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
GLYNDWR UNIVERSITY

LEARNING PROGRAMME RE-ACCREDITATION

BACHELOR OF ARTS (HONS) BUSINESS

MAY 2023

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Appendix   HKCAAVQ Panel Membership

1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA806), 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 Institute of Technology and Glyndwr University [1] (jointly as the Operator) to conduct a Learning Programme Re-accreditation with the following Terms of Reference:

    (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the following programme of the Operator meets the stated objectives and Hong Kong Qualifications Framework (HKQF) standard and can continue to be offered as an accredited programme; and

        Bachelor of Arts (Hons) Business[2]
        Non-local Courses Registry (NCR) registration number: 252974

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

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that the Bachelor of Arts (Hons) Business (the Programme) meets the stated objectives and HKQF standard at Level 5, and can continue to be offered as an accredited programme with a validity period of four years.

2.2 **Validity Period**

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

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[1] Glyndwr and Glyndŵr are different spellings of the same name.
[2] The Operator proposed the changes of programme title and award title from "Bachelor of Arts (Hons) Business (商業學（榮譽）文學士）" to "BA (Hons) Business and Management (商業及管理（榮譽）文學士）".

2.3   The determinations on the Programme 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	Glyndwr University 格林多大學
Name of Award Granting Body	Glyndwr University 格林多大學
Title of Learning Programme	Bachelor of Arts (Hons) Business 商業學（榮譽）文學士
Title of Qualification (Exit Award)	Bachelor of Arts (Hons) Business 商業學（榮譽）文學士
Primary Area of Study and Training	Business and Management
Sub-area (Primary Area of Study and Training)	General Business Management
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
Mode of Delivery and Programme Length	Full-time, 3 years
Start Date of Validity Period	1 January 2024
End Date of Validity Period	31 December 2027
Number of Enrolment	Two enrolments per year
Maximum Number of New Students	<u>2023/24 to 2026/27</u> Year 1 Entry – 20 per year (F/T Chinese mode only) Year 3 Entry – 40 per year (F/T English mode only)
Address of Teaching / Training Venue	(1) Sham Shui Po (SSP) Campus 213 Nam Cheong Street, Sham Shui Po, Kowloon, Hong Kong.

	(2) Cheung Sha Wan (CSW) Campus 638 Cheung Sha Wan Road, Cheung Sha Wan, Kowloon, Hong Kong. (3) Kwun Tong (KT) Campus Unit 8-10, 3/F, Prosperity Place, No. 6 Shing Yip Street, Kwun Tong, Kowloon

2.4 **Pre-condition**

2.4.1 The Operator should take actions to address its readiness for operating the Chinese stream of the programme before enrolling students on the Chinese stream, and decide whether to offer this stream upon the commencement of the new validity period based on its demonstrated readiness (para. 4.3.4).

For the fulfilment of the above pre-condition, the Operator is to either (A) confirm that the Chinese stream will not enrol any students and will not be offered upon the commencement of the new validity period, or (B) provide a report that covers the items listed below to demonstrate its readiness for the quality delivery of the Chinese stream of the programme to HKCAAVQ on or before **1 September 2023**.

(a) A document, such as an operation manual, that provides clear guidelines on the operations of the Chinese stream. The document should provide, but not be limited to, the following:

(i) The role and responsibilities of the relevant personnel involved in the management at the programme and module levels, and their appointment criteria, including requirements on their bilingual competencies in Chinese and English;

(ii) The processes to be followed to ensure the effective execution of all QA functions when any staff involved does not possess bilingual competencies, including but not limited to the review of learning, teaching and assessment materials, and conducting assessment moderation; and

(iii) The processes through which Glyndwr University assures the quality of translation when any translated materials are used in the execution of a QA function.

(b) A list showing the teaching staff of each module, and relevant information for each of these staff members showing competency in teaching at the postsecondary level using Chinese.

(c) Samples of the following to demonstrate the effectiveness of the processes in (a)(ii) and (a)(iii),

   (i) Samples of module specification in Chinese, including one module in each of Year 1 and Year 2, the current/revised *Employment Law* module, and one other module in Year 3; and

   (ii) Samples of learning, teaching and assessment materials of the modules mentioned in (i).

(d) Approval records of the document in (a) and the samples in (c) demonstrating the execution of the relevant QA processes.

2.5 Requirements

2.5.1 The Operator should take actions to address its readiness for operating the Chinese stream of the programme before enrolling students on the Chinese stream, and decide whether to offer this stream during the new validity period based on its demonstrated readiness (para. 4.3.5).

For the fulfilment of the above requirement, the Operator is to either (A) confirm that the Chinese stream will not enrol any students and will not be offered throughout the new validity period, or (B) provide a report that covers the items (a) to (d) under the pre-condition to demonstrate its readiness for the quality delivery of the Chinese stream of the programme to HKCAAVQ on or before **29 March 2024**.

2.5.2 The Operator is to rebalance the coverage of the laws in different jurisdictions in the *Employment Law* module (para. 4.3.6).

For the fulfilment of the above requirement, the Operator is to submit a revised module specification for *Employment Law* together with relevant approval records showing a balanced coverage among UK, Hong Kong and international laws to HKCAAVQ on or before **29 March 2024**.

2.5.3 The Operator is to develop mechanisms to formalise the functions that are currently delivered through informal means, including

providing *ad hoc* support to students on specific topics in their dissertation work, providing feedback to students on assessed work, collecting and analysing student feedback and providing pedagogy training for teaching staff (para. 4.5.5).

For the fulfilment of the above requirement, the Operator is to submit a report showing that relevant mechanisms are in place for the delivery of the various functions together with relevant approval records to HKCAAVQ on or before **29 March 2024**.

2.5.4 The Operator is to revisit its current communication channels with students, ensuring that they are effective in conveying the Operator's expectations of the students, and informing the students of available support services, mechanisms for student feedback collection, and the mechanism for handling students' complaints (para. 4.7.5).

For the fulfilment of the above requirement, the Operator is to submit a report showing how students are connected effectively using various communication channels together with approval records on any relevant update or changes made to HKCAAVQ on or before **29 March 2024**.

2.6 **Recommendations**

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

2.6.1 The Operator should review and revise the revamped set of PILOs to improve clarity and simplicity as well as ensure the PILOs are made known to students for better understanding and meeting the expectation of the Programme (para. 4.1.7).

