



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 ACCREDITATION

BSC (HONS) PUBLIC HEALTH

AND

BSC (HONS) COMPUTER SCIENCE

OCTOBER 2025

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Appendix HKCAAVQ Panel Membership

1. TERMS OF REFERENCE

1.1 Based on the Service Agreement (No.: AA1064), 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) (AAVQO), was commissioned by Hong Kong Institute of Technology and University of West London (the Operator) to conduct Learning Programme Accreditation with the following Terms of Reference:

- (a) To conduct an accreditation test as provided for in the AAVQO to determine whether the programmes of the Operator (with specifications under (A)) meet the stated objectives and QF standards, and can be offered as accredited programmes; and
- (b) To issue to the Operator an accreditation report setting out the results of the determination in relation to (a) by HKCAAVQ.

(A) Specifications of the programme seeking accreditation status

Programme title (English and Chinese)	Award title on exit (English and Chinese)	Mode of study	Programme length	Majors leading to distinctive awards, if any	Claimed QF level
BSc (Hons) Public Health 公共衛生（榮譽） 理學士	BSc (Hons) Public Health 公共衛生（榮譽） 理學士	Full-time	3 years	N/A	5
		Part-time	4 years		
BSc (Hons) Computer Science 計算機科學（榮譽） 理學士	BSc (Hons) Computer Science 計算機科學（榮譽） 理學士	Full-time	3 years	N/A	5
		Part-time	4 years		

Registration of both the BSc (Hons) Public Health and BSc (Hons) Computer Science at the Non-local Courses Registry is pending.

2. HKCAAVQ'S DETERMINATION

2.1 HKCAAVQ has determined that, subject to the fulfilment of the conditions set out below, **BSc (Hons) Public Health (BScPH)** and **BSc (Hons) Computer Science (BScCS)** meet the stated objectives and QF standard at Level 5, and can be offered as accredited programmes with a validity period of three years.

2.2 Validity Period

2.2.1 The validity period of the BScPH and BScCS programmes will, provided that the Operator fulfils the pre-conditions to the commencement of the validity period set out in Section 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.

2.2.2 The maintenance of the accreditation status of the BScPH and BScCS programmes within the specified validity period is subject to the fulfilment of the requirements set out in Sections 2.4 by the specified deadline.

2.3 The determinations on the two 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 西倫敦大學	
Name of Award Granting Body	University of West London 西倫敦大學	
Title of Learning Programme	BSc (Hons) Public Health 公共衛生（榮譽） 理學士	BSc (Hons) Computer Science 計算機科學（榮譽） 理學士
Title of Qualification(s) [Exit Award(s)]	BSc (Hons) Public Health 公共衛生（榮譽） 理學士	BSc (Hons) Computer Science 計算機科學（榮譽） 理學士

Primary Area of Study and Training	A11 Medicine, Dentistry and Health Sciences	A04 Computer Science and Information Technology
Sub-area (Primary Area of Study and Training)	A1102 Health Care	A0401 Computer Science and Information Technology
Other Area of Study and Training	Not applicable	
Sub-area (Other Area of Study and Training)	Not applicable	
QF Level	Level 5	
QF Credits	360	
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 2026	
End Date of Validity Period	31 August 2029	
Number of Enrolment(s)	Two enrolments per year	
Maximum Number of New Students	Full-time Entry Year 1: 10 per year Year 3: 55 per year Part-time Entry Year 3: 10 per year	Full-time Entry Year 1: 10 per year Year 3: 55 per year Part-time Entry Year 3: 10 per year
Address of Teaching / Training Venue(s)	No. 213 Nam Cheong Street, Sham Shui Po, Kowloon 九龍深水埗南昌街 213 號	

2.4 Conditions

Pre-conditions

BScPH

- 2.4.1 The Operator is to demonstrate the rigour of their mechanisms and procedures for Year 3 entry of the Programme to ensure students admitted have adequate background, especially in epidemiology and biostatistics, to undertake the Programme.

For the fulfilment of the above pre-condition, the Operator is to submit the following documents to HKCAAVQ by **31 December 2025**:

- (i) revised mappings between the modules in Year 1 and Year 2 of the Programme and the three programmes: (1) the existing Higher Diploma in Health Care awarded by Hong Kong Institute of Technology; (2) a targeted Higher Diploma awarded by another institution; and (3) a targeted Associate Degree awarded by another institution;
 - (ii) a new mapping between the modules in Year 1 and Year 2 of the Programme and the proposed revamped Higher Diploma in Health Care to be offered by Hong Kong Institute of Technology;
 - (iii) full documentation showing how the mappings are conducted, including any supporting evidence, such as assessment of similarity between syllabi of modules of the Programme and those of the sub-degree programmes;
 - (iv) details of any bridging modules for graduates of each of the above four programmes, including detailed syllabi of the modules, passing requirements, and timeline for their completion; and
 - (v) relevant QA records showing the relevant QA process undertaken. (Para. 4.2.5)
- 2.4.2 The Operator is to provide contextualised learning and teaching materials as well as assessment tasks to demonstrate the Programme's effectiveness in equipping students to address local needs.

