 Conditions

Pre-conditions

(for both BScCS and BABS)

- 2.4.1 The Operator is to renew the Institutional Franchise Agreement to substantiate that both the BABS programme and the BScCS programme have been formally approved by the two parties for continuous implementation and collaboration starting from Academic Year (AY) 2023/24. The renewed agreement should cover the teaching venue arrangement as approved in the last re-accreditation

or a revised teaching venue arrangement that has fully completed the approval as stated in the Global Partnerships Operations Manual for Partners.

The Operator is to submit the renewed agreement signed by both UWL and HKIT with the relevant approval records on or before **30 June 2023** for the fulfilment of the pre-condition. (Para. 4.7.2)

- 2.4.2 The Operator is to undertake an audit by UWL to ensure that the core definitive documents and publications of the BABS programme and the BScCS programme contain up-to-date information that is fully contextualised and with no inconsistencies as per the requirements of the UWL's Global Partnerships Operations Manual for Partners. The audit should cover (a) the HKIT's Student Handbook, (b) UWL's Course Specifications, (c) UWL's Module Specifications and (d) UWL's Academic Regulations of each of these two programmes.

The Operator is to submit to HKCAAVQ a report on the audit, providing evidence of the audit and demonstrating its effectiveness in rectifying the documents concerned **on or before 30 June 2023** for the fulfilment of the pre-condition. (Para. 4.7.3)

- 2.4.3 The Operator is to review and strengthen its QA process through appropriate measures and reporting systems to ensure compliance with HKCAAVQ's procedures regarding substantial changes.

The Operator is to submit a report to HKCAAVQ showing how its QA process is strengthened to ensure compliance on or before **30 June 2023** for the fulfilment of the pre-condition. (Para. 4.7.4)

(for BABS only)

- 2.4.4 The Operator is to ensure that the information on the phase-out arrangement of the current programme and the launch of the revamped programme are clearly documented and communicated through consistent information to prospective students to be enrolled from AY 2023/24 until the transition to the revamped programme is fully implemented.

The Operator is to provide evidence and documents, including the HKIT's student handbook and prospectus, demonstrating that clear and consistent information will be communicated to prospective students on or before **30 June 2023** for the fulfilment of the pre-condition. (Para. 4.3.5)

2.4.5 The Operator is to ensure appropriate and sufficient staffing is in place to provide the necessary range of teaching, learning and support to the revised maximum number of students in both the full-time and part-time modes, starting from AY 2023/24, by having the following plans in place:

- (a) a module delivery plan indicating whether double or triple deliveries of any module are planned in a semester to accommodate the revised maximum number of students;
- (b) a manpower plan to meet the teaching load; and
- (c) a recruitment plan to ensure sufficient teaching staff with suitable qualifications and experience are identified.

The Operator is to provide the plans above demonstrating proper staff planning and the relevant approval records **on or before 30 June 2023** for the fulfilment of the pre-condition. (Para. 4.5.4)

Requirement

(for BABS only)

2.4.6 HKIT and UWL should jointly conduct a review of the manpower plan and recruitment plan in preparation for the launch of the revamped programme, taking into account the teaching load and resource implications for the approved number of students for the revamped programme and the actual number of students enrolled in the current programme under the phase-out arrangement, in both the full-time and part-time modes. The outcome of the review should include the following:

- (a) a module delivery plan indicating whether double or triple deliveries of any module are planned in a semester to accommodate the projected number of students;
- (b) a manpower plan to meet the teaching load;
- (c) a recruitment plan to ensure sufficient teaching staff with suitable qualifications and experience are identified; and
- (d) action plans required to address issues identified in the review, if any.

The Operator is to submit to HKCAAVQ a review report covering the module delivery, manpower, recruitment and any action plans, and relevant approval records **on or before 31 March 2025** for the fulfilment of the requirement. (Para. 4.5.5)

2.5 Recommendations

(for both BABS and BScCS)

- 2.5.1 The Operator should revise PLO wordings for the BABS and BScCS programmes delivered in Hong Kong and make sure they are measurable, achievable and deliverable. (Para. 4.1.6)
- 2.5.2 The Operator should produce clear documentation for external examiner(s) and external advisor(s), informing them of their roles and responsibilities and monitoring the relevant implementation. (Para. 4.7.5)

(for BScCS only)

- 2.5.3 The Operator should refrain from including any information related to intermediate exit awards that do not apply to the BScCS programme offered at HKIT in all relevant materials presented to the (potential) applicants and students of this BScCS programme. (Para. 4.1.7)

(for BABS only)

- 2.5.4 The Operator should review the assessment scheme of the revamped programme, develop proactive measures, encourage staff to share good practices across the modules, and review the assessment plan for having only one single, end-of-semester assessment. (Para. 4.4.4).
- 2.5.5 During the programme review process, the Operator should conduct a root-cause analysis for the problems in students' English Language Skills, identify students who are at risk and take necessary follow-up actions to help them improve their English Language proficiency. (Para. 4.4.5)

- 2.6 HKCAAVQ will subsequently satisfy itself whether the Operator remains competent to achieve the relevant objectives and the programmes continue to meet the standards to achieve the relevant

objectives as claimed by the Operator by reference to, amongst other things, the Operator's fulfilment of any conditions and compliance with any restrictions stipulated in this Accreditation Report. For the avoidance of doubt, maintenance of accreditation status is subject to fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report.

3. INTRODUCTION

- 3.1 Hong Kong Institute of Technology (HKIT), formerly named as College of Info-Tech before 2003, was set up by a non-profit making organisation "International Education and Academic Exchanges Foundation (IEAEF)". HKIT is the business name of IEAEF.
- 3.2 University of West London (UWL) is a Higher Education Corporation with both taught and research degree awarding powers granted by the Privy Council of the United Kingdom (UK) on 26 April 1993 as Thames Valley University. It changed its name to the University of West London by an instrument of modification of the same Privy Council on 10 August 2010. Under the Further and Higher Education Act 1992, UWL has the authority to authorise a partner institution to deliver the whole or part of a programme of study leading to an award from the University.
- 3.3 UWL and HKIT entered a collaborative partnership in May 2018. In August 2018, HKCAAVQ granted the partnership with the Initial Evaluation (IE) status at HKQF Level 5 from 1 September 2019. In AY 2021/22, the partnership operates three Bachelor's degree programmes in Hong Kong, namely BA (Hons) Criminology, Policing and Forensics, the BA (Hons) Business Studies (BABS) programme and the BSc (Hons) Cyber Security (BScCS) programme. The latter two were first accredited by HKCAAVQ in 2018.
- 3.4 The Operator commissioned HKCAAVQ to conduct a Learning Programme Re-accreditation (Re-LPA) for the BABS and BScCS programmes. HKCAAVQ formed an expert Panel for this Re-LPA exercise (Panel Membership at **Appendix**). In view of the outbreak of the Coronavirus Disease 2019 (COVID-19), the site visit was conducted via video conference from 25 to 28 October 2022 to reduce social contact. HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under HKQF (Version 1.2, November 2020)* was the guiding document for the Operator and the Panel in conducting this exercise.

4. PANEL'S DELIBERATIONS

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.

BABS and BScCS

4.1.1 The BABS programme is hosted by the Faculty of Business Administration of HKIT and the Claude Littner Business School (CLBS) of UWL, while the BScCS programme is hosted by the Faculty of Science and Technology of HKIT and the School of Computing and Engineering of UWL. Both programmes were developed with reference to the "Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) and Quality Assurance Agency for Higher Education, UK (QAA) Subject Benchmark Statements".