2.6.2 The Operator should strengthen the quality assurance mechanism such that admission will follow stipulated intake numbers or prior approval should be sought from HKCAAVQ (para. 4.2.3).

2.6.3 The Operator should review the current recognition of the prior learning process mechanism with consideration to the local context to ensure that it makes a robust and fair assessment of the ability of potential students to complete the Programme successfully (para. 4.2.5).

2.6.4 The Operator should work with the teaching team to standardise feedback and formalise the communication platform such that all

students will receive the same level of constructive feedback on their written works that match the corresponding grades awarded (para. 4.4.3).

2.6.5   The Operator should ensure that its intentions regarding the use of a similarity score in plagiarism-detecting software are effectively communicated to both teachers and students and are applied consistently (para. 4.4.6)

2.6.6   The Operator should improve the awareness of support services available for students (para. 4.6.4).

2.6.7   The Operator should revisit the complaints mechanism and make known to students such mechanism including updating the relevant documents such as Programme Handbook and Student Handbook for both HKIT and GU (para. 4.6.5).

2.6.8   The Operator should review the existing quality assurance procedures and assign appropriate resources to ensure the currency of the quality assurance mechanism so that the institute's evaluation of its quality matters is in-line with the domains stated in the latest HKCAAVQ documents (para. 4.7.2).

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

2.7   **Advice**

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

2.7.1   The Operator is advised to gauge the demand for the Chinese stream and formulate clearer admission guidelines and implementation plans (para. 4.2.4).

2.7.2   The Operator is advised to consider either (i) retitling the *Business Analytics* to, for example, *Introduction to Business Analytics*, or (ii) increasing the coverage on mathematics and/or statistics to the content of the *Business Analytics* module (para. 4.3.7).

2.7.3   The Operator is advised to work on the format of the external review forms from both the GU side and the HKIT side so that External Examiners can comment explicitly on the Programme with the same format to make an appropriate comparison of the local programme

and the home programme for monitoring and continuous improvement of the Programme. (para. 4.7.3)

2.8   HKCAAVQ will subsequently satisfy itself on whether the Operator remains competent to achieve the relevant objectives and the Programme continues to meet the standard to achieve the relevant objectives as claimed by the Operator by reference to, amongst other things, the Operator's fulfilment of any conditions and compliance with any restrictions stipulated in this Accreditation Report. For the avoidance of doubt, maintenance of accreditation status is subject to the fulfilment of any condition and compliance with any restriction stipulated in this Accreditation Report.

3.   INTRODUCTION

3.1   The Hong Kong Institute of Technology (HKIT) was set up in 1997 by a non-profit-making organisation International Education and Academic Exchange Foundation Company Limited (IEAEF). It was named as the Institute of Info-Tech before 2003, and HKIT is the business name of IEAEF.

3.2   Glyndwr University (GU) is a Higher Education Corporation, initially established under the 1988 Higher Education Reform Act in 1993 as the North East Wales Institute of Higher Education (NEWI), and was an associate college of the University of Wales. In 2004, NEWI became a full member of the University of Wales. The university title was granted by the Privy Council on 3 July 2008 to become Glyndwr University with taught degree-awarding powers.

3.3   HKCAAVQ formed an expert Panel (the Panel) for this re-accreditation exercise (Panel Membership in **Appendix**). In view of the Coronavirus Disease (COVID-19) outbreak, the site visit was conducted in a hybrid mode via video conference and face-to-face meetings from 9 – 10 March 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 QF standards, for all exit qualifications from the programme.

4.1.1 The Bachelor of Arts (Hons) Business (BAB) programme is hosted in the North Wales Business School, Faculty of Social and Life Sciences in GU. The Programme is jointly delivered by the Faculty of Business in HKIT and GU and mirrors the programme objectives, learning outcomes and curriculum of the corresponding home programme currently offered in the UK.

4.1.2 With the addition of more management components to the Programme, GU proposed and HKIT noted the retitling of the programme name from the Bachelor of Arts (Hons) Business to Bachelor of Arts (Hons) Business and Management (BABM). The change will take effect in September 2024. Students admitted before September 2024 will be awarded the Bachelor of Arts (Hons) Business and students admitted for the September 2024 intake or afterwards will be awarded the Bachelor of Arts (Hons) Business and Management. The February 2024 intake will be the last intake of the BAB programme (hereinafter referred to as 'current programme') and intakes from September 2024 onwards will be the BABM programme (hereinafter referred to as 'revamped programme'). Separate retake class(es) will be provided for any students who need to retake in the September 2023 and February 2024 cohorts.

4.1.3 The Programme aims to prepare students for the challenges of the modern business world and to strengthen and develop their broader personal and professional skills. The objectives and intended learning outcomes of the current and the revamped Programme are set out as follows:

Programme Objectives (PO)

The aims of the current programme are:

PO 1	To equip students wishing to enter the business world with a broad, integrated understanding of key aspects of business and the changing environment in which businesses operate.
PO 2	To provide students with the most up to date business knowledge and management skills that will enable the professional development of future business leaders.
PO 3	To provide students with a stimulating, rigorous, challenging and enjoyable learning experience that develops their capacity to be independent thinkers and influencers.
PO 4	To provide high-quality education in theoretical and practical knowledge and skills in various aspects of business and financial management for those who wish to pursue or further advance their careers in business.

The aims of the revamped programme are:

PO 1	To equip students wishing to enter the business world with a broad, integrated understanding of key aspects of business management and the environment in which modern businesses operate.
PO 2	To provide students with the most up to date business knowledge and management skills that will enable the professional development of future business leaders.
PO 3	To provide students with a stimulating, rigorous, challenging and enjoyable learning experience that develops their capacity to be independent learners and to encourage critical skills, knowledge of managerial responsibility, integrity and ethics together with the ability to reflect on personal progress as a learner.
PO 4	To provide high quality education in theoretical and practical knowledge and skills in various aspects of business.