For the fulfilment of the above pre-condition, the Operator is to submit to HKCAAVQ by **31 December 2025** the following for a module of the Operator's choice for each of the three years of study in the Programme to demonstrate effective contextualisation, together with QA records showing the relevant QA process undertaken:

- (i) sample learning and teaching materials as well as assessment tasks that are representative of the key learning content of the module before and after contextualisation; and
- (ii) documentation to explain (1) what changes have been made to contextualise the learning and teaching materials as well as the assessment tasks, (2) how the contextualisation will be effective in equipping students to address local needs, and (3) how comparability of the standards between UWL and HKIT have been maintained after contextualisation. (Para. 4.4.3)

BScPH and BScCS

2.4.3 The Operator is to review and revise as appropriate (i) the learning hours of the Programmes, particularly the breakdown in face-to-face contact hours and self-study hours, (ii) relevant policy on attendance requirements and mechanism for implementation, and (iii) information on available financial assistance, to ensure that:

- (a) the learning hours are academically sound, compliant with applicable requirements on comparability with the home programmes, and supported by adequate staffing and physical resources;
- (b) relevant policy on attendance requirements is appropriate and a mechanism is in place for effective implementation; and
- (c) the information made available to stakeholders, particularly prospective and enrolled students, on financial assistance is accurate and in alignment with the relevant requirements of the financial assistance schemes.

For the fulfilment of the above pre-condition, the Operator is to submit the following documents to HKCAAVQ by **31 December 2025**:

- (i) a detailed breakdown of face-to-face contact hours, self-study hours, notional learning hours and QF credits in alignment

with relevant definitions under the HKQF for each module of the Programmes;

- (ii) documentation showing deliberations and decisions on the allocation of learning hours, including details of activities, staff support provided, maximum class size specific to the types of learning activities for effective learning, relevancy to learning outcomes, etc., to justify any increased contact hours;
- (iii) relevant records showing compliance with applicable requirements on comparability with the home programmes;
- (iv) a consolidated plan to match staffing and physical resources for any revision on the total contact hours, including the utilisation rates of the intended teaching venues;
- (v) documentation showing deliberations and decisions on relevant policy on attendance requirements, and details of the mechanism for implementation, including but not limited to the recording of student attendance; and
- (vi) documentation showing actions taken, if applicable, regarding accuracy of information on available financial assistance schemes. (Para. 4.4.7)

2.4.4 The Operator is to submit the Certificates of Registration for the Programmes as evidence of successful registration under the Non-local Higher and Professional Education (Regulation) Ordinance (Cap. 493) to HKCAAVQ **on or before 1 August 2026**. (Para. 4.7.5)

2.5 Recommendations

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

2.5.1 The Operator is **recommended** to strengthen and evidence regular review of the module specifications to ensure that the module title reflects the substance of the module content. (Para. 4.3.6)

2.6 HKCAAVQ will subsequently satisfy itself on whether the Operator remains competent to achieve the relevant objectives and the Programmes continue 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 conditions and compliance with any restrictions stipulated in this Accreditation Report. During the validity period, HKCAAVQ may request the Operator to provide evidence, such as admission related information, to demonstrate that the Operator and the Programme continue to comply with the determinations and meet the relevant accreditation standards.

3. INTRODUCTION

- 3.1 Hong Kong Institute of Technology (HKIT), formerly named as the College of Info-Tech before 2003, was set up by a non-profit making organisation "International Education and Academic Exchanges Foundation Company Limited (IEAEF)" formed by Media Education Info-Tech. HKIT is the business name of IEAEF. At present, HKIT offers various accredited local certificate, diploma and associate degree programmes leading to awards of HKIT.
- 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 of the University.
- 3.3 HKIT and UWL, jointly as the Operator, commissioned HKCAAVQ to conduct a Learning Programme Accreditation exercise for the BScPH and BScCS programmes. HKCAAVQ formed an expert panel (the Panel) for this exercise (Panel Membership at **Appendix**), and a site visit by the Panel was conducted at the Operator's campus from 17 to 20 June 2025. In conducting this exercise, HKCAAVQ's *Manual for the Four-stage Quality Assurance Process under HKQF (Version 1.3, April 2025)* was the guiding document for the Operator and the Panel.

4. PANEL'S DELIBERATIONS

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

4.1 Programme Objectives and Learning Outcomes

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

4.1.1 The BScPH and BScCS programmes are non-local programmes awarded by UWL and delivered by HKIT in Hong Kong. The BScPH programme is hosted by the College of Nursing, Midwifery and Healthcare, while the BScCS programme is hosted by the School of Computing and Engineering of UWL in the UK. Both programmes are offered by the Faculty of Science and Technology of HKIT in Hong Kong. They mirror the programme aims, intended learning outcomes and curriculum of the corresponding home programmes currently delivered in the UK.

4.1.2 The programme objectives (POs) of the BScPH programme are as follows:

- PO1 equip students with the professional mindset, knowledge, understanding, skills and experience to successfully carry out public health work in a variety of settings;
- PO2 enable and empower students to become reflective and reflexive lifelong learners;
- PO3 equip students with a range of intellectual, subject-specific and transferable skills so that they can pursue careers inside and outside of public health in the public, private and voluntary sectors;
- PO4 develop students' resilience, creativity and entrepreneurial skills and help them to apply these to their personal and professional lives;
- PO5 provide students with a high-quality learning experience that is enjoyable, stimulating and challenging;

- PO6 enhance student learning experiences with focus towards future employability through integrating employability dimensions in different modules and focused skill development; and
- PO7 explore employability with representatives of different public health sector bodies, such as local councils, charities through networking days and guest speaker programmes.

4.1.3 Upon completion of the study, students should be able to achieve the following updated PILOs:

A. Knowledge Understanding

PILO1 Demonstrate knowledge and understanding of health from a personal to a global perspective of:

- the multidisciplinary nature of public health;
- the central place of research activity in the development of public health;
- the diverse determinants of health and physical and mental well-being;
- emerging issues at the forefront of public health;
- social policy approaches and potential influence upon physical and mental health and well-being;
- the theoretical and professional rationales concerning public health interventions;
- ethical perspectives and the diversity of values associated with physical and mental health and wellbeing;
- global, environmental and planetary dimensions of health;
- comparisons within and between public health, health and social care systems and modes of delivery;
- cultural diversity within physical and mental health and wellbeing;

- the central theoretical arguments and paradigms in health research;
- an appreciation of how sectors, organisations and businesses operate in relation to public health; and
- the application and effectiveness of information and health technologies in the delivery of public health interventions, communication and analysis.