4.1.2 In response to a recommendation stipulated in the previous Learning Programme Accreditation (LPA) exercise in 2018, stating that "*The Operator should exercise its duty of care and continuously monitor and assure the provision of accurate information to students of UWL in Hong Kong via all kinds of printed and electronic communication means including website, publicity materials, programme prospectus, course handbook and in particular a tailored UWL course-specific Student Handbook for Hong Kong students of the five programmes.*", the Operator indicated that a tailored Student Handbook, which contains information of the course specifications, module specifications, admission requirements, assessment activities, etc. (hereinafter referred to as "HKIT's Student Handbook"), is prepared each academic year with all promotional wordings checked by the UWL Partnership Office for both the English and Chinese versions. The Panel reviewed the contents of the HKIT's Student Handbooks of the BABS and the BScCS programmes and noticed some inconsistencies (as delineated in Para. 4.1.4) and a pre-condition is therefore stipulated in Para. 4.7.3.

4.1.3 To demonstrate that the graduates have effectively achieved the Programme Aims (PAs) and Intended Learning Outcomes (PLOs) of the BABS and BScCS programmes and that both programmes continue to meet the HKQF standard at Level 5, the Operator provided the following information to the Panel:

- (a) Mapping tables of the PAs against the PLOs; and the PLOs against the Generic Level Descriptors (GLDs) at HKQF Level 5;
- (b) Mapping tables of modules against the PLOs and the GLDs at HKQF Level 5;
- (c) HKIT's Student Handbook;
- (d) UWL's Course Specifications;
- (e) Module specifications of each module;
- (f) Sample reports of External Examiners (EEs) on some modules since the last accreditation; and
- (g) Graduate Employment Surveys (GES).

4.1.4 After reviewing the information above, the Panel noted the inconsistencies of PAs and PLOs among different submitted documents including HKIT's main submission for this re-LPA (hereinafter referred to as "main submission"), HKIT's Student Handbook, UWL's Course Specification and UWL's module specifications. Although in the Responses to the Panel's Initial Comments (the Response documents), the Operator clarified the inconsistencies and confirmed that the PAs and PLOs of the two programmes remain the same as approved in the last LPA and align with the PLOs of programmes offered at UWL, the Panel expressed concern of the information to be delivered in the HKIT's Student Handbook and stipulated a pre-condition related to this in Para. 4.7.3.

4.1.5 The PAs and PLOs of the BABS and BScCS programmes, which remain unchanged since the last Re-LPA, are listed below

BABS

The PAs of the BABS programme are to:

PA-1	Develop a full understanding of the theory and practice of business;
PA-2	Provide students with the necessary knowledge and skills so as to prepare them world of work;
PA-3	Meet the national need for adaptive, adaptable and

	transformative graduates;
PA-4	Empower students from a variety of educational backgrounds to fulfil their academic potential;
PA-5	Enable students to devise and implement creative solutions to business problems;
PA-6	Allow students to build upon their existing work experience to broaden and extend their knowledge and understanding of the range of issues that impact upon the organisations ability to deliver improved products / services;
PA-7	Develop the skills required to offer informed contributions to decision making and to manage relatively complex operations;
PA-8	Provide students with a learning environment that will develop interpersonal skills, raise self-awareness, and encourage personal and career growth as well as the ability to gain from lifelong learning;
PA-9	Equip students for a range of career opportunities and increase their earning potential;
PA-10	Develop throughout the course a critical understanding of ethical principles and practice, and an awareness of effective management practice;
PA-11	Provide employers with graduates who possess the specialist technical knowledge and skills needed in their sector;
PA-12	Prepare and provide support for the students in obtaining internship or practical skills; and
PA-13	Encourage the development of entrepreneurial spirit.

The PLOs of the BABS programme are categorised under four domains, namely (a) Knowledge and Understanding, (b) Intellectual Skills, (c) Subject Practical Skills, and (d) Key/ Transferable Skills. Graduates of the BABS programme are expected to be able to achieve the following PLOs:

A. Knowledge and Understanding	
A1.	Demonstrate a systematic, comparative knowledge and in-depth understanding of key aspects of future of organisations (internal aspects, organisational functions and processes, purposes, structures, governance, operations and management, individual & corporate behaviours and cultures which exist within and between different organisations and their influence upon the external environment).

A2.	Demonstrate a wide and systematic knowledge, understanding, application and critical analysis of the broad range of functions of business and management using theories, models (including but not limited to at least three of the following: international business, customer behaviour, financial management, HRM Issues, Project leadership & stakeholder interests, business innovation & enterprise, business research, and business strategy) and their integrated application, interrelationship, analysis and evaluation for decision-making.
A3.	Demonstrate a systematic, extensive, knowledge and in-depth understanding of impacts of key external aspects of organisations, their global business environment (including economic, environmental, cultural, ethical, legal and regulatory, political, sociological, digital & technological, social responsibility, diversity, together with their effects at local, national and global levels upon the strategy, behaviour, management and sustainability) and their management.
A4.	Develop the knowledge and understanding including acquisition of coherent and detailed, complex body of knowledge, at least some of which is at, or informed by, current boundaries, the forefront of defined aspects of business discipline (International business, work based practices, Marketing, Finance, HRM, entrepreneurship).
A5.	Demonstrate conceptual understanding: - To devise and sustain arguments, and/or to solve business management problems, using ideas and techniques, some of which are at the forefront of the business & management discipline; - To analyse and comment upon particular aspects of current research, or equivalent advanced scholarship, in the business & management discipline.
A6.	Develop the ability to manage their own learning, using scholarly reviews of primary sources, critical reflection and an appreciation of the uncertainty, ambiguity and limits of knowledge in business & management discipline.

B. Intellectual Skills	
B1.	Employ the cognitive skills of critical thinking, analysis and synthesis including the capability to identify assumptions, evaluate statements in terms of evidence, to identify implicit values, to define terms adequately and to generalise appropriately.
B2.	Create, evaluate and assess a range of options together with

	the capacity to apply ideas and knowledge to a given task.
B3.	Evidence self-reflection and criticality including evidence self-reflection and criticality including awareness, openness and sensitivity to diversity in terms of people, cultures, business and management issues.
B4.	In-depth research, critically analysis, synthesis and evaluate sources of information relevant to professional decision making for programmed and non-programmed scenarios.
B5.	Demonstrate capacity to critically self-reflect and analyse and evaluate weakness and strengths in self and others and develop a range of methods of further improvement.

C. Subject Practical Skills	
C1.	Able to research, analyse and evaluate a range of business data, evidences from a range of sources of information using appropriate methodologies (including digital literacy) arguments and assumptions, to reach sound judgements and to communicate them effectively to both specialist and non-specialist audiences.
C2.	Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, of business & management and to initiate and carry out projects.
C3.	Able to apply range of skills: - People management: to include communications, networking, team building, leadership and motivating others; - Commercial acumen: key drivers for business success, causes of failure and the importance of providing customer.
C4.	Demonstrate use of a range of qualitative and the quantitative skills to manipulate data, evaluate, estimate and model business problems, functions and phenomena.
C5.	Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a business management problem.
C6.	The ability to act entrepreneurially to generate, develop and communicate ideas, manage and exploit intellectual property, gain support, and deliver successful outcomes.