<u>Programme Intended Learning Outcomes (PILOs)</u>

Upon completion of the current programme, students are expected to be able to:

PILO 1	Undertake an independent research project which develops a depth of understanding in a particular research field.
PILO 2	Synthesise key sources of information and present it in a meaningful and constructive format.
PILO 3	Critically assess theories and real life business scenarios and formulate plausible and defensible conclusions.
PILO 4	Apply problem solving and decision making skills using appropriate tools to identify, formulate and solve business problems as well as create, identify and evaluate options.
PILO 5	Undertake an independent research project from which they develop their study skills, fieldwork and research skills within a defined business or management area.

Upon completion of the revamped programme, students are expected to be able to:

PILO1	A1-Show a confident familiarity with established techniques of strategic management for business problems and choose appropriate theory for analysis.
PILO2	A2-Critically appraise professional situations and scenarios where organisations operate in terms of social, legal, ethical, moral, economic and sustainability issues.
PILO3	A3-Show a confident evaluative familiarity with the concept of strategic marketing within the business environment, including the management and appreciation of the principles, theories and practices that underpin marketing as an academic discipline. Reveal a critical working understanding strategic marketing and of its limits.
PILO4	A4-Critically demonstrate an awareness and appreciation of the complexities of people management within an international context.
PILO5	A5-Undertake an independent research project which develops a depth of understanding in a research field pertaining to Business Management.
PILO6	A6-Demonstrate increasing independence, confidence and flexibility in applying a range of social, legal, ethical, moral, economic and sustainability issues to the business project, and in the application of knowledge and skills in finding solutions to these issues.

PILO7	A7-Critical and reflective about the research topic, design and evaluation methodologies and tools, with full understanding of the associated risks, controls and potential impact to the world of business.
PILO8	A8-Reflect upon own practices and conduct in carrying out a substantive project and discuss the social, legal, ethical, moral, economic and sustainability issues that are relevant to the project.
PILO9	B1-Develop an ability to think on a level above technical or tactical details and yet still make insightful inferences.
PILO10	B2-Accurately identify the nature and characteristics of a business problem within a business domain.
PILO11	B3-Critically apply theories and real-life business scenarios and formulate plausible and defensible conclusions.
PILO12	B4-Apply problem solving and decision-making skills using appropriate tools to identify, formulate and solve business problems as well as create, identify and evaluate options.
PILO13	B5-Synthesise and evaluate key sources of information and present it in a meaningful and constructive format.
PILO14	B6-Critically assess theories and real-life business scenarios and formulate plausible and defensible conclusions.
PILO15	B7-Apply problem solving and decision-making skills using appropriate tools to identify, formulate and solve business problems as well as create, identify and evaluate options.
PILO16	B8-Effective self-management in terms of time; ability to conduct research independently, into legal, professional, moral, social and ethical that pertain to business management related issues. Able to inform and adapt their work to satisfy these issues. Demonstrates an ability to carry out research and critical thinking.
PILO17	C1-Execute advanced interrogation of key literature sources across a breadth or learning resource platforms.
PILO18	C2-Demonstrate an independence of thought which enables them to devise their own solutions and knowledge base.
PILO19	C3-Demonstrate and further enhance interpersonal skills of effective listening, negotiating and persuasion.
PILO20	C4-Demonstrate an advanced understanding of skills in numeracy, analysis and IT appropriate to practice and professionalism in the world of business. Able to apply and evaluate a variety of rules to different situations and pay attention to detail whilst working under very tight time pressures.
PILO21	C5-Undertake an independent research project from which they develop their study skills, fieldwork and research skills within a defined business management area.

PILO22	C6-Select and evaluate own use of creative business project management methods and tools in a self-led and managed project.
PILO23	C7-Specify and critically evaluate business concepts, theories, practices, environments or materials in response to defined problem scenarios in a research project and evaluate the quality of the solution.
PILO24	C8-Demonstrate professional skills in investigative strategies and analysis and integrate them within the utilisation of IT research tools and methodologies. Analyse and critically appraise current and emerging theories within the field of business management. Propose, plan, undertake and report a self-directed individual programme of investigation, design and implementation which will enable the effective use of self-directed investigative, design, creative and other business-related skills to be demonstrated through the research project.
PILO25	D1-Engages effectively in a variety of roles; debates; produces clear, well-structured academic reports and other extended pieces of work; gives clear, subject-specific business presentations in a variety of contexts. Engage with and apply professional reflective practises.
PILO26	D2-Apply a variety of problem-solving skills and creativity in workplace scenarios. Interacts effectively within a learning or subject-specific group, demonstrates basic negotiating, role, leadership and group-support skills.
PILO27	D3-Seek and make effective use of feedback in addition to critical self-awareness. Conducts effective searches for information to identify potential creative business resources for a specific purpose and critically evaluate their merit.
PILO28	D4-Provide professional levels of information through a variety of verbal and non-verbal communication mediums and reflect upon own interaction and ability to support own opinions and arguments for a variety of audiences.
PILO29	D5-Interacts effectively within learning or professional groups; demonstrates appropriate negotiating, role, leadership and group-support skills to an advanced level.
PILO30	D6-Uses and accesses a broader selection of more specialist creative business skills related to analysing business topics. Conducts effective searches for information to identify potential creative business resources for a specific research project and critically evaluate their merit.

4.1.4 The Operator provided the Panel with the following information to demonstrate how the existing and the revamped programme can meet the HKQF standard at Level 5:

     (a)   Current and revamped mappings of PILOs to GLDs at HKQF Level 5;

     (b)   Programme specification of the BAB programme;

     (c)   Programme specification of the BABA programme;

     (d)   Current and revamped mappings of MILOs to GLDs at HKQF Level 5;

     (e)   Executive Summary for the approval of BABM programme delivery; and

     (f)   Report of the Programme Delivery Re-approval for the GU BABM programme to be offered by delivery by the Operator.

4.1.5   The Panel observed that the revamped programme has 30 PILOs in total, which appears to be quite a long list. In response to the Panel's observation, the Operator responded that PILOs are articulated under four general domains (i.e. Knowledge and Understanding, Intellectual Skills, Subject Skills, and Practical, Professional and Employment Skills) and each of these domains would be incorporated into several intended learning outcomes. The set of PILOs is also to align with two other GU programmes which the local programmes will also refer to. They are also set in the UK at exit level to maintain the consistency on the PILOs presentations.