B. Intellectual Skills

- | | |
|-------|---|
| PILO2 | Compare between a range of health contexts, such as between individual and institutional contexts, or between national, international and global contexts; |
| PILO3 | Analyse health and health issues, alongside health information and qualitative and quantitative data, that may be drawn from a wide range of disciplines; |
| PILO4 | Synthesise coherent arguments from a range of contesting theories relating to public health and public health issues; |
| PILO5 | Critically reflect on the links between individual experience of health and health issues, and the wider structural elements relevant to health and physical and mental well-being; |

C. Subject Practical Skills

- | | |
|-------|---|
| PILO6 | Access and use a range of digital technologies, such as relevant computer packages, apps and data analysis software, as appropriate to public health; |
| PILO7 | Draw upon the everyday, personal and community experiences of health, physical and mental well-being, and illness; |
| PILO8 | Articulate central theoretical arguments within a variety of health contexts, producing logical and structured approaches supported by relevant evidence; |
| PILO9 | Develop knowledge and understanding of ethics, societal responsibilities, environmental impact and sustainability in the context of public health; |

- PILO10 Draw on authoritative research and research methodologies to locate, review and evaluate research findings relevant to health and health issues, across a range of disciplines;

D. Transferable Skills

- PILO11 Communicate with others in a clear and articulate manner, within a wide variety of audiences, through a range of media;
- PILO12 Use appropriate academic conventions in the production and presentation of work present ideas and arguments in a well-structured and coherent manner in a variety of formats and media;
- PILO13 Work with a range of stakeholders, networks, groups and organisations, taking responsibility for an agreed area of shared activity;
- PILO14 Negotiate formally and informally, as appropriate;
- PILO15 Demonstrate effective leadership approaches, including working across boundaries, to drive innovation within organisations and independently;
- PILO16 Identify and propose solutions to problems, both in relation to public health and to other educational and social issues;
- PILO17 Build effective entrepreneurial skills for innovative public health practice;
- PILO18 Recognise issues relating to equal opportunities, and diversity and identify appropriate courses of action in relation to such issues;
- PILO19 Gather and evaluate relevant information from a wide variety of sources, using appropriate manual and digital systems;
- PILO20 Use information and communications technology to enhance digital capability and digital literacy in a variety of contexts;
- PILO21 Reflect on and review progress in their own studies and seek assistance or guidance as appropriate, in order to enhance their own personal development planning;

- PILO22 Develop the ability to undertake autonomous and lifelong learning, particularly for continuing professional development purposes; and
- PILO23 Demonstrate recognition of the primacy of service user interests and well-being while complying with complex interplay of economic, professional, ethical and legal obligations.

4.1.4 The POs of the BScCS programme are as follows:

- PO1 Meet the employer/industry needs for well-trained, competent adaptable computing professionals who are able to effectively develop, implement and/or manage ICT systems;
- PO2 Provide students with a blend of key generic underpinning knowledge in the Computing and IS field including professional and ethical issues in ICT development and implementation;
- PO3 Develop students' ability to design, develop and construct computer-based solutions;
- PO4 Develop an understanding and appreciation of IT technologies applied to client needs, objectives, development, operations and maintenance;
- PO5 Empower students from a variety of academic and occupational backgrounds to fulfil their own academic potential;
- PO6 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;
- PO7 Provide an academic base for further study, research and/or other professional/vocational training;
- PO8 Develop students' understanding of the theoretical issues that underpin a range of software development paradigms;
- PO9 Develop students' ability to relate knowledge and techniques concerned with the design and exploitation of computer technology to the development of computing systems; and

PO10 Develop students' ability to design, develop, construct and manage computer-based solutions for applications that involve the consideration of complex technical alternatives particularly in distributed environments.

4.1.5 Upon completion of the study, students should be able to achieve the following PILOs:

- PILO1 Exhibit in-depth knowledge of the computing industry and critically evaluate own skills and knowledge in this context for future career;
- PILO2 After critical analysis, select and apply a range of robust procedures and techniques to model, design, and implement computer-oriented solutions to practical problems;
- PILO3 Demonstrate the understanding of concepts and infrastructure underpinning security and artificial systems;
- PILO4 Demonstrate the deployment of enterprise solutions;
- PILO5 Specify, design and critically evaluate different programming paradigms for appropriate contextual deployment and software engineering;
- PILO6 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;
- PILO7 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;
- PILO8 Devise and apply concepts for machine learning and artificial intelligence;
- PILO9 Design software systems based on best practices for component-based enterprise systems;
- PILO10 Critically analyse and apply concepts in software engineering and computer security to the practical design of elements of business solutions;
- PILO11 Plan, implement, monitor and complete a significant independent computing practical project under only limited guidance from academic supervisor;

- | | |
|--------|--|
| PILO12 | Account for their professional conduct, particularly with respect to current ethical, legal and quality frameworks that apply within the computing industry; |
| PILO13 | Critically evaluate and recommend the technologies needed to develop secure artefacts; |
| PILO14 | Analyse requirements for, and evaluate and develop solutions to knowledge based systems; |
| PILO15 | Critically evaluate applications of intelligent systems; |
| PILO16 | Exercise initiative and personal responsibility for the management of own learning; |
| PILO17 | Demonstrate the ability to manage independent learning necessary for continued professional development; and |
| PILO18 | Reflect on personal attainment and appropriately apply learning experiences to inform and enhance subsequent professional practice. |

4.1.6 To demonstrate that the intended learning outcomes of the BScPH and BScCS programmes meet the HKQF standard at Level 5, the Operator provided the Panel with the following information:

- (a) Mapping between POs and PILOs;
- (b) Mapping between PILOs and the Generic Level Descriptors (GLDs) of the Hong Kong Qualifications Framework (HKQF);
- (c) Mapping of modules against the GLDs of the HKQF;
- (d) Course specifications and module specifications; and
- (e) Sample teaching and assessment materials.