D. Key/ Transferable Skills	
D1.	Develop qualities and transferable skills necessary for employment for career in business and management, but not restricted to this and equip students to become effective

	and responsible global citizens with ability to effectively work with people from a range of cultures.
D2.	Present a view of business and management which is influenced by a variety of learning sources including guided learning, teamwork and independent study.
D3.	Develop the exercise of self-management, self-analysis, reflection, initiative and a readiness to accept personal responsibility and flexibility, to be resilient, self-starting and appropriately assertive, to plan, organise and manage themselves and time. This includes a continuing appetite for lifelong learning and development.
D4.	Demonstrate improved self-awareness and personal development appropriate to graduate careers in business with the potential for management positions and to employability in general.
D5.	Develop skills of Decision-making in complex and unpredictable contexts using conceptual and critical thinking, analysis, synthesis and evaluation and emotional intelligence and empathy.
D6.	Develop encouragement of positive and critical attitudes towards change and enterprise, so as to reflect the dynamism and vibrancy of the business environment.

BScCS

The PAs of the BScCS programme are to:

PA-1	equip students with the knowledge and understanding of Cyber Security issues in relation to the design, development and use of information systems;
PA-2	develop students' ability to recognise the legal, social, ethical and professional issues involved in the exploitation of Cyber Security technology and be guided by the adoption of appropriate professional, ethical and legal practices;
PA-3	meet industry needs / job market demands, and produce graduates who are informed and suitably equipped to meet the needs of the industry;
PA-4	develop the critical skills and techniques that enable students to take up security related jobs / roles in a rapidly evolving and technologically diverse environment to appropriately solve typical Cyber Security problems; and
PA-5	develop the necessary competencies (including critical thinking skills and general skills) and provide a solid foundation for applied research in Cyber Security, with

	which student may go on to do further study in the MSc Cyber Security degree courses.
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The PLOs of the BScCS programme are categorised under four domains, namely (a) Knowledge and Understanding, (b) Intellectual Skills, (c) Subject Practical Skills, and (d) Key/ Transferable Skills. Graduates of the programme are expected to be able to achieve the following PLOs:

A. Knowledge and Understanding	
A1.	Exhibit in-depth knowledge of the computing industry and critically evaluate own skills and knowledge in this context for future career.
A2.	After critical analysis, select and apply a range of robust procedures and techniques to model, design, and implement computer- oriented solutions to practical problems.
A3.	Demonstrate the understanding of concepts and infrastructure underpinning security and artificial systems.
A4.	Demonstrate the deployment of enterprise solutions and its security management issues.
A5.	Specify, design and critically evaluate different programming paradigms for appropriate contextual deployment and software engineering.
A6.	Understand the trade- offs for functionality, usability and security.
A7.	Understand the concept of residual risk and what it means to an organization.
A8.	Understand where technical controls cannot be used, other controls can be selected.
A9.	Understand the cybersecurity legal and ethical concerns, privacy as a special form of information protection.
A10.	Understand the key elements of security governance and its role, the standards such as ISO/IEC cybersecurity governance, etc.

B. Intellectual Skills	
B1.	Employ the cognitive skills of critical thinking, analysis and synthesis including the capability to identify assumptions, evaluate statements in terms of evidence, to identify implicit values, to define terms adequately and to generalise appropriately.
B2.	Manifest a critical awareness of current ethical, legal and quality frameworks that apply to the development of

	systems by incorporation of these concepts across a range of business issues.
B3.	Devise and apply concepts for machine learning and artificial intelligence.
B4.	Critically analyse and apply concepts in software engineering and computer security to the practical design of elements of business solutions.
B5.	Highlight the need for security architecture and its relevance to systems, service continuity and reliability.
B6.	Apply key steps in managing security incidents, the components and steps for a Business Continuity Plan/Disaster Recovery Plan.
B7.	Place security in an organisational context, respect for organisational needs, other individuals and confidential information.

C. Subject Practical Skills	
C1.	Plan, implement, monitor and complete a significant independent computing practical project under only limited guidance from academic supervisor.
C2.	Account for their professional conduct, particularly with respect to current ethical, legal and quality frameworks that apply within the computing industry.
C3.	Critically evaluate and recommend the technologies needed to develop secure artefacts.
C4.	Analyse requirements for, and evaluate and develop solutions to intelligent systems.
C5.	Analyse the key steps in a design process and where security considerations should be worked in.
C6.	Design security controls can be implemented to protect systems and information.
C7.	Identify common trade- offs and compromises that are made in the security design and development process.
C8.	Demonstrate the knowledge of a security management framework and identify commonly used standards and areas of best practice.
C9.	Demonstrate the ability to describe the various tools that can be used in cybersecurity management.
C10.	Demonstrate an understanding of security compliance and its importance.

D. Key/ Transferrable Skills	
D1.	Exercise initiative and personal responsibility for the management of own learning.

D2.	Demonstrate the ability to manage independent learning necessary for continued professional development.
D3.	Reflect on personal attainment and appropriately apply learning experiences to inform and enhance subsequent professional practice.

4.1.6 From the PLOs of the two programmes listed in Para. 4.1.5 above, the Panel noted that some PLOs of the BScCS programme use the word “understand” which may not be measurable and it may be difficult to measure “improved” self-awareness of BABS students admitted through the Year 3 entry. Therefore, the Panel suggested expressing the relevant PLOs as to “demonstrate an understanding” in the relevant PLOs of the BScCS programme and removing the word “improved” from the relevant PLO of the BABS programme. The Panel was of the view that, although the PLOs of these two programmes align with the PLOs of UWL’s programmes, the Operator has to ensure that the PLOs of the two programmes are measurable and deliverable. The Panel stipulated the following recommendation for the two programmes.

Recommendation

The Operator should revise PLO wordings for the BABS and BScCS programmes delivered in Hong Kong and make sure they are measurable, achievable and deliverable.

4.1.7 The Panel noted that some intermediate exit awards were mentioned in the main submission of the BScCS programme. Although the Operator clarified and confirmed that no intermediate awards are available to HKIT’s students and HKIT’s graduates will only be awarded BSc (Hons) Cyber Security, the Panel considered that it is important to present consistent information to (potential) applicants and students, and therefore stipulated the following recommendation:

Recommendation

The Operator should refrain from including any information related to intermediate exit awards that do not apply to the BScCS programme offered at HKIT in all relevant materials presented to the (potential) applicants and students of this BScCS programme.

4.1.8 In terms of professional recognition of the two programmes, the Operator provided the Panel with the following update:

- (a) For the BScCS programme delivered in Hong Kong and in the UK, UWL is currently in the process of seeking accreditation from the British Computer Society Ltd (BCS); and
- (b) For the BABS programme, the Panel noted from the Response document that the Chartered Management Institute (CMI) professional recognition is only applicable to BABS students studying in the UK. The Operator is **advised** to seek CMI's and other professional recognitions for students in Hong Kong so as to enhance their employability in the market and align the professional status of the BABS graduates in Hong Kong with that of the UK graduates.

4.1.9 In consideration of the above information and the discussion with various stakeholders, and notwithstanding the recommendations, the Panel formed the view that the two programmes have achieved their PAs and PLOs, which address the industry needs and meet the HKQF standard at Level 5.