4.1.6   The Panel noted that PILOs are not included in the programme handbooks, BAB Programme from GU or HKIT Student Handbook. In addition, when meeting with student and graduate representatives, some of them were unaware of the existence of the learning outcomes at either programme or module level although they had been shared with students during each new student induction meeting cum liaison meeting and they are available on the website.

4.1.7   The Panel formed the view that the revamped set of PILOs is overly complicated and cannot be easily understood and accessible by key stakeholders such as the students. The Panel **recommended** that the Operator should review and revise the revamped set of PILOs to improve clarity and simplicity as well as ensure the PILOs are made known to students for better understanding and meeting the expectation of the Programme.

4.1.8   After considering the above information, the Panel formed the view that the Programme has objectives that address the community, education and industry needs, with intended learning outcomes that 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.

4.2.1 As informed by the accreditation documents and the responses provided by the Operator, the Panel noted the minimum admission requirements of the Programme as follows:

	English Stream	Chinese Stream
Year 1 Entry	HKDSE 15 points in five subjects[3] (Level 1 = 1 point and Level 5** = 7 points) with at minimum Level 3 in English and no subjects are at Level 1; Qualifications equivalent to the above standards	HKDSE 15 points in five subjects[3] (Level 1 = 1 point and Level 5** = 7 points) with at minimum Level 3 in English and no subjects are at Level 1; Qualifications equivalent to the above standards
Year 1 Entry (mainland qualification)	参加全国普通高等学校统一招生考试，成绩须达到二本綫或以上。	参加全国普通高等学校统一招生考试，成绩须达到二本綫或以上。
Year 2 Entry[4]	Holders of a recognised Associate Degree / Higher Diploma at HKQF Level 4 from local educational institutions, or equivalent qualifications.	Holders of a recognised Associate Degree / Higher Diploma at HKQF Level 4 from local educational institutions, or equivalent qualifications.
Year 3 Entry	(i) Holders of a recognised Associate Degree / Higher Diploma at HKQF Level 4 from local educational institutions or equivalent qualifications; and (ii) Completion of an adequate number of relevant modules in business-related areas during the study for the qualification in (i) so that the applicant is eligible to	(i) Holders of a recognised Associate Degree / Higher Diploma at HKQF Level 4 from local educational institutions or equivalent qualifications; and (ii) Completion of an adequate number of relevant modules in business-related areas during the study for the qualification in (i) so that the

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[3] Must include the four compulsory "core subjects" (Chinese, English language, mathematics and liberal studies)
[4] Year 2 Entry will not be delivered.

	apply for exemption that amounts to the first two years of study of the Programme.	applicant is eligible to apply for exemption that amounts to the first two years of study of the Programme.
Non-standard Entry		
Admission through Recognition of Prior (Experiential) Learning:	Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential Learning (RPEL) in accordance with the GU's General Regulations.	Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential Learning (RPEL) in accordance with the GU's General Regulations.
Language Proficiency Requirement		
Year 1 Entry	A minimum Level 3 (HKDSE) in English, or equivalent qualifications; or Previous qualification achieved taught in English.	A minimum Level 3 (HKDSE) in English, or equivalent qualifications; and A minimum Level 3 (HKDSE) in Chinese, or equivalent qualifications; or Previous qualification achieved taught in Chinese.
Year 1 Entry (mainland qualification) Year 2 Entry[2]	高考英语成绩须至少达到 100 分或以上（以满分 150 计） The qualification at QF Level 4 used to gain admission to the Programme was taught and assessed in English.	高考英语成绩须至少达到 100 分或以上（以满分 150 计） The qualification at QF Level 4 used to gain admission to the Programme was taught and assessed in Chinese.
Year 3 Entry	The qualification at QF Level 4 used to gain admission to the Programme was taught and assessed in English.	The qualification at QF Level 4 used to gain admission to the Programme was taught and assessed in Chinese.
Admission through Recognition of Prior (Experiential) Learning:	The qualification at QF Level 4 used to gain admission to the Programme was taught and assessed in English.	The qualification at QF Level 4 used to gain admission to the Programme was taught and assessed in Chinese.

4.2.2   The Operator provided the approved maximum number of students during the validity period and actual admission figures of the Programme as follows:

Approved Admission figures of New Students during the validity period								
	2019/20		2020/21		2021/22		2022/23	
Stream	English		English		English		English	
Mode	F/T	P/T	F/T	P/T	F/T	P/T	F/T	P/T
Year 1 Entry	8	14	8	14	8	14	8	14
Year 2 Entry	0	0	8	14	8	14	8	14
Year 3 Entry	20	20	10	10	10	10	10	10
C – Chinese; E – English								

Actual Admission Figures of New Students during the validity period								
	2019/20		2020/21		2021/22		2022/23	
Stream	English		English		English		English	
Mode	F/T	P/T	F/T	P/T	F/T	P/T	F/T	P/T
Year 1 Entry	0	0	0	0	0	0	0	0
Year 2 Entry	0	0	0	0	0	0	0	0
Year 3 Entry	5	0	26	0	24	0	29	0
C – Chinese; E – English								

4.2.3   The Panel noted that only the English stream under Year 3 Entry was delivered and the number of students admitted via the Year 3 Entry route exceeded the approved quota. Even though the Operator claimed that the total number of students admitted was below the approved admission numbers, it was pointed out by the Panel that Operator should strictly follow the approved admission numbers which should be year, stream and mode-specific and non-transferable unless approval from HKCAAVQ had been sought in advance. The Panel **recommended** that the Operator should strengthen the quality assurance mechanism such that admission will follow stipulated intake numbers or prior approval should be sought from HKCAAVQ.

4.2.4   Although only the English stream is being delivered during the validity period, the Operator intended to keep the Chinese stream for any new government policy on Greater Bay Area (GBA) development in the future. The Panel noted that the policy to admit mainland

students is subject to the approval by the relevant authority. It remained uncertain on the actual demand for the Programme from the mainland. In this connection, the Panel **advised** the Operator to gauge the demand for the Chinese stream and formulate clearer admission guidelines and implementation plans.