4.1.7 Based on a review of the information above and the discussion with the representatives of the Operator, the Panel considered that the PILOs are generally appropriate and address the industry needs. The Panel also noted that the external stakeholders including the industry representatives whom the Panel met in the site visit expressed support for the Programmes.

4.1.8 In view of the above, the Panel formed the view that the BScPH and BScCS programmes have objectives that address the community, education and industry needs, and the intended learning outcomes correspond to 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 The Operator provided the following information regarding the learner admission and selection of the BScPH and BScCS programmes:

- (a) Minimum admission requirements for the two programmes; and
- (b) Curriculum mapping of core modules between selected sub-degree programmes and the BScPH / BScCS programme in Year 1 and Year 2;

4.2.2 The Panel noted from the accreditation documents that the minimum admission requirements for the BScPH and BScCS programmes are as follows:

Year 1 Standard Entry

- Have obtained a minimum of 15 points in five Hong Kong Diploma of Secondary Education Examination (HKDSE) subjects (Level 1 = 1 point and Level 5** = 7 points) with a minimum of Level 3 in English Language and Mathematics, and no subjects at Level 1; **OR**
- Have obtained an academic qualification that is deemed as equivalent to or above the requirements stated above.

English Proficiency Requirements:

- Have obtained Level 3 or above in HKDSE English Language; **OR**
- Have obtained IELTS (Academic) at 6.0 or above, with a minimum of 5.5 in each of the four individual components.

Year 3 Standard Entry

- Have obtained a recognised Associate Degree (AD) / Higher Diploma (HD) pitched at HKQF Level 4 from local educational institution; **OR**
- Have obtained an equivalent qualification.

English Proficiency Requirements:

- Have completed the sub-degree programme or an equivalent qualification with English as the medium of instruction; **OR**
- Have obtained IELTS (Academic) at 6.0 or above, with a minimum of 5.5 in each of the four individual components.

4.2.3 Further to the discussion with the Panel during the site visit, the Operator confirmed that the minimum cohort size for Year 1 entry to each of the BScPH and BScCS programmes will be 5 students. The Operator also updated the maximum number of new students for each of the BScPH and BScCS programmes in the coming validity period to the following figures:

Academic Year	2026/27	2027/28	2028/29
Entry Level			
Year 1 (Full-time)	10	10	10
Year 3 (Full-time)	55	55	55
Year 3 (Part-time)	10	10	10

Based on a review of the accreditation documents and the discussions with the external stakeholders of the two programmes during the site visit, the Panel generally considered the proposed figures for the BScPH and BScCS programmes appropriate.

4.2.4 The Panel noted from the accreditation documents that both the BScPH and BScCS programmes target at students admitted via Year 3 entry with advanced standing. It is stipulated in the Operator's admission policy that advanced standing for students would not exceed two-third of the equivalent credit requirements for the award.

4.2.5 Having reviewed the curriculum mapping of core modules between selected sub-degree programmes and the BScPH programme in Year 1 and Year 2, the weekly schedules with elements of epidemiology and biostatistics in Year 3 modules, and discussed with representatives of the Operator about the prior knowledge required for articulation to Year 3 of the Programme and the process to ascertain the adequacy of prior knowledge, the Panel had the following observations and comments:

- (a) The weekly schedule of the module *Professional Project: Public Health Intervention Project* in Year 3 of the BScPH programme reflected application of elements of epidemiology (e.g. incidence, prevalence, odds ratio, hazard ratios, literature review) and biostatistics (e.g. paired t-test and chi-

square test), which are expected to be acquired in Year 1 and Year 2 of the BScPH programme. However, the Panel had the concern that the curriculum mappings of the selected sub-degree programmes did not provide adequate evidence that the selected sub-degree programmes have adequate coverage of epidemiology and biostatistics for articulation to the Programme.

- (b) The Panel also noted from the discussion with the HKIT representatives that while there is an established mechanism at UWL in reviewing and approving the curriculum mapping for admission to Year 3 of the programme at HKIT, such approval had not yet been sought on the curriculum mapping of core modules between the selected sub-degree programmes and the BScPH programme in Year 1 and Year 2 presented to the Panel during the site visit.

In view of the Panel's concern about the adequacy of prior knowledge of the sub-degree graduates for articulation to the Programme, the Panel stipulated the following pre-condition for the BScPH programme:

Pre-condition

The Operator is to demonstrate the rigour of their mechanisms and procedures for Year 3 entry of the Programme to ensure students admitted have adequate background, especially in epidemiology and biostatistics, to undertake the Programme.

For the fulfilment of the above pre-condition, the Operator is to submit the following documents to HKCAAVQ by **31 December 2025**:

- (i) revised mappings between the modules in Year 1 and Year 2 of the Programme and the three programmes: (1) the existing Higher Diploma in Health Care awarded by Hong Kong Institute of Technology; (2) a targeted Higher Diploma awarded by another institution; and (3) a targeted Associate Degree awarded by another institution;
- (ii) a new mapping between the modules in Year 1 and Year 2 of the Programme and the proposed revamped Higher Diploma in Health Care to be offered by Hong Kong Institute of Technology;

- (iii) full documentation showing how the mappings are conducted, including any supporting evidence, such as assessment of similarity between syllabi of modules of the Programme and those of the sub-degree programmes;
- (iv) details of any bridging modules for graduates of each of the above four programmes, including detailed syllabi of the modules, passing requirements, and timeline for their completion; and
- (v) relevant QA records showing the relevant QA process undertaken.