4.2 **Learner Admission and Selection**

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

BABS and BScCS

4.2.1 The Panel noted that the minimum entry requirements of the BABS programme, stated in the main submission, differed from the requirements approved in the last accreditation and the number of enrolments for the BScCS programme listed in the HKIT's Student Handbook differed from the one in the main submission. The Operator clarified and provided the following revised version based on the UWL's approval for the fulfilment of the pre-condition of the last accreditation exercise.

4.2.2 The minimum admission requirements for the two programmes are outlined in the tables below:

For Year 1 Entry
Minimum Admission Requirements

Applicants with a minimum total score of 15 in five HKDSE subjects, with English at Level 3 and Mathematics at Level 3, with none of the five subjects at Level 1; or

While the typical entry with 112 UCAS tariff points is comparable to HKDSE score of 17, students with a total HKDSE score of 15 or 16 will be considered and offered a place subject to a satisfactory interview for admission and final sign off by UWL. Students with Level 2 in any one subject, e.g. Mathematics, will also be considered through the same processes*.

English Proficiency Requirement

HKDSE Level 3 or above in English Language.

Non-standard/Special Entry

- (a) Other applicants not meeting the above requirements or with no formal qualifications will be considered on an individual basis taking into account their professional/work/life experiences and their ability to engage with and benefit from the course.
- (b) Applicants aged 21 or above prior to the commencement of the programme, subject to the prior learning and experience requirements by UWL

Remarks:

* *Level 2 Mathematics is considered as non-standard/special entry.*

For Year 3 Entry

Minimum Admission Requirements

- (a) Applicants with recognised Associate Degree / Higher Diploma from local education institutions at HKQF Level 4 in relevant disciplines; or
- (b) Equivalent qualifications

English Proficiency Requirements

- (a) HKDSE Level 3 or above in English Language; or
- (b) Previous academic qualifications that was taught and assessed in English

4.2.3 From the main submission and the Response documents, the Panel observed the following regarding learner admission and selection:

- (a) HKIT is responsible for the screening procedure to identify candidates for admission and propose a list of selected and qualified candidates. All the proposed admissions had been vetted by the HKIT's Programme Leader and approved by the HKIT's President. The UWL Academic Partnership Link Tutor (APLT) and the Faculty Head of UWL have the final approval of all admissions;
- (b) The admission of Year 3 entrants involves an assessment of module-to-module mappings against the Year 1 and Year 2 of the respective home programme delivered by UWL in the UK, and UWL as the awarding body reviews and approves these applicants on a case-by-case basis. For each application, HKIT's Programme Leader reviews the qualifications and prepares an advanced standing form to be sent to the UWL's APLTs for UWL admission office's approval. The Panel was provided with two samples of applications admitted through the advanced standing for each programme. The Operator confirmed that students admitted through the Year 3 entry for the BABS and BScCS in the last two years were required to take bridging modules offered by HKIT; and
- (c) The Operator has a policy for the Recognition of Prior Experiential Learning (RPEL), which only applies to applicants who have no formal qualifications but would like to seek credit exemption. These applicants will be considered on an individual basis according to their professional/ work/ life experiences and their ability to engage with and benefit from the programmes. The Operator confirmed that the admission route of the RPEL falls into the category of non-standard entry and is subject to not more than 5% of the actual total intake on a programme basis and not more than 3% on an institutional basis. The Panel noted that the Operator will continue to follow the HKCAAVQ's policy on the yearly quota of non-standard admission. The Operator confirmed that there were no non-standard entrants for the BABS and BScCS programmes in the last two years.

4.2.4 From the admission statistics of the two programmes, the Panel observed that:

- (a) For the BScCS programme, there had been no student intake for the part-time mode (for both Year 1 and Year 3 entries) since the launch of the programme and no full-time student intake for the Year 1 entry in the last two academic years. The enrolment numbers of students (for both part-time and full-time modes) in the BScCS programme were generally lower than the proposed annual targets. The majority of the students admitted were holders of either Higher Diplomas (HDs) or Advanced Diplomas (ADs). These included, for example, Higher Diploma in Cloud and Data Centre Administration, Higher Diploma in Computer and Information Engineering and Advanced Diploma in Computer and Information Security.
- (b) For the BABS programme, there had been no student intake in Year 1 entry (for both full-time and part-time modes) and no part-time students for the Year 3 entry since the launch of the BABS programme. The majority of the students admitted were graduates of HKIT's Associate Degree of Business Administration.

4.2.5 The Operator provided the actual admission figures of the two programmes, student profiles, and the proposed maximum number of new students in the coming years as per the table below.

	Academic Year (AY)							
	2023/24		2024/25		2025/26		2026/27	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
BABS								
Year 1 Entry	20	0	20	0	20	0	20	0
Year 3 Entry	50	10	50	10	50	10	50	10
BScCS								
Year 1 Entry	10	0	10	0	10	0	10	0
Year 3 Entry	50	10	50	10	50	10	50	10

4.2.6 The Panel noted that the Operator had scaled down the enrolment quota of both programmes. For the BScCS programme, the Operator proposed to reduce the maximum number of new students for the full-time Year 1 entry and the part-time Year 3 entry, with the maximum number for the full-time Year 3 entry remaining unchanged.

For the BABS programme, the Operator proposed to increase the maximum number of new students for the full-time and part-time Year 3 entry, decrease the maximum number of new students for Year 1 entry, and keep the numbers for part-time Year 3 entry unchanged. The Panel noted that the number of students in the past two years has been gradually increasing and considered that the proposed maximum numbers of students of both programmes are acceptable.

- 4.2.7 In consideration of the above information, the Panel formed the view that student admission to the BABS and BScCS programmes is appropriate in general.

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.

BABS and BScCS

- 4.3.1 The BScCS and BABS programmes mirror the structures of the programmes in the UK. Both programmes are three-year full-time or four-year part-time programmes, requiring 360 credits in total. All modules carry 20 credits except for the modules Business Research Project (for BABS) and Project (for BScCS), which carry 40 credits. Students are required to complete 360 credits as set out in the curriculum of each programme to be eligible for graduation and awards.

BABS

- 4.3.2 In the accreditation documents, the Panel noticed that UWL had approved a new set of modules with effect from September 2021 at UWL and September 2025 at HKIT. The UWL Course Specification provides an explanation for the change of the programme structure such as *“to increase employability, graduate employability, innovation and enterprise and student engagement and satisfaction through the new modules focus on theory, skills and practice development”* with a new focus on *“Internship, International Business Management, Entrepreneurship and Digital Marketing will equip graduates to meet the demands of the future market”* in the UWL’s Course Specification.