4.2.5 The Panel noted from the main submission and subsequent clarifications from the Operator that it was possible to gain access to the Programme through recognition of prior learning with a demonstration from an example of a student admitted in 2022 who had last studied business in 2008. The Panel queried whether a business programme which covers fast-moving industries and disciplines should accept prior qualifications obtained 14 years previously as that qualification might not provide an adequate foundation for the study. In support of its policy of recognition of prior learning, the Operator supplied a "currency statement" demonstrating how the applicant's current job duties supported sufficient prior learning. The Panel raised a concern about the applicability of this approach as the "currency statement" refers to UK FHEQ Level 4, whereas the home programme is pitched at UK FEHQ Level 6. The Panel **recommended** that the Operator should review the current recognition of the prior learning process mechanism with consideration to the local context to ensure that it makes a robust and fair assessment of the ability of potential students to complete the Programme successfully.

4.2.6 The Operator confirmed that the Programme will adhere to the policy that the maximum number of non-standard admission (including mature-aged students) for degree programmes is capped, on a programme basis, at a maximum of 5% of the actual number of new students of the year.

4.2.7 The Operator proposed that only full-time mode will be offered and part-time mode will not be delivered. In addition, (i) Year 1 Entry will be available for Chinese Stream only; (ii) Year 3 Entry will be available for English Stream only; and (iii) Year 2 Entry will not be delivered. The proposed maximum numbers of new students per year for the Programme are summarised below.

Proposed Maximum Number of New Students per Year								
	2023/24[5]		2024/25		2025/26		2026/27	
Mode	F/T		F/T		F/T		F/T	
Stream	C	E	C	E	C	E	C	E
Year 1 Entry	20	0	20	0	20	0	20	0
Year 3 Entry	0	40	0	40	0	40	0	40
C – Chinese; E – English								

4.2.8   In consideration of the above information, the Panel considered that the minimum admission requirements, student selection process and proposed maximum number of new students per year are appropriate.

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 current and revamped programme structures comprise 17 discipline-specific modules. The distribution of modules by year, contact hours and HKQF credits can be found in the tables below. In general, the graduation requirement of the Programme is the completion of all 17 modules of the Programme totaling 360 HKQF Credits.

Programme Structure of BAB			
Modules – Year 1	**Core or Elective**	**Contact Hours**	**HKQF Credits**
BUS460 Marketing Essentials	Core	36	20
BUS461 Data Analytics and Understanding Big Data	Core	36	20
BUS462 Creating Events	Core	36	20
BUS459 Business Environment	Core	36	20
BUS454 Business Communication Skills	Core	36	20
BUS430 Economics	Core	36	20

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[5] In view of the validity period starting on 1 January 2024 and there are two enrolments per year, this number is effective from intake in February 2024.

Modules – Year 2	Core or Elective[6]	Contact Hours	HKQF Credits
BUS560 Competitive Intelligence Research	Elective	30	20
BUS589 Business Law	Core	30	20
BUS587 Customer Service Excellence	Elective	30	20
BUS590 Engaging and Leading People	Elective	30	20
BUS591 Managing Corporate Risk and Crime	Core	30	20
BUS582 HRM for Business	Elective	30	20
BUS584 Work Based Project	Core	60	40
Modules – Year 3	**Core or Elective**	**Contact Hours**	**HKQF Credits**
BUS649 Strategic Thinking	Core	24	20
BUS625 Employment Law	Core	24	20
BUS650 International HRM	Core	24	20
BUS651 Strategic Marketing	Core	24	20
BUS635 Dissertation	Core	60	40
Total		552	360

Programme Structure of BABM			
Modules – Year 1	**Core or Elective**	**Contact Hours**	**HKQF Credits**
BUS499 Introduction to Management & Business	Core	36	20
BUS498 Introduction to Business Finance & Accounting	Core	36	20
BUS496 Business Communication Skills	Core	36	20
BUS4A2 Understanding Human Resource Management	Core	36	20
BUS4A1 Marketing Essentials	Core	36	20
BUS495 Business Analytics	Core	36	20
Modules – Year 2	**Core or Elective**	**Contact Hours**	**HKQF Credits**
BUS5A13 Managing Corporate Risk and Crime	Core	30	20
BUS5A5 Digital Business Strategy	Core	30	20
BUS5A2 Agile Leadership	Core	30	20
BUS5A7 Entrepreneurship & Innovation	Core	30	20
BUS5A11 International Business and Trade	Core	30	20
BUS5A19 Professional Behaviours and Valuing People	Core	30	20
BUS5A13 Managing Corporate Risk and Crime	Core	60	40
Modules – Year 3	**Core or Elective**	**Contact Hours**	**HKQF Credits**
BUS699 Strategic Management	Core	24	20
BUS693 Employment Law	Core	24	20
BUS6A1 Strategic Marketing	Core	24	20

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[6] Students are required to select 3 out of 4 elective modules

BUS698 Managing People in an International Context	Core	24	20
Dissertation	Core	60	40
Total		552	360

4.3.2 The Operator provided the Panel with the following information for both the current and revamped programmes to demonstrate how the Programme can meet the HKQF Level 5 standard:

(a) Programme specification of the BAB programme;
(b) Programme specification of the BABM programme;
(c) Mappings of MILOs to GLDs at HKQF Level 5;
(d) Modules specifications (English stream only);
(e) Sample learning and teaching materials (English stream only unless otherwise stated) for:
   (i) BUS498 Introduction to Business Finance & Accounting (English and Chinese);
   (ii) BUS625 Employment Law;
   (iii) BUS650 International Human Resources Management;
   (iv) BUS651 Strategic Marketing; and
   (v) BUS649 Strategic Thinking;
(f) Sample assessment materials (English and Chinese stream) for:
   (i) BUS495 Business Analytics;
   (ii) BUS496 Business Communication Skills; and
   (iii) BUS498 Introduction to Business Finance & Accounting.

4.3.3 Regarding the offering of the Chinese stream of the Programme, the Panel noted the initiative and commitment of the Operator to expand the Programme for the benefit of potential students in the GBA. The Panel noted also that the approval of the number of Mainland students to study undergraduate programmes in degree programmes operating in HK institutions is as yet uncertain in related policies. The implementation schedule thus remained uncertain. As a result, the Chinese stream, even though it had been approved in the last accreditation exercise, had not been delivered and the Chinese version for the majority of the module specifications is not in place. As such, there was not sufficient evidence of the readiness of delivering the programme with Chinese materials at the claimed QF levels. Therefore, the Panel put forth the following pre-condition and requirement.