4.2.6 Regarding the admission procedures adopted by the BScPH and BScCS programmes to verify local and overseas qualifications and ensure the authenticity of the applicant's qualifications, the Operator informed the Panel that the Administration Department of the HKIT is responsible for verifying the original identity documents and the required minimum admission qualifications or academic certificates. Applicants are also required to make a declaration concerning the accuracy and completeness of the information provided in the applications. Any provision of false information, or failure to provide necessary academic qualifications by the applicants / students for verification, will result in cancellation of registration / termination of studies and disciplinary action / revocation of qualifications. A list of selected and qualified candidates would be proposed by HKIT, and then finalised and confirmed upon the acknowledgement of UWL.

4.2.7 In line with the Government's policy on the yearly quota of non-standard admission for programmes accredited under the Qualifications Framework, for non-local degree programmes operating in the 2023/24 academic year and onwards, the maximum number of non-standard admission (including mature students) should be capped at a maximum of 10% on a programme basis of the actual number of new students of the year. The cap is applied in line with the general expectation on self-financed degree-awarding institutions in safeguarding teaching and learning quality and thereby upholding the credibility and recognition of the qualifications. The percentage is based on the sum of new student numbers across all years of study of the programme. The Operator confirmed that it will adhere to the policy regarding non-standard admission in the coming validity period.

4.2.8 In consideration of the above, the Panel considered that the minimum admission requirements of the BScPH and BScCS

programmes have been clearly outlined. Subject to the fulfilment of the pre-condition stipulated for BScPH, the student admission process and requirements are generally appropriate to recruit students with the necessary skills and knowledge to undertake the two programmes.

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 Operator provided the following information regarding the structure and content of the BScPH and BScCS programmes:

- (a) Programme structure;
- (b) Course specifications;
- (c) Module specifications;
- (d) Weekly schedule of selected modules, including topics to be covered in each week;
- (e) Sample assessment materials; and
- (f) Graduation requirements.

4.3.2 The BScPH programme will be offered in a full-time mode and can be completed within three to seven years. The Programme will also be offered in a part-time mode and can be completed within four to seven years. Students are required to complete 17 core modules in the Programme, totally 360 credits.

Module	Core or Elective	Credit
FHEQ Level 4		
Lifelong Learning for Public Health	Core	20
Finding Understanding and Using Evidence for Public Health	Core	20
Determinants of Health and Wellbeing	Core	20
Health and Wellbeing across the Life Course	Core	20
Measuring individual Health and Wellbeing	Core	20
Politics and Advocacy in Public Health	Core	20
FHEQ Level 5		
Assessing Population Health and Wellbeing	Core	20
Health Protection Systems and Emergencies	Core	20
Health Promotion in Action	Core	20

Mass Media Health Communication	Core	20
Public Mental Health and Wellbeing	Core	20
Introduction to Research Methodologies and Methods in Public Health	Core	20
FHEQ Level 6		
Public Health in Action	Core	20
Promoting and Developing Healthy Public Policy	Core	20
Designing, Delivering, Monitoring and Evaluating Public Health Interventions	Core	20
Developing Leadership for Health Improvement	Core	20
Professional Project: Public Health Intervention Project	Core	40

- 4.3.3 Having reviewed the programme curriculum and module specifications, the Panel noted the BScPH programme has broadly covered the major areas relevant to the discipline, and considered the content generally aligns with the PILOs.
- 4.3.4 The Panel noted from the Operator's response to the *Summary of Initial Comments* that upon completion of the BScPH programme, students are expected to equip with the knowledge and skills for jobs with titles / roles, such as health promotion officers and project coordinators in non-governmental organisations (NGOs), and officers in government agencies, such as District Health Centre. Based on a review of the sample assessment materials, the sample assessment items can broadly demonstrate attainment of the required standards for jobs in health promotion to be taken up by graduates. Given that similar bachelor's degree programmes in public health are limited in Hong Kong, and the BScPH programme mainly targets at students admitted through Year 3 entry with advanced standing, the Operator is **advised** to track the actual career pathways of its BScPH graduates in Hong Kong, which would provide accurate information for the Operator to conduct programme evaluation and for prospective students to make informed decisions related to their career development.
- 4.3.5 The BScCS programme will be offered in a full-time mode and can be completed within three to seven years. The Programme will also be offered in a part-time mode and can be completed within four to seven years. Students are required to complete 14 core modules and 1 elective module in the Programme, totally 360 credits. Students are

required to complete 1 out of the 3 elective modules at FHEQ Level 6.

Module	Core or Elective	Credit
FHEQ Level 4		
Computer Architecture	Core	20
Programming	Core	20
Mathematics for Computing	Core	20
Algorithms and Data Types	Core	20
Information Systems and Databases	Core	20
Data Communications	Core	20
Further Programming	Elective*	0
FHEQ Level 5		
Theory of Computation	Core	20
Mobile Web App Development	Core	20
Artificial Intelligence	Core	20
Programming Language Paradigms	Core	20
Computing Group Project	Core	20
Advanced Algorithms	Core	20
FHEQ Level 6		
Applied Software Engineering	Core	20
Project	Core	40
Machine Learning	Elective	20
Distributed Systems	Elective	20
Database and Analytics	Elective	20

* This module is optional in nature.

4.3.6 Having reviewed the programme curriculum and module specifications, the Panel noted that the BScCS programme has covered the major areas relevant to the discipline, and considered the content generally aligns with the PILOs. Meanwhile, based on a review of the weekly schedule for the topics to be covered in the module *Computer Architecture*, the Panel formed the view that too many essential elements of a computer science programme are covered in the module, which are normally covered in several modules. For example, operating systems, which are not regarded as hardware and are normally covered in a separate module, are covered in the module *Computer Architecture*. In this connection, the Operator is **recommended** to strengthen and evidence regular review of the module specifications to ensure that the module title reflects the substance of the module content.