4.3.3 The current programme structure for AY 2023/24 and AY 2024/25 (hereinafter referred to as “current programme”) and the new programme structure from AY 2025/26 onwards (hereinafter referred to as “revamped programme”) offered at HKIT are summarised as follows:

- (a) The current programme (effective until AY 2024/25) comprises 17 core modules and requires 360 credits in total. The allocation of contact hours and credits for the core modules are shown below:

Year	Module Title	Contact Hours	Credits
1	Professional Skills for Business and Finance	42	20
1	Researching Business Data	42	20
1	Introduction to HRM	42	20
1	Principles of Marketing	42	20
1	Information and Communications Technology	42	20
1	Business Accounting	42	20
2	Research Methods	42	20
2	Managing Business Operations	42	20
2	Business Economics	42	20
2	Business Ethics	42	20
2	Organisational Behaviour	42	20
2	Enterprise & Business Development	42	20
3	Business Research Project	20*	40
3	Strategic Management	42	20
3	International Trade, Finance and Investment	39	20
3	International Business	42	20
3	Managing Small and Medium Sized Enterprises	39	20
	Total	686	360

*Include 12 hours workshop and 8 hours topic lead

- (b) The revamped programme (effective from AY 2025/26) comprises 18 core modules and requires 360 credits in total. The allocation of contact hours and credits for the core modules are shown below:

Year	Module Title	Contact Hours	Credits
1	Principles of Management	48	20
1	Professional Skills	48	20
1	Management in Practice	48	20
1	Introduction to Business Finance	48	20
1	Employability Skills	48	20
1	Analysis of Real-World Issues	48	20
2	Marketing Theory and Practice	42	20
2	Advanced Presentation and Communication Skills	42	20
2	Business Negotiations in Practice	42	20
2	Leadership and Teams	42	20
2	Organisational Behaviour	42	20
2	Group Business Development Applied Project	42	20
3	Strategic Management	42	20
3	Career Strategy and Planning	42	20
3	Business Sustainability and Social Responsibility in Practice	42	20
3	Theory of Innovation	42	20
3	Creative Problem Solving in Business	42	20
3	Business Innovation in Practice	42	20
	Total	792	360

4.3.4 Regarding the rationale for not launching the revamped programme in Hong Kong until AY 2025/26, the Operator explained in the Response document that this is to ensure that the full programme cycle has first been run at UWL, giving an opportunity to bolster teaching and learning experience/ practices which can be shared with HKIT. The Panel shared with the representatives of HKIT and UWL during the site visit meeting the following observations of the revamped BABS programme:

- (a) There is a possibility of two parallel programmes running simultaneously, and teachers have to teach modules of both current and revamped programmes; and
- (b) Based on the UWL's Academic Regulation, a student can have a maximum of two permitted attempts within each module

registration to pass each module. However, if a student fails in many modules under the current programme in AY 2024/25 and needs to re-take in AY 2025/24, the HKIT's Programme Leader might suggest this student to switch to the revamped programme offered in AY 2025/24.

- 4.3.5 Regarding whether there is a plan to ensure that the phase-out arrangement information will be communicated consistently to the potential applicants, the Operator indicated that they understood the Panel's concern and will incorporate them into the HKIT's Student Handbook accordingly. In order to ensure this will be communicated to the prospective students, and the arrangement is fully aligned with the prevailing approach at UWL, the Panel stipulated the following pre-condition for the BABS programme:

Pre-condition

The Operator is to ensure that the information on the phase-out arrangement of the current programme and the launch of the revamped programme are clearly documented and communicated through consistent information to prospective students to be enrolled from AY 2023/24 until the transition to the revamped programme is fully implemented.

The Operator is to provide evidence and documents, including the HKIT's student handbook and prospectus, demonstrating that clear and consistent information will be communicated to prospective students on or before **30 June 2023** for the fulfilment of the pre-condition.

BScCS

- 4.3.6 In the accreditation documents, the Operator indicated that the BScCS programme had undergone an internal programme review by UWL in June 2019. Changes had been made to the curriculum and assessments in the review while the original PAs and PLOs remain unchanged. The Operator provided the following table which summarises these changes.

Modules	Details of changes
Mobile Application Development	Replaced by the new module Theory of Computation
Distributed Computing	Replaced by the new module Artificial Intelligence

Natural Language Interface	Replaced by the new Module Machine Learning
Team Project	Retitled as Group Research Project and incorporated research methodology elements into the module
Web and Mobile App Security	Retitled as Cyber Threat Analysis

4.3.7 The BScCS programme comprises 17 core modules and requires 360 credits in total. The allocation of contact hours and credits of the core modules are shown below:

Year	Module Title	Contact Hours	Credits
1	Computer Architecture	48	20
1	Mathematics for Computing	48	20
1	Programming	48	20
1	Cyber Security for Society	48	20
1	Algorithms and Data Types	48	20
1	Information Systems and Databases	48	20
2	Applied Cryptography	48	20
2	Artificial Intelligence	48	20
2	Theory of Computation	48	20
2	Network and Security	48	20
2	Cyber Threat Analysis	48	20
2	Group Research Project	48	20
3	Project (over 2 semesters)	56	40
3	Enterprise Security Management (ESM)	52	20
3	Cyber Crime	42	20
3	Advanced Topics in Cyber Security	56	20
3	Machine Learning	48	20
	Total	830	360

4.3.8 In the Response document, the Operator provided the rationale for changing the programme structures and approval documents for the changes. However, the Operator had not applied for approval from HKCAAVQ before implementing the changes. At the site visit, the Panel indicated that since there is a clear set of procedures for consultation and notification of changes made to any programme

accredited by HKCAAVQ in accordance with the Accreditation of Academic and Vocational Qualifications Ordinance (Cap. 592), the Operator should ensure its compliance with these procedures and stipulated a pre-condition in Para. 4.7.4.

- 4.3.9 In view of the above information, notwithstanding the pre-condition on the BABS programme, the Panels considered that the content and structure of the programmes are coherent and support students' attainment of the PLOs and the required standards at HKQF Level 5.

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.

BABS and BScCS

- 4.4.1 Apart from the information listed in Para. 4.1.3, the Operator also provided the following regarding learning, teaching and assessments of the two programmes.

- (a) UWL's Academic Regulations;
- (b) UWL's Global Partnerships Operations Manual for Partners;
- (c) UWL's Course Specifications which list programme aims, learning outcomes, programme structure, learning, teaching and assessment and admission requirements;
- (d) Module Specifications of each module which list out the aims, module learning outcomes, indicative content, and assessment methods of individual modules;
- (e) Samples of UWL's Module Study Guides of the BABS programmes (including four modules of the current programme structure, including the *International Trade Finance & Investment (ITFI)* module and three modules of the revamped programme, including the *Marketing Theory and Practice* module);
- (f) Grade distribution of each module that HKIT has offered since the last accreditation;

- (g) Samples of marked students' scripts of high, medium and low *performance* with associated assessment rubrics of four modules from BABS and six modules from the BScCS programme, including the *Strategic Management* for BABS and the *Cyber Threat Analysis* for BScCS;
- (h) Sample reports of HKIT's External Examiners on five modules of the BABS programme, including the Business Research Project (BRP), and six modules of the BScCS programme, including Machine Learning;
- (i) Sample CLBS Second/Third Marking Forms for four modules of the BABS programme; and
- (j) Two sample reports of UWL's External Examiners (EEs) on the BScCS programme.

4.4.2 The Panel noted the following points of teaching and learning arrangements of the two programmes:

- (a) All modules are taught and delivered by HKIT's teaching staff. Learning materials are provided and updated by UWL. The medium of instruction (MOI) of the BABS and BScCS programmes is English. The maximum class size for both programmes is 29 for lectures and 29 for tutorials.
- (b) On contextualisation, the Operator indicated in the Response documents that HKIT's teachers could supplement these learning materials with local contexts by using local cases to demonstrate different scenarios in taught sessions. The extra content takes an add-on approach to facilitate the local students in Hong Kong. At the site visit, the Operator indicated that the HKIT's Programme Leader maintains regular communications on the delivery of the programmes and the student's learning outcomes with the UWL's APLTs. HKIT's teaching staff also have regular communication with the UWL's Module Subject Head to share the teaching methods.