4.3.4 **Pre-condition**

The Operator should take actions to address its readiness for operating the Chinese stream of the programme before enrolling students on the Chinese stream, and decide whether to offer this stream upon the commencement of the new validity period based on its demonstrated readiness.

For the fulfilment of the above pre-condition, the Operator is to either (A) confirm that the Chinese stream will not enrol any students and will not be offered upon the commencement of the new validity period, or (B) provide a report that covers the items listed below to demonstrate its readiness for the quality delivery of the Chinese stream of the programme to HKCAAVQ on or before **1 September 2023**.

(a) A document, such as an operation manual, that provides clear guidelines on the operations of the Chinese stream. The document should provide, but not be limited to, the following:

   (i) The role and responsibilities of the relevant personnel involved in the management at the programme and module levels, and their appointment criteria, including requirements on their bilingual competencies in Chinese and English;
   (ii) The processes to be followed to ensure the effective execution of all QA functions when any staff involved does not possess bilingual competencies, including but not limited to the review of learning, teaching and assessment materials, and conducting assessment moderation; and
   (iii) The processes through which Glyndwr University assures the quality of translation when any translated materials are used in the execution of a QA function.

(b) A list showing the teaching staff of each module, and relevant information for each of these staff members showing competency in teaching at the postsecondary level using Chinese.

(c) Samples of the following to demonstrate the effectiveness of the processes in (a)(ii) and (a)(iii),

   (i) Samples of module specification in Chinese, including one module in each of Year 1 and Year 2, the

current/revised *Employment Law* module, and one other module in Year 3; and

(ii) Samples of learning, teaching and assessment materials of the modules mentioned in (i).

(d) Approval records of the document in (a) and the samples in (c) demonstrating the execution of the relevant QA processes.

4.3.5 **Requirement**

The Operator should take actions to address its readiness for operating the Chinese stream of the programme before enrolling students on the Chinese stream, and decide whether to offer this stream during the new validity period based on its demonstrated readiness.

For the fulfilment of the above requirement, the Operator is to either (A) confirm that the Chinese stream will not enrol any students and will not be offered throughout the new validity period, or (B) provide a report that covers the items (a) to (d) under the pre-condition to demonstrate its readiness for the quality delivery of the Chinese stream of the programme to HKCAAVQ on or before **29 March 2024**.

4.3.6 Referring to the only law module in the revamped programme, *Employment Law*, the Panel noted that the module content was heavily based on UK law and the Panel was informed that 80% of the law content concerned UK law. When meeting with the Operator, the Panel learnt that students were guided to compare the UK and HK legal systems but this learning outcome was not explicitly mentioned. The Panel considered that while many of the HK Laws are based on UK Laws, given the need to focus more on the local context, a much greater emphasis should be made on the legal practice in Hong Kong and the system in the international context. These viewpoints were also supported by student and graduate representatives as well as the External Examiner met by the Panel during the site visit. To improve the contextualisation of the module for the revamped Programme, the Panel put forth the following requirement:

Requirement

The Operator is to rebalance the coverage of the laws in different jurisdictions in the *Employment Law* module.

For the fulfilment of the above requirement, the Operator is to submit a revised module specification for E*mployment Law* together with relevant approval records showing a balanced coverage among UK, Hong Kong and international laws to HKCAAVQ on or before **29 March 2024**.

4.3.7   The Panel observed that the module on *Business Analytics* did not cover sufficient mathematics and/or statistics for *Business Analytics.* The Operator responded that the module only aims to develop a critical and practical understanding of the concepts and principles of analytics and the ability to apply these concepts to the systematic analysis of data within the contemporary business world and specific mathematics requirements will not be necessary. Although the External Examiner met by the Panel commented that the Programme is generally appropriate, without sufficient mathematics and statistics for *Business Analytics*, the Panel recommended that students' training in this area be enhanced to facilitate them to meet the challenges in the business world. In view of the above, the Panel **advised** the Operator to consider either (i) retitling the *Business Analytics* module to, for example, *Introduction to Business Analytics,* or (ii) increasing the coverage on mathematics and/or statistics to the content of the *Business Analytics* module.

4.3.8   In consideration of the above information and the discussion with various stakeholders, and subject to the fulfilment of the above pre-condition and requirements, the Panel considered that the structure and content of the Programme are appropriate and would enable 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   The teaching and learning activities of the Programme include lectures, workshops, student-led seminars, presentations, small group work and reflections on the learning process. The medium of instruction is English. Beyond contact hours, students are expected to conduct comprehensive self-study with the aid of the module's recommended texts, lecture slides, and reference reading lists. Assessments include mixed activities such as case studies,

closed/open book examinations, coursework, essays, reflective essay, portfolio, learning logs/journals, reports and in-class tests.

4.4.2   The Operator provided the Panel with the following information for the current and revamped Programmes to demonstrate that the quality and effectiveness of learning, teaching and assessment are maintained and improved:

(a)   Modules specifications;
(b)   Mapping of Modules to GLP at Level 5;
(c)   Breakdown of Module Contact Hours;
(d)   Course evaluation record for AY2020/21 to AY2021/22;
(e)   Academic Regulations of GU;
(f)   Timetable for AY2022/23; and
(g)   Sample assessment materials of the following modules including assignment guide, Mark & Feedback Sheets, Second Mark Form and Student Scripts:
(i)   *BUS625 Employment Law*;
(ii)   *BUS649 Strategic Thinking*;
(iii)   *BUS650 International HRM*; and
(iv)   *BUS651 Strategic Marketing*.

4.4.3   When meeting with student and graduate representatives, they were generally appreciative of the delivery and responsiveness of the teaching team. Apart from normal contact hours, the teaching team generally adopted informal channels such as WhatsApp for communication with students. Though students responded positively that feedback provided by the teaching team is timely and sufficiently flexible for teachers to accommodate students' schedules, the informal channels relied on the self-initiation by individual students and over-shadowed the existence of formal channels. In many cases, only brief feedback was provided through the formal communication process, and in some cases, the same feedback was provided but the marks were different. The Panel raised the concern that it will be difficult for a student to learn and improve from such brief and inconsistent feedback provided. The Panel **recommended** that the Operator should work with the teaching team to standardise feedback and formalise the communication platform such that all students will receive the same level of constructive feedback on their written works that match the corresponding grades awarded.