- 4.3.7 The Panel noted from the Operator's response to the *Summary of Initial Comments* that upon completion of the BScCS programme, students are expected to equip with the knowledge and skills for jobs with titles / roles, such as programmers, network technicians, software developers, IT officers, system developers, web developers and game design assistants. Based on a review of the sample assessment materials, the sample assessment items can broadly demonstrate attainment of the required standards for jobs to be taken up by graduates.
- 4.3.8 The Panel also noted from the response to the *Summary of Initial Comments* that HKIT adopted the same definition of "full-time study" and "part-time study" as UWL. For both the BScPH and BScCS programmes, students who study the full-time mode of a programme are expected to complete 120 credits per year, fulfilling the 360-credit requirement for the degree within three years. Students who study the part-time mode take fewer than 120 credits per year and are expected to complete their degree within the maximum registration period of seven years.
- 4.3.9 Regarding the graduation requirements of the BScPH and BScCS programmes, a student must have:
- (a) taken and passed modules to a total value of 360 credits, equivalent to 120 credits per level; and
 - (b) achieved a minimum average module mark of 40% for the course of study, unless specified otherwise by the relevant Professional, Statutory and Regulatory Body.
- 4.3.10 The degree classification of the BScPH and BScCS programmes follow UWL's academic regulations as follows:

Classification	Mark
First Class Honours	70% – 100%
Second Class Honours, Upper Division	60% – 69%
Second Class Honours, Lower Division	50% – 59%
Third Class Honours	40% – 49%
Fail	0% – 39%

- 4.3.11 In summary, the Panel considered that the structure and content of the BScPH and BScCS programmes are generally updated, coherent and balanced, which would enable students to achieve the stated learning outcomes and the required standards.

4.4 Learning, Teaching and Assessment

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

4.4.1 The following documents on the learning, teaching and assessment activities of the BScPH and BScCS programmes were provided to the Panel:

- (a) Course specifications;
- (b) Module specifications;
- (c) Course Handbooks;
- (d) Academic Quality and Standards Handbook; and
- (e) Sample teaching and assessment materials.

4.4.2 Both the BScPH and BScCS programmes employ the Outcomes-Based Teaching and Learning (OBTL) approach. The BScPH programme adopts lectures as the main teaching approach, while the BScCS programme adopts a combination of lectures and laboratory sessions to help the students achieve the intended learning outcomes. Based on a review of the teaching approaches adopted in the two programmes and discussion with the teaching staff during the site visit, the Panel considered that the teaching approaches adopted in the two programmes are generally effective in delivering the intended learning outcomes.

4.4.3 The Panel reviewed sample learning and teaching materials as well as assessment tasks of the BScPH programme, and noted that the materials of different modules, such as *Health protection, systems and emergencies*, are specifically designed for delivery in the UK. During the site visit, teaching staff of HKIT explained to the Panel that module contents would be contextualised when the Programme is delivered at HKIT. The Panel formed the view that the learning and teaching materials as well as assessment tasks of the Programme should be contextualised in order to equip students to address the needs of the local community in Hong Kong. To ensure that the Programme is effectively contextualised to meet the local needs, the Panel stipulated the following pre-condition:

Pre-condition

The Operator is to provide contextualised learning and teaching materials as well as assessment tasks to demonstrate the

Programme's effectiveness in equipping students to address local needs.

For the fulfilment of the above pre-condition, the Operator is to submit to HKCAAVQ by **31 December 2025** the following for a module of the Operator's choice for each of the three years of study in the Programme to demonstrate effective contextualisation, together with QA records showing the relevant QA process undertaken:

- (i) sample learning and teaching materials as well as assessment tasks that are representative of the key learning content of the module before and after contextualisation; and
- (ii) documentation to explain (1) what changes have been made to contextualise the learning and teaching materials as well as the assessment tasks, (2) how the contextualisation will be effective in equipping students to address local needs, and (3) how comparability of the standards between UWL and HKIT have been maintained after contextualisation.

4.4.4 Having reviewed the sample learning and teaching materials as well as assessment tasks of the BScCS programme, the Panel considered that the BScCS programme is generally effective in equipping students to address local market needs.

4.4.5 Different assessment methods, such as portfolios and written assignments, are used to collect evidence on students' attainment of the course intended learning outcomes of the BScPH and BScCS programmes. Based on a review of the sample assessment materials of the two programmes, the Panel considered that the assessments were generally effective in assessing the attainment of the intended learning outcomes.

4.4.6 The MOI for both the BScPH and BScCS programmes is English. The table below shows the maximum class size in various modes of teaching for the two programmes.

Mode of teaching	Maximum class size	Teacher-student ratio
Lecture	80	1:80
Tutorial	29	1:29
Seminar	80	1:80
Laboratory Session*	29	1:29

** The adoption of laboratory sessions in teaching is only applicable to the BScCS programme.*

4.4.7 Regarding the contact hours of the programmes, the Panel noted that both programmes have less than 300 hours in each year of study, which do not meet the requirement of not less than 450 contact hours per year for applying the Financial Assistance Scheme for Post-secondary Students (FASP) and Non-means-tested Loan Scheme for Post-secondary Student (NLSPS) by students of the Programmes. As the Operator considered that the availability of such schemes is important to the target students of the Programmes, the Operator proposed to increase the contact hours through the conversion of some guided independent study hours into contact hours by arranging a tutor to offer face-to-face guidance to support students' learning. During the site visit, the Operator provided a preliminary plan to show how these additional contact hours will be implemented. Having reviewed the preliminary plan and discussed with the Operator arrangements of the extra contact hours, the Panel has the following concerns:

- (1) The Operator had not yet provided accurate and adequate evidence to substantiate that such conversion of learning hours is academically sound.
- (2) Accurate information showing adequacy of staffing and physical resources to accommodate the substantial increase in contact hours is yet to be provided.
- (3) The details of the allocation of learning hours to support effective learning and attainment of the PILOs, as well as relevant policy and mechanism for implementing the attendance requirements, regardless of the study mode, are yet to be deliberated by the programme teams.
- (4) The proposed change has not yet gone through HKIT's and UWL's internal quality assurance processes, including seeking feedback from external advisors and/or examiners, and not yet approved by the relevant authorities in both HKIT and UWL to ensure compliance with applicable requirements on comparability with the home programmes.