4.4.3 The Panel noted the following points of assessment arrangements for the two programmes:

- (a) UWL sets all assessments while HKIT staff provide inputs on contextualisation. The assessment decisions are made in

accordance with predefined assessment criteria. Consistency and fairness in marking are achieved through internal and extensive external moderation processes for each module. All the assignment scripts are first marked by HKIT module teaching staff and later marked by other HKIT teachers. UWL module teaching staff and External Examiners then review all the student assignments on Blackboard. All assessment marks and results are provisional until confirmed by the Joint Assessment Board which is attended by both UWL and HKIT staff responsible for approving assessment results and awards of each programme. The Panel considered that there are clear policies for the modification of assessments and moderation of assessment outcomes.

- (b) The BABS and BScCS programmes adopt various assessment methods, such as essays, portfolios, case studies, projects, group presentations, oral presentations, tests and examinations to assess students' attainment of the intended learning outcomes. The assessment methods of each module are shown in the Module Study Guide and UWL's Course specification. The Panel noted that all assessments are set by UWL, and there are clear policies for the modification of assessments and moderation of assessment outcomes. The Panel also noted that the assessment mechanism and students' academic performance are closely monitored to ensure that the assessment tasks set for students remain at an appropriate standard and in line with that which pertains to UWL.
- (c) During the discussion with the representatives of students and graduates, the Panel had an opportunity to understand their views towards the programme structure, assessment load, and support provided by the Operator of both programmes. However, as indicated Para. 4.4.5 below, since the Panel's opportunity to understand the views of the BABS representatives was hampered by communication difficulties, the Panel stipulated a recommendation related to students' English Language proficiency.

4.4.4 Regarding the Assessment matrix, the Panel had the following observations and comments on each programme:

BScCS

- (a) Apart from changing the programme structure as mentioned in Para. 4.3.6, the Operator indicated in the main submission that the assessment methods and weightings of seven modules have been changed from written assignments, projects or written examinations to 100% Portfolio. However, similar to the situation mentioned in Para. 4.3.8, the Operator should have obtained HKCAAVQ's prior approval for the substantial changes and the Panel stipulated a pre-condition in Para. 4.7.4.

BABS

- (b) The assessment weightings of some modules of the current programme structure of the BABS programmes listed in HKIT's Student Handbook differ from those in the UWL's Course specification and Modules specifications. Similar inconsistencies can also be found in some modules of the revamped programme and the Panel stipulated a pre-condition related to this in Para. 4.7.3.
- (c) The assessment activities of the revamped programme are less diversified; 11 out of 18 modules have only one type of assignment activity, such as (i) written assignment, (ii) oral assignment or (iii) portfolio to assess the student's learning outcomes. As indicated in Para. 4.4.5 below, the Panel was concerned about whether students had sufficient language skills to complete a large number of written assignments and pass the oral assignments. At the meeting with the Programme Team and the teachers, the Programme Leader indicated that although there are no formative/ continuous assessments before the single end-of-semester assignment, the lecturers would provide scaffolding guidance to students throughout the semester. The Panel considered that adopting a staged approach by providing instructional scaffolding to students is a good practice which could support students' learning throughout the semester. To help students build the components of skills required in the assessments which can integrate into the final single assessment, the Panel stipulated the following recommendation for the BABS programme:

Recommendation

The Operator should review the assessment scheme of the revamped programme, develop proactive measures, encourage staff

to share good practices across the modules, and review the assessment plan for having only one single, end-of-semester assessment.

- 4.4.5 For the BABS programme, from one of the External Examiner (EE) Reports, the Panel noted that one EE iterated the concern about the students' English Language Proficiency level at the site visit. During the discussion with the representatives of the students and graduates, the Panel noticed that spoken English proficiency could also be of concern. The Panel shared the EE's view and their observations with the Operator at the site visit. The Panel was of the view that the Operator should have a mechanism or process in place to ensure students with a lower level of English proficiency can complete the BABS programme and stipulated the following recommendation for the BABS programme:

Recommendation

During the programme review process, the Operator should conduct a root-cause analysis for the problems in students' English Language Skills, identify students who are at risk and take necessary follow-up actions to help them improve their English Language proficiency.

- 4.4.6 The Panel noted that the Operator collected feedback on the effectiveness of learning, teaching and assessments of the two programmes through various channels, including the Student Affairs Committee (SAC), Course Evaluation Survey (CES) at the end of each module and External Examiners. Students can also provide feedback on academic and operational issues and concerns at the SAC or through informal daily interaction with teaching staff.
- 4.4.7 Notwithstanding the recommendations above, the Panel concluded that the learning, teaching and assessment activities designed for the BABS and BScCS programmes have effectively delivered the programme content and assessed students' attainment of the intended learning outcomes.

4.5 Programme Leadership and Staffing

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

scheme and activities to ensure that staff are kept updated for the quality delivery of the programme.

Staffing for BABS and BScCS

4.5.1 The Panel noted the following staffing arrangements for the two programmes:

- (a) The UWL's APLT is the academic lead for the operational oversight of the Partner Institution to ensure that HKIT and UWL appropriately support the delivery of the BABS and BScCS programmes and student experience;
- (b) Each module is managed by a Module Leader responsible for delivering module content and marking assessments;
- (c) HKIT's assignment of their teaching staff for teaching the Programme and acting as dissertation supervisors must be approved by UWL;
- (d) The maximum workload of HKIT's teaching staff is 21 hours of teaching per week, and the teaching staff-to-student ratio (SSR) is 1:26;
- (e) Staff performance appraisal is based on four areas: student evaluation, scholarly activities, performance in administrative duties, attention and attitude. Staffing is reviewed on an ongoing basis via feedback from quality assurance and feedback mechanisms to ensure that high professional standards are maintained; and
- (f) The Operator confirmed during the site visit that the appointment criteria remain unchanged. HKIT's appointment criteria for Assistant Lecturer is a Master's degree or above. Project/dissertation supervisors at HKIT are required to have project/dissertation supervision experience apart from the required academic qualification. UWL uses the same appointment criteria of the home programme for engaging the HKIT teaching staff in delivering respective modules of the programmes in Hong Kong.

4.5.2 During the site visit, the Panel also discussed with the programme management and teaching staff their roles and responsibilities in the programmes. Students can contact the Programme Leader and module leaders through various means which include face-to-face

discussion, email and WhatsApp. The Panel also noted that during the COVID-19 pandemic, many teaching and learning activities of both programmes have moved to online delivery. Teaching staff have devoted extra time and efforts to tutoring students after online lectures, discussing projects with students and keeping contact with students through emails and other social media applications.

4.5.3 The Operator also provided the following programme-specific information to the Panel:

- (a) The profiles of Programme Leaders and teaching staff members of HKIT of each programme;
- (b) The allocation of teaching staff for modules of the BScCS programme;
- (c) The revised allocation of teaching staff for the modules of the current curriculum (effective from AY 2023/24 to AY 2024/25) and the revamped curriculum for AY 2025/26 onwards for the BABS programme; and
- (d) The manpower plan of each programme to support the proposed maximum yearly student intake in the upcoming four years.