4.4.4   The *Dissertation* module was based on the investigation of a topic linked to the student's chosen areas of study and was selected by the student in consultation with a supervisor. The delivery of this module included a series of interactive in-class lectures and regular

supervisory meetings. After meeting with the teaching team as well as student and graduate representatives, the Panel learnt that teachers were caring and responsive to students' needs and/or queries. However, the Panel also noted that a significant part of the communications between individual students and their corresponding supervisors are conducted informally where students who took the initiative to seek support will benefit more while passive students may feel overwhelmed or lost in their research journey. Students also responded that data availability was also a challenge for the dissertation module. Only free data sets were available for students to complete their dissertation work. More support and guidance were expected to be provided. In this connection, the Panel put forth the following requirement.

4.4.5 **Requirement**

The Operator is to develop mechanisms to formalise the functions that are currently delivered through informal means, including providing ad hoc support to students on specific topics in their dissertation work, providing feedback to students on assessed work, collecting and analysing student feedback and providing pedagogy training for teaching staff.

For the fulfilment of the above requirement, the Operator is to submit a report showing that relevant mechanisms are in place for the delivery of the various functions together with relevant approval records to HKCAAVQ on or before **29 March 2024**.

4.4.6 On academic integrity, the Panel learnt that students were issued limited advice concerning academic integrity and mixed it up with plagiarism as only plagiarism but not academic integrity is covered in the student handbook. All assignments submitted were required to be checked by Turnitin where a software-generated similarity percentage (25%) was used to determine whether the work was plagiarized or not. However, students needed to have a concrete idea of academic integrity and the concept of similarity percentage and how it is related to plagiarism. The Panel **recommended** that the Operator should ensure that its intentions regarding the use of a similarity score in plagiarism-detecting software are effectively communicated to both teachers and students and are applied consistently.

4.4.7 In consideration of the above information and the discussion with various stakeholders, the Panel considered that the learning, teaching and assessment activities designed for the Programme are

appropriate in delivering the programme content and assessing 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.

4.5.1 The Operator provided the following information to demonstrate the academic leadership and staffing for the Programme:

(a) Profile of GU Programme Staff;
(b) Existing Teaching Staff List and Proposed Teaching Staff List from HKIT;
(c) CVs of teaching staff from HKIT;
(d) CV of a bilingual academic link from GU;
(e) Staff Development Activities from 2020-03-04 to 2022-12-07;
(f) Report of Class Visit from GU;
(g) Appraisal form from HKIT;
(h) Mapping of modules and staff expertise;
Staff development records;
(i) Minimum appointment criteria for teaching the Programme; and
(j) Approval process of GU on the appointment of teaching staff for the Programme.

4.5.2 The Panel noted that a significant portion of teaching staff members are employed on a part-time basis, and the Panel asked the Operator about the measures for maintaining their stability. The Operator advised that HKIT has a pool of part-time teaching staff who have continuously worked for the institution. The appointment of P/T staff will be confirmed at least one month before the commencement of a semester.

4.5.3 The Panel noted that an induction programme is held every academic year during September before the first semester commencement. HKIT programme leader and GU Academic Link conduct the induction programme with all module leaders in HKIT. Module Leaders between HKIT and GU also communicate from time

to time to confirm assessment content and arrangement The Operator also provided the Panel with its staff development activities for ensuring that the teaching staff will be kept updated for the quality delivery of the Programme.

4.5.4   The Panel also learnt after the meetings with the teaching team and student and graduate representatives that, in particular to the delivery of the dissertation module, there were no regular meetings with students other than formal lectures to keep track of their academic progress despite the fact that there was informal communication between teachers and students which formed the dominant channel for teachers to monitor students' academic progress. Though most teachers were experienced in their subject knowledge and students considered that teachers were responsive and willing to offer advice to support their study, the quality delivery of the Programme will be at stake if teachers were not equipped with the corresponding pedagogical training in the delivery of the various kinds of formal learning and teaching activities. In this connection, the Panel put forth the following requirement.

4.5.5   **Requirement**

The Operator is to develop mechanisms to formalise the functions that are currently delivered through informal means, including providing *ad hoc* support to students on specific topics in their dissertation work, providing feedback to students on assessed work, collecting and analysing student feedback and providing pedagogy training for teaching staff.

For the fulfilment of the above requirement, the Operator is to submit a report showing that relevant mechanisms are in place for the delivery of the various functions together with relevant approval records to HKCAAVQ on or before **29 March 2024**.

4.5.6   After considering the above information, discussing with the Management as well as the Programme teams and subject to the fulfilment of the above requirement, the Panel considered that the programme leadership and staffing are appropriate and the staff development activities of the Operator can ensure that teaching staff will be kept updated for the quality delivery of the 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   On financial resources, the Panel was provided with the Actual Income and Expenditure Accounts from 2019/20 to 2021/22; Projected Income and Expenditure Accounts from 2022/23 to 2026/27; and the breakeven number of students. The Panel noted that the Programme had run with an overall surplus in the past years except for 2019/20 and is expected to continue to have a surplus in the coming four years.

4.6.2   The main offering site of the Programme is on SSP Campus. Classes will be arranged on SSP Campus as the main venue and students are not required to travel between campuses on a single teaching day since only one module is delivered per day. The Panel noted that other campuses will be used for the delivery of the Programme if the admission number is over 30.

4.6.3   The Panel was provided with information on the general and specialised learning facilities and support available at the offering sites of the Programme. A physical tour was arranged by the Operator for local members of the Panel, together with a PowerPoint presentation of facilities and online learning resources available.

4.6.4   During the meeting with student and graduate representatives, the Panel noted that some were not aware of the available support services such as library resources and counselling services, which may hinder students' academic progress. Information on such support services is not provided in the student handbooks. The Panel **recommended** that the Operator should improve the awareness of support services available for students.

4.6.5   Furthermore, some student and graduate representatives were unaware of any system by which they could lodge a formal complaint. Relevant information is contained in the Student Handbook specifying complaints should be lodged to HKIT first and then to GU. However, another issue was noted as the handbook refers to escalating complaints to the GU's "University Secretary" where such a post does not exist and the handbook does not specify how to do this. The Panel, therefore, **recommended** that the Operator should revisit the complaints mechanism and make known to students such mechanism including updating the relevant documents such as Programme Handbook and Student Handbook for both HKIT and GU.