In light of the above concerns, the Panel stipulated the following pre-condition:

Pre-condition

BScPH and BScCS

The Operator is to review and revise as appropriate (i) the learning hours of the Programmes, particularly the breakdown in face-to-face contact hours and self-study hours, (ii) relevant policy on attendance requirements and mechanism for implementation, and (iii) information on available financial assistance, to ensure that:

- (a) the learning hours are academically sound, compliant with applicable requirements on comparability with the home programmes, and supported by adequate staffing and physical resources;
- (b) relevant policy on attendance requirements is appropriate and a mechanism is in place for effective implementation; and
- (c) the information made available to stakeholders, particularly prospective and enrolled students, on financial assistance is accurate and in alignment with the relevant requirements of the financial assistance schemes.

For the fulfilment of the above pre-condition, the Operator is to submit the following documents to HKCAAVQ by **31 December 2025**:

- (i) a detailed breakdown of face-to-face contact hours, self-study hours, notional learning hours and QF credits in alignment with relevant definitions under the HKQF for each module of the Programmes;
- (ii) documentation showing deliberations and decisions on the allocation of learning hours, including details of activities, staff support provided, maximum class size specific to the types of learning activities for effective learning, relevancy to learning outcomes, etc., to justify any increased contact hours;
- (iii) relevant records showing compliance with applicable requirements on comparability with the home programmes;
- (iv) a consolidated plan to match staffing and physical resources for any revision on the total contact hours, including the utilisation rates of the intended teaching venues;

- (v) documentation showing deliberations and decisions on relevant policy on attendance requirements, and details of the mechanism for implementation, including but not limited to the recording of student attendance; and
- (vi) documentation showing actions taken, if applicable, regarding accuracy of information on available financial assistance schemes.

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 following documents about the Operator's programme leadership and staffing of the BScPH and BScCS programmes were provided to the Panel:

- (a) The overseas academic sub-contract agreement between UWL and HKIT;
- (b) Appointment criteria for different ranks of teaching staff;
- (c) Profiles of teaching staff involved in the BScPH and BScCS programmes;
- (d) CVs of the teaching staff;
- (e) Manpower plans for the BScPH and BScCS programmes in the coming validity period; and
- (f) Major staff development activities in a selected academic year.

4.5.2 During the site visit, the Panel noted that HKIT is responsible for ensuring that staff engaged for the delivery or support of the Programmes are suitably qualified and possess the skills and experience appropriate to the Programmes. As stipulated in the overseas academic sub-contract agreement between UWL and HKIT, HKIT will seek approval from UWL prior to engaging the staff for delivery of the Programmes.

4.5.3 Programme Leader is both the co-ordinator and leader for this programme at HKIT. The Programme Leader oversees the general academic operation and delivery of the programme. If students encounter academic problems that cannot be resolved by Module

Teachers, the matter will be referred to the Programme Leader to resolve the problems for the students.

- 4.5.4 The Panel noted from the accreditation documents that the maximum workload of HKIT's teaching staff is 21 hours of teaching per week, and the planned staff-student ratio (SSR) for degree programmes, including the BScPH and BScCS programmes, is 1:26. Having reviewed the manpower plan of the BScPH and BScCS programmes, the CVs of the programme leaders and teaching staff, the engagement modes of the teaching staff, and discussion with their representatives, the Panel considered that the teaching staff at the HKIT generally possess the qualities, competence, qualifications and experience necessary for effective planning, development, delivery and monitoring of the BScPH and BScCS programmes. Meanwhile, in view of the concern as set out in Para. 4.4.7(2), the Panel stipulated a pre-condition in Para. 4.4.7 to ensure that adequate staffing resources are also planned in line with the proposed increase in contact hours of the two programmes during the validity period.
- 4.5.5 After considering the above information and discussing it with the programme teams, the Panel considered that the Operator generally has a mechanism in place to ensure adequate qualified teaching and support staff for the delivery and management of the programmes.

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

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

- 4.6.1 The following documents about the learning, teaching and enabling resources/services of the BScPH and BScCS programmes were provided to the Panel:
- (a) Projected income and expenditure accounts of the two programmes for the academic years from 2025/26 to 2028/29;
 - (b) Student Programme Handbooks;
 - (c) Summary of general teaching and learning facilities;
 - (d) Summary of programme-specific teaching and learning facilities; and
 - (e) A list of job placement opportunities and recruitment seminars for the 2023/24 academic year.