BABS

4.5.4 The Panel noted that since the BABS programme only offered Year 3 modules in the past three years, the Operator included four teaching staff to teach five modules. The manpower plan provided by the Operator was based on 40 students instead of the revised proposed maximum number of 70 students (20 full-time via the Year 1 entry and 50 full-time students via Year 3 entry). The Operator explained that since the BABS programme only offered Year 3 modules in the past three years, they only included four staff to support five modules and projected the future numbers by referring to the current recruitment numbers. However, the Panel indicated that if the actual enrolment reaches the maximum student intake, there will be a possibility of having some modules to be delivered at two or three different teaching venues as classes have to be split because of the maximum class size at some campuses (hereinafter referred to as “double or triple deliveries”), and there would be issues of securing sufficient teaching staff to deliver the BABS programme. Therefore, the Panel stipulated the following pre-condition for the BABS programme:

Pre-condition

The Operator is to ensure appropriate and sufficient staffing is in place to provide the necessary range of teaching, learning and support to the revised maximum number of students in both the full-time and part-time modes, starting from AY 2023/24, by having the following plans in place:

- (a) a module delivery plan indicating whether double or triple deliveries of any module are planned in a semester to accommodate the revised maximum number of students;
- (b) a manpower plan to meet the teaching load; and
- (c) a recruitment plan to ensure sufficient teaching staff with suitable qualifications and experience are identified.

The Operator is to provide the plans above demonstrating proper staff planning and the relevant approval records **on or before 30 June 2023** for the fulfilment of the pre-condition.

- 4.5.5 During the meeting with the representatives of Senior Management and teaching staff, the Panel gathered more information about the staffing and teaching venue arrangements for the coming years. The Panel realised that the launch of the revamped programme, combined with the requirement to split teaching at Cheung Sai Wan (CSW) and Kwun Tong (KT), might create a potential situation of having similar double or triple deliveries (as mentioned in Para. 4.5.4) for of some Year 3 modules within one semester. In the case of a possible full intake of students (both Year 1 and Year 3) entry, the Panel has concerns over the appropriateness and sufficiency of resources available for the delivery of the programme in the event of the requirement to deliver the same module multiple times in a semester. The Panel, therefore, stipulated the following requirement for the BABS programme:

Requirement

HKIT and UWL should jointly conduct a review of the manpower plan and recruitment plan in preparation for the launch of the revamped programme, taking into account the teaching load and resource implications for the approved number of students for the revamped programme and the actual number of students enrolled in the current programme under the phase-out arrangement, in both the full-time

and part-time modes. The outcome of the review should include the following:

- (a) a module delivery plan indicating whether double or triple deliveries of any module are planned in a semester to accommodate the projected number of students;
- (b) a manpower plan to meet the teaching load;
- (c) a recruitment plan to ensure sufficient teaching staff with suitable qualifications and experience are identified; and
- (d) action plans required to address issues identified in the review, if any.

The Operator is to submit to HKCAAVQ a review report covering the module delivery, manpower, recruitment and any action plans, and relevant approval records **on or before 31 March 2025** for the fulfilment of the requirement.

Staff Development for BABS and BScCS

4.5.6 The Operator provided a list of staff development activities of each programme in the past three years. The Panel noted the following staff development arrangements, including the existing and future development arrangements for the two programmes:

- (a) New academic staff at lecturer grades are encouraged to develop their profiles through obtaining a doctoral degree and being involved in scholarly activities.
- (b) Both programmes have induction training/ meetings before each academic year for all HKIT teaching staff and UWL's APLTs.
- (c) The Staff Development Committee keeps an annual staff training record and reports it to the Programme Leaders for review. The Programme Leaders take the initiatives to share good practices and information from different seminars with the teaching team.
- (d) All the training resources provided by HKIT and UWL are available to both full-time and part-time staff. The Programme Leaders of the BABS and BScCS programmes email the details to all staff and invite them to join.

- 4.5.7 In consideration of the above information, notwithstanding the pre-condition and requirement for the BABS programme, the Panel formed the view that the programme leadership and staffing are appropriate in general and the staff have relevant qualifications and experience necessary for effective management and delivery of the two programmes.

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

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

Financial Resources

- 4.6.1 The Panel was provided with budget estimates from AY 2022/23 to AY 2025/26, which showed a potential continuous surplus for both programmes. The Panel noted that students will continue to be provided with the needed resources throughout their studies and within the maximum allowable study years even in the event of under-enrolment below the projected level. The Panel were satisfied that the Operator has the financial resources to support the two programmes in the immediate future.

Physical Resources

- 4.6.2 The Operator provided the information on its learning, teaching and enabling resources relevant to the delivery of the BABS and the BScCS programmes, such as teaching facilities, lists of software available in the computer laboratories (for example, Python software for *the Machine Learning* module of the BScCS programme and SPSS Data Analysis software for the BABS programme), library resources and student support services.
- 4.6.3 As the site visit was conducted via video conference, instead of a physical visit to the campuses, the Operator provided the Panel with a virtual presentation of the specialised facilities and online learning resources available at HKIT. The Operator also informed the Panel that, at the commencement of each academic year, UWL provides an induction session for students which covers, among others, the basic information of the programmes, academic regulations and the UWL's Blackboard learning platform. Students are also provided, in

particular, a HKIT's Student Handbook, as mentioned in Para. 4.1.2., that contains essential information about studying the BABS and BScCS programmes at HKIT, such as course specifications, module specifications and assessment arrangements.

- 4.6.4 For the BScCS programme, the Operator confirmed at the site visit that the BScCS programme is only offered at the Sham Shui Po (SSP) campus, which has four classrooms, two computer rooms and two lecture theatres with a seating capacity of 29, 29 and 80 respectively.
- 4.6.5 For the BABS programme, the Panel noted that following arrangements of the delivery of the BABS programme:
- (a) The programme is delivered at three teaching venues, namely Cheung Sha Wan Campus (CSW), Kwun Tong Campus (KT) and Sham Shui Po Main Campus (SSP).
 - (b) At the site visit, the Operator confirmed the possibility of multisite delivery as some classes might have to be split because of the maximum class size at some campuses. Although the Operator has indicated that they have priorities and control for timetabling upon the change of delivery site of the BABS programme, the Panel noted the following information relating to the teaching venue arrangement:
 - (i) The previous LPA in 2018 approved only the SSP teaching venue;
 - (ii) HKCAAVQ's Outcome Letter for the Operator's substantial change application (dated 27 August 2021) indicated that the approval for substantial changes of adding two teaching venues for the BABS programme was subject to the fulfilment of one requirement related to UWL's approval; and
 - (iii) The Franchise Agreement (dated 21 May 2018), the Deed of Variation (dated 14 December 2021) and the UWL Global Partnerships Operators Manual have listed out the approval requirements and procedures, such as having UWL's audit and written approval, for the location of delivery and new arrangements of teaching venues.
 - (c) During the meeting with the Senior management representatives, UWL confirmed that the formal approval had not been completed before the implementation of this teaching campus arrangement. HKIT explained that due to the COVID-19 pandemic, UWL's in-person visit could not be arranged. The campus arrangement of

having some modules delivered at one or more of the other two campuses was only due to exceptional circumstances. The Panel noted that HKIT's deliberation on exceptional circumstances could not justify the arrangement and had concerns over the possibility of continuing non-compliance with the UWL agreed arrangement. During the site visit, the Panel shared the concern with the UWL's representatives and indicated that UWL and HKIT should include the terms of teaching venues arrangement in the next Franchise Agreement and stipulate a pre-condition as indicated in Para. 4.7.2.