4.6.6   In response to a recommendation stipulated in the previous Initial Evaluation and Learning Programme Accreditation exercise in 2019, stating that "The Operator should regularly review the learning resources provided in Chinese and English to ensure equivalent resources are provided to the Chinese and English classes of the Programme.", the Operator adopted ESBSCO e-book database during the pandemic to facilitate the student needs for academic reference. However, this new service is only for English classes as no Chinese classes are offered.

4.6.7   In consideration of the above information and the discussion with relevant stakeholders, the Panel considered that the Operator is able to provide learning, teaching and enabling resources that are appropriate for the delivery of the Programme.

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

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

4.7.1   The Operator provided the Panel with the following information to demonstrate that the Programme is monitored and reviewed on an on-going basis:

(a)   Memorandum of Agreement between GU and HKIT;
(b)   GU Academic Partnership: Partner Staff Guide 2022;
(c)   HKIT Quality Assurance Manual;
(d)   Annual Programme Review for AY2019/20 to AY2021/22 from HKIT;
(e)   Annual Programme Review and Action Plan for AY 2019/20 to AY2021/22 from GU
(f)   Programme Handbook from GU (English and Chinese versions);
(g)   Student Handbook from HKIT;
(h)   Academic Regulations AU2022/23: Section 1 to 4 from GU;
(i)   Data Protection and Disposal Policy from GU;
(j)   Academic Quality Handbook AY2022/23: Chapter 5 – External Examining;
(k)   Handbook for External Examiners AY2022/23 from GU;
(l)   External Examiner Annual Reports for AY 2021/22 from GU.

(m)   Profile of External Examiners and External Advisors from HKIT; and

(n)   External Examiner Reports on Examination/ Assessment of selected modules from HKIT;

4.7.2   The Panel noted the accreditation document prepared by the Operator was structured with reference to the old version of the HKCAAVQ's Manual using the ten domains of competencies instead of seven as provided in the latest edition which posed a challenge for the Panel to go through the details in the document. The Panel raised a concern that the accreditation document is a key document that provides the foundation of review and future follow-up for the delivery of the Programme and it is essential that it meets the latest standards with all necessary and sufficient information included to demonstrate the currency of the quality assurance mechanism. After meeting with the Operator, it was agreed that there was room for improvement. In this connection, the Panel **recommended** that the Operator should review the existing quality assurance procedures and assign appropriate resources to ensure the currency of the quality assurance mechanism so that the institute's evaluation of its quality matters is in-line with the domains stated in the latest HKCAAVQ documents.

4.7.3   The Panel learnt from the accreditation documents that there are two sets of External Examiner Reports, one each from GU and HKIT. While those from GU covered more than one programme, the set from HKIT was assessed at the module level. The Panel raised the concern that since the External Examiner Reports are important in ensuring the quality of the Programme is maintained and improved, the reports should comment explicitly on one programme at a time and the existence of inconsistency was not satisfactory for making an effective comparison with the Programme delivery at GU and HKIT. In view of this, the Panel **advised** the Operator to work on the format of the external review forms from both the GU side and the HKIT side so that External Examiners can comment explicitly on the Programme with the same format to make an appropriate comparison of the local programme and the home programme for monitoring and continuous improvement of the Programme.

4.7.4   The Panel appreciated the informal communication channels which have been well-received by students and graduates. However, the Panel would like to emphasise that while informal communication channels are helpful, it is important that the use of formal channels are equally important as quality assurance mechanisms to ensure that the dissertation process is rigorous and transparent and that the

research is conducted with credibility. The Panel considered that the Operator should use the formal channels provided or transform the informal ones into formal means when conducting dissertation supervision. After meeting with the teaching team as well as student and graduate representatives, the Panel noted that communication between students and the Operator remained effective even though it heavily relied on informal means such as WhatsApp. Some students met by the Panel were unaware of the formal channels by which they could feedback to the Operator on their experiences, including the Student Voice Forums (SVF) and the student representation system, though both channels are explained in the Programme Handbook with the purpose in ensuring students are fully aware of the systems for giving feedback. Students also reported that they were unaware of any action taken in response to students' feedback. The Panel also noted that the majority of the SVF minutes recorded only information dissemination from the Operator to the students and felt the need to ensure that those meetings should be used for the purpose for which they were devised. Some students reported that they were not aware of the existence of the Student Affairs Committee. In response to the concerns mentioned above, the Panel put forth the following requirement.

4.7.5 **Requirement**

The Operator is to revisit its current communication channels with students, ensuring that they are effective in conveying the Operator's expectations of the students, and informing the students of available support services, mechanisms for student feedback collection, and the mechanism for handling students' complaints.

For the fulfilment of the above requirement, the Operator is to submit a report showing how students are connected effectively using various communication channels together with approval records on any relevant update or changes made to HKCAAVQ on or before **29 March 2024**.

4.7.6 In consideration of the above information, discussion with relevant stakeholders during the site visit, and subject to the fulfilment of the above requirement, the Panel formed the view that the Operator has a quality assurance system to monitor and review the development and performance of the Programme on an on-going basis.

5. **IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT**

5.1 **Variation and withdrawal of this Accreditation Report**

5.1.1 This Accreditation Report is issued pursuant to section 5 of the AAVQO, and contains HKCAAVQ's substantive determination regarding the accreditation, including the validity period as well as any conditions and restrictions subject to which the determination is to have effect.

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

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

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

5.2 **Appeals**

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

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

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

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

Ref: 100/52/04
23 May 2023
JoH/AnC/WmW/amc

Hong Kong Institute of Technology and Glyndwr University

Learning Programme Re-accreditation for Bachelor of Arts (Hons) Business

9 – 10 March 2023

Panel Membership

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Hong Kong Institute of Technology and Glyndwr University

**Learning Programme Re-accreditation for
Bachelor of Arts (Hons) Business**

9 – 10 March 2023

<u>Corrigendum</u>

On the cover page of the Accreditation Report:

Original:

May 2022

Correction:

May 2023

Winnie Choy
Registrar
30 August 2024