- 4.6.2 On learning, teaching and enabling resources, the Panel noted from the overseas academic sub-contract agreement that HKIT is responsible for all such aspects of programme delivery, including classrooms, libraries and learning resources, such as adequate computing and other facilities, and student services.
- 4.6.3 Regarding the learning and teaching resources, the Panel noted that students of the BScPH and BScCS programmes would not be provided access to certain UWL's electronic learning resources, such as e-journals and e-databases, but having reviewed the electronic learning resources provided by HKIT, the Panel considered that there are adequate resources to support the delivery of both programmes.
- 4.6.4 The Panel also noted the following major support services HKIT provides to students:
- (a) Counselling services to assist students in whole-person development and self-awareness, and help students in addressing family or emotional problems;
 - (b) Financial assistance for students who have financial needs for undertaking the Programmes; and
 - (c) Career services including individual career counselling sessions, training programmes on job-hunting skills and cultivating workplace attitudes, job placements, recruitment seminars, job information service and career talks.
- 4.6.5 In light of the observation as set out in Para. 4.4.7 and the concern in Para. 4.4.7(1), the Panel was also concerned about mentioning the availability of government financial assistance in the Student Handbook. In this connection, the Panel stipulated a pre-condition in Para. 4.4.7 to ensure that the Operator conveys accurate information to current and prospective students on the eligibility and availability of financial assistance.
- 4.6.6 The Panel noted from HKIT's Student Handbook that the Operator allows students to transfer between the two modes of study according to their employment status, which in such cases may affect the students' eligibility for government financial assistance. Based on communication with the Operator during the site visit, the Operator confirmed that a student needs to apply to the school one week before the start of the term, and the Administration Office of HKIT will inform the Student Finance Office of the Working Family and Student

Financial Assistance Agency (WFSFAA), if the student has applied for any financial assistance scheme from WFSFAA.

- 4.6.7 Having reviewed the projected financial statements of the BScPH and BScCS programmes, including information on the assumptions behind the projection as well as the breakeven numbers, the Panel noted a continuous surplus in the coming validity period, and considered that the Operator has adequate financial resources for the delivery of the Programmes.
- 4.6.8 On physical resources, the Panel also noted from the accreditation document that both the BScPH and BScCS programmes will be delivered in HKIT's Sham Shui Po campus. During the site visit, the Panel toured the Operator's classrooms, library, computer laboratories and various facilities in HKIT's Sham Shui Po campus, and considered that they are adequate to support students' learning of the two programmes. Meanwhile, in view of the observations as set out in Para. 4.4.7(2), the Panel stipulated a pre-condition in Para. 4.4.7 to ensure that adequate physical resources are also planned in line with the proposed increase in contact hours of the two programmes during the validity period.
- 4.6.9 In view of the above, subject to the fulfilment of the pre-condition stipulated in para. 4.4.7, the Panel considered that the BScPH and BScCS programmes generally have appropriate and sufficient physical and financial resources in place for its learning, teaching and assessment activities.

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 following information about the Operator's programme approval, review and quality assurance (QA) processes was provided to the Panel:
- (a) HKIT's Quality Assurance Manual;
 - (b) UWL's Academic Quality and Standards Handbook;
 - (c) UWL's Academic Regulations;
 - (d) External Advisor Reports;

- (e) Terms of reference of Academic Board, Quality Assurance Committee, Programme Development Committee, Examination Board and Staff Development Committee;
- (f) Meeting Minutes of the Academic Board for the 2024/25 academic year;
- (g) Meeting Minutes of the Faculty Board for the 2022/23 academic year;
- (h) Meeting Minutes of the Programme Development Committee for the 2024/25 academic year;
- (i) Meeting Minutes of UWL's Joint Assessment Board for the 2023/24 academic year;
- (j) The overseas academic sub-contract agreement between UWL and HKIT; and
- (k) Course approvals from UWL on the BScPH and BScCS programmes.

4.7.2 Having reviewed the above documents and discussed with UWL and HKIT staff, as well as HKIT's external advisors, the Panel had formed the following views:

- (a) The course approvals from UWL show that the UWL approval process had been followed, and the BScPH and BScCS programmes were approved to be delivered from September 2025.
- (b) A review of the minutes of various committees of HKIT and the External Advisor Reports shows that external and internal input had been incorporated in the development of the Programmes, and the approval process of the Programmes had been followed.
- (c) The reports from the external advisors and a discussion with them show that they were all supportive of the BScPH and BScCS programmes. They all agreed that the Programmes can equip students with adequate generic and discipline knowledge at the intended level.

4.7.3 The Panel also noted from the accreditation documents that HKIT collects feedback from key stakeholders after programme implementation through several ways, such as Course Evaluation Surveys, Student Affairs Committee, External Examiner Reports and Annual Programme Reports.

- 4.7.4 In light of the above observations, the Panel was of the view that there is evidence that an appropriate QA mechanism is in place to assure the quality of the Programmes on an on-going basis.
- 4.7.5 The Panel noted that the Operator had not yet received documentary evidence indicating successful registration of the Programmes under the Non-Local Higher and Professional Education (Regulation) Ordinance (Cap 493). The Panel set the following pre-condition:

Pre-condition

The Operator is to submit the Certificates of Registration for the Programmes as evidence of successful registration under the Non-local Higher and Professional Education (Regulation) Ordinance (Cap. 493) to HKCAAVQ **on or before 1 August 2026**.

5. IMPORTANT INFORMATION REGARDING THIS ACCREDITATION REPORT

5.1 Variation and withdrawal of this Accreditation Report

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

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

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

5.2 Appeals

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

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

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

5.2.4 Please refer to Cap. 592A (<https://www.elegislation.gov.hk>) for the appeal rules. Details of the appeal procedure are contained in section 13 of the AAVQO and can be accessed from the 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 QF. The Operator should apply separately to have their quality-assured qualifications entered into the QR.

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

Ref: 100/50/05
19 August 2025
JoH/ELi/JcC/IvC/rel

Appendix

Hong Kong Institute of Technology and University of West London

Learning Programme Accreditation for

(i) BSc (Hons) Public Health, and

(ii) BSc (Hons) Computer Science

17 – 20 June 2025

Panel Membership

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