Student Support Services

- 4.6.6 The Operator stated that HKIT provided counselling services, scholarships, student support groups and career services to students of both programmes. At the site visit, the Panel was informed that Module Leaders monitor the availabilities of the resources to students and conduct an annual internal review of the equipment to collect feedback from teaching staff to improve facilities arrangement. During the discussion with the representatives of the graduates and students about their learning experience, the Panel noted that the graduates and students stated positive views towards the learning resources and support services provided by the Operator and were satisfied with the support provided by the Operator.
- 4.6.7 To conclude, notwithstanding the concern about the teaching venue arrangement of the BABS programme, the Panel formed the view that the Operator's provision of learning, teaching and enabling resources for the BABS and BScCS programmes is generally adequate and appropriate.

4.7 Programme Approval, Review and Quality Assurance

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

- 4.7.1 The Operator provided the Panel with the following information to demonstrate that the two programmes are monitored and reviewed on an ongoing basis:
- (a) Franchise Agreement between UWL and HKIT and Variation Agreements;

- (b) UWL Course Monitoring Reports of each programme at HKIT;
- (c) Annual Partnership Review Report in October 2021;
- (d) UWL Academic Regulations for AY 2021/22;
- (e) UWL Global Partnerships Operations Manual for Partners for AY 2021/22;
- (f) UWL Academic Quality and Standard Handbook;
- (g) HKIT Quality Assurance Manual;
- (h) Extract from the minutes of the Academic Partnerships Committee meeting in April 2019; and
- (i) External Examiner Reports from AY 2019/20 to AY 2021/22.

4.7.2 The Panel noted that the Franchise Agreement (the Agreement) between UWL and HKIT will expire in July 2023. The Panel also considered that the Agreement is an important quality assurance document specifying the roles of the local and non-local partners within each particular area of operation, including the procedures for teaching venue arrangement as indicated in Para. 4.6.5. The Panel stipulated the following pre-condition for both the BABS and BScCS programmes:

Pre-condition

The Operator is to provide a copy of the renewed Institutional Franchise Agreement signed by both UWL and HKIT to substantiate that both the BABS programme and the BScCS programme have been formally approved by the two parties for continuous implementation and collaboration starting from AY 2023/24. The renewed agreement should cover the teaching venue arrangement as approved in this re-accreditation or a revised teaching venue arrangement that has completed proper approval as stated in the Global Partnerships Operations Manual for Partners.

The Operator is to submit the renewed agreement with the relevant approval records on or before **30 June 2023** for the fulfilment of the pre-condition.

4.7.3 The Panel noted that the previous accreditation Report in 2018 stipulated a recommendation that the Operator should exercise its duty of care and continuously monitor and ensure the provision of accurate information to students of UWL in Hong Kong via all kinds of printed and electronic communication means, including website, publicity materials, programme prospectus, course handbook and in particular a tailored UWL course-specific Student Handbook for Hong Kong students of the programmes. The UWL Global Partnerships Operations Manual for Partners also emphasises that “*Information should be accurate, clear, unambiguous and timely, and should be provided in advance to potential students.*” However, the Panel found a range of inconsistencies in the main submission and the Response documents, such as PA/ PLOs (Para. 4.1.4), minimum entry requirement, the number of enrolments (Para. 4.2.1) and the assessment scheme/s (Para. 4.4.4(b)). Whilst the Operator provided an explanation for each occurrence, the Panel remained concerned that incorrect information could be accidentally used. It is noted that even the contextualisation process required for the tailor-made HKIT’s Student Handbook had not removed items that only apply to UK students but not to Hong Kong students studying these two programmes. The Panel is concerned about the effectiveness of the mechanism to ensure the accuracy and consistency of information that the Hong Kong students receive. As a result, they expect UWL to undertake an audit of all the documents to ensure that information and materials communicated to the students are contextualised, accurate and correct. To achieve this, the Panel stipulated the following pre-condition for both BABS and BScCS programmes:

Pre-condition

The Operator is to undertake an audit by UWL to ensure that the core definitive documents and publications of the BABS programme and the BScCS programme contain up-to-date information that is fully contextualised and with no inconsistencies as per the requirements of the UWL’s Global Partnerships Operations Manual for Partners. The audit should cover (a) the HKIT’s Student Handbook, (b) UWL’s Course Specifications, (c) UWL’s Module Specifications and (d) UWL’s Academic Regulations of each of these two programmes.

The Operator is to submit to HKCAAVQ a report on the audit, providing evidence of the audit and demonstrating its effectiveness in rectifying the documents concerned **on or before 30 June 2023** for the fulfilment of the pre-condition.

- 4.7.4 As indicated in Para. 4.3.8 and Para 4.4.4(a), the Operator should have obtained HKCAAVQ's prior approval for changes in the programme structure and assessment scheme for the BScCS programme. The Operator should have updated the status of the UWL's approval on the teaching arrangement before conducting the BABS modules in CSW and KT campuses. Therefore, the Panel stipulated the following pre-condition for the BABS and BScCS programmes:

Pre-condition

The Operator is to review and strengthen its QA process through appropriate measures and reporting systems to ensure compliance with HKCAAVQ's procedures regarding substantial changes.

The Operator is to submit a report to HKCAAVQ showing how its QA process is strengthened to ensure compliance on or before **30 June 2023** for the fulfilment of the pre-condition.

- 4.7.5 During the meeting with the representatives of External Examiners (EEs) and External Advisors (EAs), the Panel noted that HKIT's EEs play similar roles as that of HKIT's EAs while they should be given different roles according to HKIT's Quality Assurance Manual. Considering the importance of having a clear definition of the roles of HKIT's EEs and those of HKIT's EAs for the two programmes, the Panel stipulated the following recommendation for both BABS and BScCS programmes:

Recommendation

The Operator should produce clear documentation for external examiner(s) and external advisor(s), informing them of their roles and responsibilities and monitoring the relevant implementation.

5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT

5.1 Variation and withdrawal of this Accreditation Report

- 5.1.1 This Accreditation Report is issued pursuant to section 5 of the AAVQO, and contains HKCAAVQ's substantive determination regarding the accreditation, including the validity period as well as

any conditions and restrictions subject to which the determination is to have effect.

5.1.2 HKCAAVQ may subsequently decide to vary or withdraw this Accreditation Report if it is satisfied that any of the grounds set out in section 5 (2) of the AAVQO apply. This includes where HKCAAVQ is satisfied that the Operator is no longer competent to achieve the relevant objectives and/or the Programme no longer meets the standard to achieve the relevant objectives as claimed by the Operator (whether by reference to the Operator's failure to fulfil any conditions and/or comply with any restrictions stipulated in this Accreditation Report or otherwise) or where at any time during the validity period there has/have been substantial change(s) introduced by the Operator after HKCAAVQ has issued the accreditation report(s) to the Operator and which has/have not been approved by HKCAAVQ. Please refer to the '*Guidance Notes on Substantial Change to Accreditation Status*' in seeking approval for proposed changes. These Guidance Notes can be downloaded from the HKCAAVQ website.

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

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

5.2 Appeals

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

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

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

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

5.3 **Qualifications Register**

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

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

Ref: 100/50/03
29 December 2022
JoH/AnC/AmL/as

Appendix

Hong Kong Institute of Technology and University of West London

**Learning Programme Re-accreditation for (i) BA (Hons) Business Studies
and (ii) BSc (Hons) Cyber Security**

25 – 28 October 2022

Panel Membership

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Distinguished Adjunct Professor
King Abdulaziz University, Jeddah
SAUDI ARABIA and
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* The Panel Secretary is also a member of the Accreditation Panel.

